



Charter Application Review Commission Application Review Summary

Legacy Virtual School		
May 23, 2025	August 27, 2025	2026-2027
Pinellas County Schools		

The Florida Charter Institute has completed a review of the charter application for the proposed charter school. Attached to this report, please find:

<input checked="" type="checkbox"/>	FCI evaluation summary form
<input checked="" type="checkbox"/>	Standard Model Charter School Application Evaluation Instrument (IEPC-M2)
n/a	Transcript of the applicant's capacity interview – Interview was not conducted.
<input checked="" type="checkbox"/>	Complete charter application
<input checked="" type="checkbox"/>	School District Input Form IEPC-INP

The Florida Charter Institute recommends that this charter application be **denied**.

<i>Lucie Miller Casella</i>	July 25, 2025
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Charter Application Summary

Proposed Charter School Name				
Legacy Virtual School				
Year 1 Enrollment	Year 2 Enrollment	Year 3 Enrollment	Year 4 Enrollment	Year 5 Enrollment
226	329	458	712	972
School Mission Statement				
<p>Legacy Virtual School is dedicated to providing high-quality, accessible, and flexible virtual education to meet the diverse needs of Florida's students. Our mission is to ensure that all learners especially those from underrepresented communities, English Language Learners, and students seeking alternative pathways have access to rigorous academic instruction, personalized learning, and robust support systems. Through a technology-driven curriculum, individualized student support, and a commitment to excellence, we prepare students for academic success, college readiness, and career opportunities in a digital economy.</p>				
Brief summary of the instructional approach of the proposed charter school.				
<p>The school's educational program intends to combine live instruction with self-paced virtual learning, utilizing curriculum from providers like FlexPoint, Edmentum, and Imagine Learning. Key instructional elements include a strong emphasis on reading with phonics instruction, differentiated mathematics strategies, and comprehensive support services from Learning Support Specialists and other specialists hired for all learners, including those with disabilities and gifted students.</p> <p>The school aims to provide an emphasis on flexible learning through two main tracks: group learning and self-paced learning. Students choose the track that best aligns with their education goals, home environment and learning style. The school plans to offer advanced coursework such as AP and dual enrollment opportunities, alongside a variety of other areas like STEM and CTE, electives and virtual clubs to promote holistic student development and prepare them for college and careers.</p>				

Summary Of Application Review

Section	Meet	Partial	Not Met
1. Mission, Guiding Principles, & Purpose	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Target Population & Student Body	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Educational Program Design	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Curriculum & Instructional Design	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Student Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Exceptional Students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. English Language Learners	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. School Culture & Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Supplemental Programing			
10. Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Management & Staffing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. Human Resources & Employment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. Professional Development			

Section	Meet	Partial	Not Met
14. Student Recruitment & Enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. Parent & Community Involvement			
16. Facilities	<i>Not Applicable</i>		
17. Transportation Service	<i>Not Applicable</i>		
18. Food Service	<i>Not Applicable</i>		
19. School Safety & Security	<i>Not Applicable</i>		
20. Budget	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
21. Financial Management & Oversight	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
22. Start-Up Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A. Replications			
A1. High-Performing Replication	<i>Not Applicable</i>		
B. Education Service Providers			
Applicant History Worksheet (IEPC-M1A)			

Primary Application Strengths

The application demonstrates foundational elements for a Florida charter program. The school sets ambitious and clear five-year goals for student performance, aiming for high proficiency in ELA and Math, reducing low-level scores, exceeding district learning gains, and promoting college readiness. The organizational plan includes a clearly outlined grievance policy that meets state statute, ensuring a structured approach to concerns.

Mission, Guiding Principles, and Purpose: The mission offers a compelling vision for personalized learning based on data-driven instruction.

Target Population and Student Body: The applicant aims to serve a diverse student population across Florida, accommodating students who benefit from a flexible and individualized learning environment. The anticipated student body is well-defined, specifically naming various student groups such as English Language Learners, students from military families, homeschooled students, and gifted students. **Student Performance, Assessment, and Evaluation:** The school's five-year goals are stated, aiming for high proficiency (at least 80%) in ELA and Math, reducing low-level scores (below 10% in Level 1), exceeding district learning gains, and demonstrating strong college readiness.

Primary Application Deficiencies

This application is deficient across several critical areas. It lacks fundamental planning and demonstrates a clear misunderstanding of state requirements and best practices for virtual education. Key weaknesses include an unestablished organizational background and reliance on an unauthorized virtual provider. The target population strategy is unrealistic, proposing statewide reach for a local school and unclear recruitment for middle grades. The educational program lacks research or evidence basis, references outdated Florida standards, and proposes insufficient instructional minutes and time. The curriculum plan confuses state approval processes, does not explain the integration of multiple vendors, and references banned materials. Student performance assessment and evaluation methods are inadequate, and the plan for exceptional students and ELLs is underdeveloped, with unbudgeted services and staffing. The school culture and discipline plan ignores virtual-specific issues they will face. Operationally, the supplemental programming section is unbudgeted and understaffed. There are severe governance concerns due to out-of-state board members, conflicts of interest, and a lack of local understanding. The management and staffing plan is unclear and underfunded, and human resources policies are not well defined. Professional development is insufficient, particularly for K-12 virtual instruction. The financial plan is flawed, featuring unrealistic enrollment assumptions, inadequate budgeting, and weak internal controls. Detailed deficiencies are outlined below.

- **Mission, Guiding Principles, and Purpose:** Lack of organizational background, unverified virtual provider (Flexpoint lacks contract/DOE authorization), and no virtual school experience.
- **Target Population and Student Body:** Unclear rationale for starting grade 4, no research on virtual competition, missing enrollment explanations (especially middle school), problematic statewide reach for a Pinellas school, and irrelevant enrollment trend data.
- **Educational Program Design:** No research base for practices, misunderstanding of FL B.E.S.T. Standards (citing Common Core), insufficient instructional time (elementary literacy), inadequate laptop loan/internet program, age/grade misalignment, no SWD recruitment plan, and unrealistic multi-vendor/university partnerships.
- **Curriculum Plan:** Confusion on state-approved reading program, lack of support service specifics, unintegrated multi-vendor curriculum, wrong state standards, insufficient reading instruction minutes, materials that were removed or discontinued by one of Florida's school boards, and superficial MTSS mention without depth it requires.

- **Student Performance, Assessment, and Evaluation:** Incorrect assessments discussed (FSA vs. F.A.S.T.), unclear/unmeasurable goals, failure to meet Pinellas County progression standards, insufficient ELL details (no WIDA), incomplete assessment schedule, and absent MTSS guidance/Early Warning Systems.
- **Exceptional Students:** Inappropriate MTSS for virtual learning, no clear implementation of Pinellas County's MTSS/Child Find, SWD projection issues, misaligned SWD staffing, insufficient plan for serving SWD (budget), and unclear ESE staff training/adherence.
- **English Language Learners:** No ELL enrollment projection, unidentifiable/unbudgeted ELL teacher positions, vague access to programming, little detail on mainstream/sheltered models, unknown online screener (WIDA).
- **School Culture and Discipline:** Inadequate digital citizenship explanation, no MTSS discipline plan, missing student handbook, undetailed teacher procedures for non-compliance, unclear administrative roles/timelines, unaddressed SWD manifestation determination, and omitted virtual-specific disciplinary issues/district code of conduct.
- **Supplemental Programming:** Unclear fees, unbudgeted graduation events/staff travel, no staffing/stipend details for activities/clubs, and no evaluation plan for programming effectiveness.
- **Organizational Plan (Governance):** No plan for FL-based board members, conflicts of interest on board, lack of required board skill sets, no local representation, and misunderstanding of Sunshine Law/meeting requirements.
- **Management and Staffing:** Unclear organizational charts/reporting lines, confusing CEO role/startup staffing, lack of principal accountability (hired year 4), no administrative staff recruitment/PD/onboarding budget, commingled governance and school operations, below-market principal salary, unclear support staff ratios, and unbudgeted/unmentioned key staff (Curriculum Director).
- **Human Resources and Employment:** No succession plan beyond PD, unclear benefits, high staffing ratios, brick-and-mortar HR approach (lacking virtual support), no teacher evaluation model, and limited discussion on turnover.
- **Professional Development:** Unfunded Director of Curriculum/PD, insufficient teacher compensation for training, no virtual-specific PD, and no PD for leadership/support staff.
- **Student Recruitment and Enrollment:** No targeted marketing for underrepresented demographics, non-compliant enrollment preferences, lengthy application (barrier), no non-tech application method (equity issue).
- **Parent and Community Involvement:** Unclear program, no examples of parent/community input leading to program modifications.
- **Business Plan (Budget):** Unbudgeted staff in Y1, unrealistic enrollment assumption, misrepresented recruitment funds, deficit funding from low virtual completion rates, below-statutorily required minimum teacher pay, misaligned teacher numbers, incorrect FEFP definition, unbudgeted benefits, unbudgeted facility, inadequate per-student funding, underfunded outsourced financial operations, inconsistent line of credit terms, misaligned staff numbers, no reserve for computers, no IT/ESE services budgeted, and overall budget vulnerability (Year 3 loss).
- **Financial Management and Oversight:** Lack of specifics on internal controls, no explanation of public budget hearing.
- **Start-Up Plan:** Slim plan for school readiness, and misrepresented start-up funds (\$400k for marketing not in spreadsheets).

Florida Virtual Charter School Application Evaluation Instrument

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

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.

The following definitions should guide the ratings:

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

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below. **Legacy Virtual School**

DENY	APPROVE	
X		

Name of Person Completing Assessment: Susie Miller Carello Date: July 23, 2025

Title: Executive Director Florida Charter School Institute

Signature: Susie Miller Carello

I. Educational Plan

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

1. Mission, Guiding Principles and Purpose

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

Statutory References:

s. 1002.33(2)

Evaluation Criteria:

A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference
The mission emphasizes support for diverse learners, including students from underrepresented backgrounds and English Language Learners, prioritizing inclusive and student-centered learning environments.	10
Compelling vision to provide personalized learning based on data driven instruction.	10
Concerns and Additional Questions	Reference
Applicant does not provide any some background on the proposed organization ... where is home base, where do they mostly draw your students from, how long in operation, what is your current enrollment? If they are going to use statements of experience from operating other virtual schools, this information should be provided.	10
The pages referenced do not offer support for the vision statement Plan to contract with Flexpoint but no contract in place and not	10-12, 39-41

<p>authorized by FLDOE. While it is a division of FVS, the Flexpoint product itself has not been approved as a virtual provider for use by charter schools.</p> <p>Indicate experienced in operating virtual charters schools but no evidence is provided.</p> <p>The page numbers cited are not aligned with the statute, however I did find the information within the application.</p>	10
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2. Target Population and Student Body

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

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

Meets the Standard		Partially Meets the Standard		Does Not Meet the Standard	
		X			

Strengths	Reference
<p>The applicant seeks to serve a diverse student population from across Florida, including students with varying educational needs, abilities, and backgrounds. It is designed to accommodate students who benefit from a flexible and individualized learning environment.</p> <p>Based on state data from Florida charter schools, the applicant expects a significant proportion of Hispanic/Latino (46%), White (29%), and Black (18.4%) students.</p> <p>The applicant provides a well-defined picture of the anticipated student body and names specifically: English Language Learners, students from military families, homeschooled students, gifted students, and those facing academic or social-emotional challenges.</p> <p>The projected enrollment table and rationale for growth seem manageable, with some caveats listed below.</p>	12-15

Concerns and Additional Questions	Reference
<p>The applicant did not explain its reasoning for starting at grade 4 in year 1. Review team has concerns that recruiting students in fourth grade could be problematic (i.e. either in not being able to recruit students or that the students who are recruited are likely to be students who have had issues in other school environments which could have an impact on the makeup of the student population.)</p>	13 13-14

<p>While the applicant cited the growth of online learning, it did not provide a research basis for how its model would successfully compete among the growing ranks of other virtual providers to attain its strong enrollment growth.</p> <p>Initial enrollment numbers in upper grades and incremental growth in upper grades:</p> <ol style="list-style-type: none"> 1. No explanation provided as to why lower grades increase by 10 students in Year 2 but upper grades by 15 2. No explanation to the rationale of how if lower grades only have 25 or 30 students, how do the school will be able to obtain enrollment of 40 to 50 students in middle school grades initially? 3. Plan to serve virtual students throughout Florida, however, Florida Virtual is the only statewide authorized provider by statute. This particular application would be a Pinellas school. While statewide attendance would be possible through open enrollment rules, this would be a Pinellas county school. <p>Application indicates that charter schools statewide have grown by 53,000 post pandemic and that Florida Virtual has grown. In fact, Florida Virtual has reduced full-time enrollment.</p> <p>Most references are to national and state charter enrollment trends, not Florida-specific data or trend analysis for virtual charter demand, which differ from brick-and-mortar.</p> <p>The enrollment fluctuations need more explanation. For example, grade 7 goes from 25 to 50 to 25 to 50. Why are some grades doubling and then halving? Further explanation of the into the rationale for these decisions was not provided.</p>	<p>13</p> <p>12-16</p> <p>12-13</p>
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3. Educational Program Design

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

Statutory Reference(s):

s. 1002.33(7)(a)2.

Evaluation Criteria:

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

- An educational program design that:
 - Is clear and coherent;
 - Is based on effective, experience- or research-based educational practices and teaching methods, and high standards for student learning;
 - Aligns with the school’s mission and responds to the needs of the school’s target population, and
 - Is likely lead to improved student performance for the school’s target population.
- A clear explanation of how the school will comply with statutory requirements in section 1002.45(3)(d), F.S.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
The application describes a multi-faceted approach of live lessons, self-paced study blocks, and collaborative learning.	16-24

Concerns and Additional Questions	Reference
The applicant did not cite a research base for its educational practices and teaching methods.	16-24
Based on the narrative, reviewers questioned whether the applicant clearly understands current FL standards. Numerous references were made to outdated information. Application frequently discusses the “Florida Standards”. It erroneously references the Common Core State Standards as a basis for Florida’s standards and neglects to mention the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards which are the current required standards for ELA and Mathematics.	16 18-20 22
The proposed time blocks, especially for elementary literacy, were	

<p>insufficient relative to FL requirements. Instructional time is limited in the elementary and middle grades. Offering one hour blocks twice per week for core subjects like reading (ELA) and mathematics will not meet Florida standards for instructional minutes.</p>	<p>16 16-17</p>
<p>The laptop loan program did not cover Internet access and was insufficient based on the description, enrollment, and FRL projections.</p>	
<p>The applicant indicates that they intend to start with Grades 4 through 12 but indicate ages served will be 6-18 which does not align. The application indicates they intend to recruit gifted students and target all at risk students but they do not discuss a recruiting effort for students with disabilities.</p>	<p>22 23</p>
<p>Applicant indicates they will be partnering with six curriculum vendors, but provides no explanation of how consistency and quality will be managed across platforms, or how these programs integrate for students.</p>	<p>24</p>
<p>Partnering with USF, ASU, multiple foreign languages, full arts and CTE programming seems unrealistic as a startup that is also growing in various grade levels. Not enough detail about the programming for ELLs & students with IEPs.</p>	

4. Curriculum Plan

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

Statutory Reference(s):

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

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

- Provides an emphasis on reading; and
- Will be appropriate for students below, at, and above grade level.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
Descriptions emphasized reading and math. The application discussed progress monitoring, at-risk interventions, and included a grid describing the course offerings the founders hope to provide.	25-44

Concerns and Additional Questions	Reference
The applicant seemed to confuse the description of a state-adopted reading program with creating a program that can be approved. To the best of our knowledge there is no such thing as a state-adopted reading program. Therefore, it was difficult to discern if what is proposed complies with statutory requirements since no additional details were provided.	25
The application indicates that they have a state approved reading plan; this is not possible as a school that is not approved.	44
The applicant lacked specifics about its comprehensive support services.	25-44
The applicant did not explain how it would integrate use of six different curriculum providers.	
The curriculum plan references the wrong state standards.	
Instruction time does not meet state required minutes for reading.	
Most of the applications focuses on high school curriculum and very little information addresses the student population in grades 4-8 . In addition there is a significant lack of focus on instructional methodology to be used for very young students who do not have basic reading skills, and how they could potentially be successful	

<p>within the virtual environment.</p>	25
<p>The reading lists provided contain books that were removed or discontinued by one of Florida’s school boards.</p>	
<p>The application discusses facilities space; this is a virtual application.</p>	
<p>Mention of <i>instructional</i> strategies such as literature circles and PBL as only available for at or above grade level students. The application labels these as advanced reading strategies- they are not, therefore it doesn’t make sense that below grade level readers would be excluded from instructional strategies. No clear set of <i>instructional</i> strategies for below level students, sans tutoring, is provided.</p>	25
<p>MTSS is mentioned in one sentence with no additional context for how it fits into the overall curriculum plan or organizational design. MTSS is discussed later in the application, but there seems to be inconsistencies or a lack of understanding that it should be built into the fabric of the instructional model at the school.</p>	26-33
<p>In the middle school requirements, there is a mention of students passing the Biology 1 EOC. Applicants do not share the course sequence that leads to Bio 1. Raising questions as to whether middle school students will take comprehensive science courses or a subject matter sequence. The applicants do not provide enough specificity to make a determination.</p>	47
<p>1008.25 is not addressed in the application. There is not a specific discussion regarding primary grades reading, the application mostly discusses general guidelines that apply to all grade levels. The applicant fails to provide a clear and detailed plan to address the Florida reading requirements for grades K-3.</p>	
<p>The application is missing a discussion regarding courses in science and humanities. What courses will be offered to students?</p>	

5. Student Performance, Assessment and Evaluation

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
<p>The application state the school’s five-year goals are to:</p> <ol style="list-style-type: none"> 1. Achieve at least 80% proficiency in ELA and Math across all grades. 2. Reduce students scoring at Level 1 to below 10% in both subjects. 3. Exceed district averages in learning gains. 4. Demonstrate high college readiness scores and increased participation in advanced coursework. <p>The applicant highlighted the role of Learning Support Specialists.</p>	45-55, 155-158

Concerns and Additional Questions	Reference
<p>While addressing student level or class level interventions, the applicant did not clearly address how it would approach making educational program adjustments of a more systemic nature.</p>	54
<p>The applicant did not address the processes it would use to ensure</p>	55

<p>FERPA compliance.</p> <p>The applicant does demonstrate a clear understanding of FERPA requirements. This is a major concern.</p> <p>The application is misaligned in assessment language (discussing the FSA instead of F.A.S.T. assessments)</p> <p>Some of the goals included are not clear and detailed making them difficult to measure. For example, a five year proficiency goal of 80% with limited discussion of how this scale of improvement will be achieved other than naming broad strategies such as remediation or acceleration without citing staff that will provide the remediation, when it will occur, at what frequency, evidence of success of the proposed strategy with students that are similarly situated, etc.</p> <p>The applicant states that they will follow the Pinellas County student progression plan requirements. The application doesn't meet the standards of the Pinellas County SPG. The application lacks details regarding MTSS and student interventions, grade 3 promotion, CAPE certification options, and middle school PE and health requirements.</p> <p>The section for English Language Learners is missing details about student placement and progress monitoring. The application makes no mention of WIDA testing. How will this occur?</p> <p>The assessment schedule in Attachment C is only the state assessment schedule. No additional information was provided for the numerous other assessments that were mentioned throughout the application</p> <p>Numerous assessments are indicated throughout the application narrative without explanation. It is not explained what the assessments are, if they are vendor-based, or whether they are reliable and predictive indicators of student performance on Florida's standards.</p> <p>Effective MTSS guidance should include decision rules regarding when interventions should be escalated (e.g., Pinellas SPG mentions students failing a class as a trigger) and monitoring of implementation fidelity. Neither of these are mentioned in the plan.</p> <p>The goal of an Early Warning Systems (EWS) is to name or detect when things go wrong using thresholds (e.g. # of absences) which aren't mentioned nor is specific timing provided as to when students will be identified.</p> <p>The application states that "Pinellas County will oversee the administration of PM3 with support from their team." It is unclear what this means, and is not the way the state assessment system</p>	<p>46, 50</p> <p>45</p> <p>47</p> <p>47</p> <p>50, 51</p> <p>53</p> <p>53</p> <p>51</p>
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<p>typically works, therefore we would have expected more explanation. In addition, if they are marketing their school to students statewide as is described in the application, there is no explanation of what the implications are for students who reside outside of Pinellas county. Therefore it is unable to determine if the school will be compliant with state assessment protocols for <u>all</u> assessments.</p>	
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6. Exceptional Students

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

Statutory Reference(s):

s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs through the IEP process.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
Applicant projects 12% SWD. It addressed programs, strategies, and supports, including the level of SpEd staffing.	57-70
While the policy ensures SWD are not screened out at enrollment and will be selected via a lottery if needed—meeting statutory requirements for unbiased access, there are details not included as enumerated below.	57
Lists the evaluation tools that will be used for student referrals for additional services. Mention of student mental health support and monitoring including the use of positive behavior support plans.	60, 63
Discusses a plan to support gifted and talented students through	

accelerator, AP courses.	
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Concerns and Additional Questions	Reference
<p>Several MTSS strategies identified in the application were not appropriate for virtual learning.</p>	59-62
<p>Reviewers raised significant concerns that the application names that they will follow all of the guidance from Pinellas County for MTSS and Child Find. However, there was no explanation of <u>HOW</u> the applicant will implement these policies and procedures without similar structures in place for staffing, support, etc. This was not addressed with sufficient specificity.</p>	
<p>The initial projection for SWD at Legacy Virtual School is approximately 12% of the student population as stated in the application. This figure is said to be based on statewide averages and data from the Florida Department of Education's Bureau of Exceptional Education and Student Services, which indicates the percentage of SWD in Florida's public schools hovers around this figure. While the application mentions other percentages (16% statewide, 12% for virtual, and an earlier 18%), the definitive projection in the application for Legacy Virtual School is 12%</p>	57
<p>With that said, the applicants did not account for variations in virtual learning environments, as that number is based on all public schools.</p>	
<p>The applicants indicate that the initial staffing is one ESE teacher and 1 gifted teacher. These ratios do not align to standards. The application is not clear as to how the staffing will work. It is also unclear and woefully lacking as to how the proposed school will serve students with disabilities effectively. No budget for ancillary services (e.g. speech) is provided. The applicants also fail to provide detail regarding the provision of OT and PT services.</p>	67
<p>The applicant does not provide any information about how ESE staff will be trained or brought up to speed on the Pinellas county processes and requirements. Also, the applicant did not explicitly state that it would abide by and following the Pinellas County's SP&P, nor how staff would be trained on those policies.</p>	
<p>Student support team lists positions (MTSS Coordinator) that are not mentioned in the staffing plan or budget.</p>	
<p>LSS position is of concern because they have so many responsibilities with MTSS and students identified with disabilities. They need extensive training in interventions, which are not aligned with the qualifications listed.</p>	

7. English Language Learners

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

Statutory Reference(s):

s. 1002.33(10)(f)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference
<p>The application clearly references Title VI, EEOA 1974, and the LULAC v. State of Florida Consent Decree, aligns with Florida’s Home Language Survey (HLS) requirements and uses language screeners appropriately.</p> <p>Commits fully to following district-level ELL procedures on identification, instruction, monitoring, and exiting.</p> <p>Uses HLS at enrollment; identifies students via state-approved screeners like WIDA or ACCESS.</p> <p>Offers a mainstream inclusion model with ESOL-endorsed teachers and sheltered instruction where needed.</p> <p>Commits to accommodations, native language support “when feasible,” and integration with core subjects to ensure equity.</p> <p>Commits to at least three full-time TESOL/TESL-certified ELL teachers, with professional development and endorsement support.</p>	<p>71-74</p>

Concerns and Additional Questions	Reference
<p>The applicant did not include an ELL enrollment projection. The 3-person ELL staff suggests a moderate ELL population, but the application doesn't provide numbers or percentages of expected ELL enrollment. A realistic projection (e.g., “we anticipate 8–12% of students will need ELL services”) is needed to match staffing to need. The reviewer could not identify the budget for the 3 ELL teachers. If they are in basic instruction, ratios for basic instruction after pulling out ELL are very high. In addition, the three positions are not found in the budget presented by the applicant.</p> <p>Applicant states students will have full access to programming, but do not indicate how.</p> <p>The mainstream and sheltered models are mentioned, but details are thin. Best practice requires specifying instructional methods such as SDAIE, explicitly teaching language development, co-planning time with ESOL teachers, and access to sheltered-content courses</p> <p>While communication in multiple languages and workshops are promised, the plan lacks specifics on frequency or structure (e.g., monthly family nights, parent advisory committees, translated materials for testing and placement letters).</p> <p>It's unclear how screeners will be administered online within the 20-day window, or how sheltered instruction and WIDA-accessible assessments will be implemented virtually.</p>	71-74

8. School Culture and Discipline

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A planned school culture that is consistent with the school’s mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy and is appropriate for an online environment.
- Recognition of legal obligations and children’s rights related to enforcing student discipline, suspension, and recommended expulsion, including the school’s code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers and the governing board regarding discipline policy implementation.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		x

Strengths	Reference
The application states the school will focus on holistic growth through a curriculum that emphasizes collaboration, critical thinking, and problem-solving skills.	75-76
The applicant will use the district’s code of conduct for student discipline.	

Concerns and Additional Questions	Reference
The applicant promoted the notion of citizenship in the student performance section; to not address this in the school culture section seems a missed opportunity. Digital citizenship is stated, but not explained.	46
No specific due process was referenced.	75-76
The applicant fails to detail how the school will adapt the district’s code of conduct to the virtual context. Staff augmentation in this area could not be found.	76
No plan to address MTSS is presented.	

<p>The application speaks of the student handbook in Appendix D, however there a student handbook is not attached.</p> <p>The application fails to detail the procedures that teachers will use if students are non-compliant with disciplinary policies.</p> <p>The application also fails to detail the administrative roles in discipline as well as due process timeline. There are no clear protocols for investigation, notification, suspension, etc. in this section.</p> <p>The application doesn't address students with special needs, specifically, how manifestation determination hearings would be conducted or managed.</p> <p>The application doesn't mention virtual school specific disciplinary issues such as camera use, online integrity, and virtual misconduct (e.g., cyberbullying, etc.).</p>	<p>76</p>
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9. Supplemental Programming

The Supplemental Programming section should describe extra and/or co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

Strengths	Reference
The applicant discussed a range of extra- and co-curricular activities designed to enhance student engagement, develop leadership skills, and foster a sense of community.	77-78
All activities listed are consistent with the school’s vision and mission and would serve as an extension of the academic programming. They can be adapted to a virtual format, including virtual fieldtrips, speakers, etc.	77-78
Funding sources are identified (e.g., budget, grants, fundraising).	

Concerns and Additional Questions	Reference
Applicant does not explicitly clarify whether the school intends to charge fees for any of the supplemental programming.	77-78
Reviewers were unable to locate funding for traditional graduation venue and regalia in the budget, and this was mentioned in the application as an important event to host a traditional graduation? In addition, the application is silent about staff travel to events such as these.	78 77-78
There’s no mention of staffing for these activities. Applicant does not clarify who will run the clubs (teachers, volunteers, staff) and whether those individuals will receive a stipend.	
No mention of how they will work with high schoolers who want to participate in sports programs	
There is no information provided on exactly how the school will monitor or evaluate the effectiveness of this programming.	

II. Organizational Plan

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

10. Governance

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

Statutory Reference(s):

s. 1002.33(7)(a)15.; s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board’s roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process or policy that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
The applicant will increase board from 3 to 5-9 members. The applicant described roles, structure, committees and policies, and plans for diverse skills on the board.	79-92; 159-176
The section refers to a Parent Advisory Council and Student Advisory Committee – they have clear roles (provide feedback, policy input, communication bridge), regular meeting schedules and a reporting pipeline to the Board through the Head of School.	90-91
The application contains a clearly outlined grievance policy that meets state statute.	

Concerns and Additional Questions	Reference
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<p>The application does not address if the applicant is looking to recruit board members in Florida and when that will occur. Reviewers expressed deep concern that the proposed school's board is composed of individuals who,</p> <ul style="list-style-type: none"> a) do not reside in Florida, and b) are employees of the online service provider, and c) the leader of the online service provider is also the Vice Chairperson of the board. <p>It was also impossible to determine whose signature was on the governance disclosure forms provided on behalf of the Chairperson. Overall, the delineation between the Governing Board and the school management company is unclear and worrisome with regards to managing conflicts of interest as the inevitably arise.</p> <p>The narrative explains the skill sets required in a governing board, however the current governing board does not have the skill sets the narrative identified as required.</p> <p>The lack of local representation from Florida also raises concerns in terms of how the governing board is going to stay connected with the school community.</p> <p>No indication of how the school plans to meet sunshine requirements with governing board members who are all out of state, and no indication that they understand the meeting requirements when meeting electronically. Also, no indication was provided in the narrative that the applicant understands the need to have a physical meeting location for those who are unable to attend virtually. In addition, in indication the applicant understands the need to have the principal and a individual who has been appointed to facilitate communication is required to be physically present at each meeting.</p> <p>There is no evidence of understanding about Sunshine Law.</p> <p>The applicant's narrative is inconsistent about the current corporate status of the organization. They indicate that they "will file for corporation," and that "they are in the process of incorporating" and that the school "has applied for 501(c)(3) tax-exempt status with the IRS." These three statements are inconsistent and cannot all be true simultaneously.</p>	<p>82-83</p> <p>79</p>
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11. Management and Staffing

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
The application outlines an adequate staffing and recruitment plan.	94-100; 207-233

Concerns and Additional Questions	Reference
The applicant needs to clarify as the organizational charts and show all lines reporting to the Principal/Exec Dir.	207-209
This section was modified since the last application to be <u>less</u> clear about the CEO role (who does not have a degree or work experience in education); and briefly discusses a hiring process for a school leader to involve internal candidates, but elsewhere the applicant notes the CEO will be instrumental in overseeing management.	94-95, 178-184
With the involvement of the CEO and only 0.5 FTE of an Exec Dir (and later a Principal), this prompts questions of how will staffing, and overall financing, be separate and distinct from the commercial school.	121-22, Budget printout 15
During planning and start up, the staffing plan identifies a CEO of the Board, a 0.5 Exec Dir (or perhaps they are the same position and the applicant is using the terms interchangeably, but this raises concerns about the validity and clarity of the plan). There is no explanation of how these roles interact and which is responsible for which aspects of the school’s start up process.	81, Budget printout 15

There is reference to the Board evaluating the Principal/Head of School, who is not slated to be hired until year 4. In the interim, who is the Board holding accountable and, if also the CEO, however, no information was provided in the application regarding how this individuals evaluation will be objectively conducted.

No discussion in the application about recruiting administrative staff or what type of PD they will be offered. In addition, no information provided about how the school would on-boarding the administrative team. These activities were also not funded in the budget.

Application indicates that the Chair of the Board will manage day to day operations which comingles governance with operations and is a problem structurally.

An organizational chart should indicate reporting lines so that not all staff report to a single person without levels and hierarchy.

The application indicates all the following staff will be hired in Year 1 and none of them are budgeted:

Director of Finance

Director of Admission

Director of Human Resources

Business Manager

Principal’s salary is below market salaries for the position which will make recruiting difficult.

The organizational chart provided in Appendix J only outlines everyone reporting to the Principal/ Executive Director. This does not appear to demonstrate an evolving leadership structure over time. There are terms used interchangeably throughout the application to describe the school’s leader. The job description in Attachments K-L says School Leader, however it is unclear if the provided information was applicable to the Executive Director or another role within the leadership, and then Appendix M’s job description reads Assistant School Leader/ Principal.

The staffing plan is not clear regarding support staff; therefore it is difficult to predict if the school will be within appropriate ratios for services for English Language Learners and students with disabilities. Clearly a lot of thought went into the staffing plan for leadership and administration, however the same depth is not apparent in creating the staffing structure for teachers and support staff.

It is difficult to determine what differentiated levels of support will be provided for new and struggling teachers. The application states that “support” will be provided and experienced teachers will provide

Appendix J

95-98

100

<p>assistance. The narrative does not explain other mechanisms that would be in place to support and train teachers who are new to teaching and/or teaching in the virtual environment.</p>	
<p>The applicant has added a media center specialist to the role, but the review team was unclear how this role would be applicable to a virtual environment, and why this person would need to be hired during the pre-operational year.</p>	96
<p>Principal won't be hired until Year 4 of operations. No explanation of how the responsibilities would shift to or from the Executive Director once the Principal is hired. The org chart in Attachment J lists the Principal as being managed by the Executive Director and having no management responsibilities.</p>	97
<p>Attachment M lists a Director of Curriculum and Instruction, however there isn't a position listed in the 5 year staffing plan.</p>	

12. Human Resources and Employment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida’s Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference
The applicant discusses its evaluation, hiring process, and salary ranges. Leader evaluation system is clearly outlined and aligned to the FCPCS’s model tool.	101-107

Concerns and Additional Questions	Reference
The applicant did not discuss a succession plan beyond mentoring and professional development.	107
The benefits package is unclear.	92
Proposed staffing ratios are high relative to class size requirements.	
The HR narrative seems to treat staff as if they are employed by a brick and mortar school. There will be unique support needed for a virtual environment, (e.g., remote engagement, tech fluency) that are not mentioned in the application.	101-102
There is no mention of a teacher evaluation model (e.g., Marzano, etc.)	104
The application provides very limited discussion on how leadership or teacher turnover will be addressed.	107

13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Strengths	Reference
<p>The applicant proposes a Director of Curriculum and Professional Development and a minimum of 10 PD days annually (60–80 hours) to include pre-scheduled PD days, after-school workshops, and early-release days, allowing for skill development, curriculum alignment, and collaboration.</p> <p>The application contains clear pre-opening induction plan that includes LMS training, ELL support and behavior expectations.</p>	<p>108-109</p>

Concerns and Additional Questions	Reference
<p>The Director of Curriculum and Professional Development (or any position resembling this) appears to not be a funded position. This title is not mentioned in the 5 year staffing plan.</p> <p>The application includes 10 days of training prior to the start of the school year. There is insufficient detail regarding teacher compensation for these 10 days. or teachers up front. Reviewers thought this 10 day training period may use most of Professional Development budget for the entire year.</p> <p>The application contains no mention of PD that is specific for virtual schools like: synchronous/ asynchronous engagement strategies, differentiation and support in the virtual environment, monitoring student engagement remotely.</p> <p>The application contains no mention of PD activities for leadership or support staff.</p>	<p>108, Budget printout 15</p> <p>109</p>

14. Student Recruitment and Enrollment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard		Partially Meets the Standard		Does Not Meet the Standard	
				X	

Strengths	Reference
The applicant discussed its marketing approach in broad terms and outlined a lottery process.	110-112; 234-237
The application has a comprehensive recruitment strategy targeting different groups (e.g., low income, ELL families)	110

Concerns and Additional Questions	Reference
The applicants’ do not provide examples of targeted marketing the applicant expects to use to reach underrepresented demographics.	111
Some of the enrollment preferences do not align with Federal guidance. If the school is planning to apply for a CSP subgrant, this will be a problem.	112
The student application is very long and will make it difficult for some families to apply.	
No method to apply without access to technology is available, which leads the reviewer to equity concerns.	
The applicant includes a statement that the school would “offer scholarships or financial aid options to ensure access regardless of financial constraints” which raises concerns about the applicants understand that this would be a public school, and that they are not allowed to charge tuition or any fees that would not be typical at other public traditional schools.	

15. Parent and Community Involvement

The Parent and Community Involvement section should provide a broad overview of the school’s plans to encourage and support parental and community involvement.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school’s mission and provisions of the educational program. A detailed plan may be developed following approval.

Strengths	Reference
The section was largely devoted to the Parental Involvement Representative (PIR) and mentions the state required PIR.	113-115

Concerns and Additional Questions	Reference
The applicant explains in the narrative that it will have a Parent Advisory Council (PAC), but does not provide any information about how the PIR will interact with the PAC. Given that the applicant is running other schools, it would have been helpful to included some examples in which parent or community input has led to a modification in the applicant’s approach or program at its other schools, but this was not provided.	90

III. Business Plan

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

20. Budget

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school’s mission, educational program, and staffing plan.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
	121-129; 251-260, Budget Printout

Concerns and Additional Questions	Reference
Year 1 budget is confusing as the narrative discusses hiring several administration staff that are not budgeted.	Budget printout 15
The percentage of full enrollment assumption is unrealistic, given course completion rates trend lower for virtual schools.	Budget printout 1
The applicant proposes an inadequate budget for Accounting Fees and Internet.	Budget printout 32, 36
Year 1 budget is \$400,000 and indicates it is all for recruiting, not presented as such in the spreadsheets.	
Virtual schools are funded based on course completion. Budget assumes 100% funding of all students. Virtual percent completion is around 85%, when this is properly applied to the budget, funding is in a deficit.	
Application indicates funding for teachers is \$445K and they intend to hire 13 teachers. Their pay would be \$34,000. State minimum	

for teachers is \$47,500 before benefits.

In looking at the budget template that was used, the number of teachers is significantly less than the narrative indicates as well. Page 96 of the application indicates 13 teachers including IEP, ELL, SLP and electives) during year one. However, the budget includes only During year one, they would need 13 teachers to meet the description in the narrative, but only 9.8 FTE teachers.

Applicant indicates understanding of the state FEFP funding formula yet they define the acronym as Foundation for Excellence in Education. FEFP has been defined in Florida statute since 1973 as Florida Education Finance Program.

Budget relies on staff taking voluntary leave if enrollment does not materialize. Reality is they would be released and eligible for unemployment benefits which are not adequately budgeted.

Budget documents indicate that at 50% enrollment, they would need an additional loan which they do not have a commitment for.

Narrative indicates they will have a facility, it is not budgeted.

Narrative indicates they will use multiple platforms to educate students, the total funding is approx.. \$1,250 per student including laptop which is inadequate.

Narrative indicates that they will use an external firm for payroll, day to day financial operations. Monthly financial statements and annual audit. Budget of \$15,000 is significantly underfunded for these tasks

The applicant mentions relying on a line of credit from Legacy School Inc. of \$560,000. The loan will be paid back in two payments in years 4 & 5. What happens if the school doesn't meet enrollment targets?

The terms outlined in the financial letter of intent do not match the 5 year budget. The letter states that the principal will be repaid in equal installments in years 3, 4 & 5 while the budget only accounts for repayment in years 4 & 5.

The applicant assumes successful completion of advanced placement, dual enrollment additional FTE, the amount they are anticipating in revenue from these programs is more than the than the net revenue presented in the budget each year, so without those funds their budget will be in the negative, and that is not a guaranteed source of income, so it can not be guaranteed. If just these funds were not realized, the budget would not work.

Based on the descriptions used throughout the narrative, the number of staff members presented in the budget does not align with the narrative. For example, based on 1 ESE teacher for every 15-20 students as indicated in section 6, the school would need to hire 0.5 – 0.7 FTE for the first year of operation, but their budget

118

116, Attachment T

document only included 0.4 FTE. This is true each year of operation, by year five the discrepancy is that the calculations indicate 3.4 – 4.5 teachers are needed, but they only budgeted for 2.8. These types of comparisons were also true for the counselor, for which a 0.8FTE would be required based on 1 counselor for every 250 students as indicated in the narrative, but they have only budgeted a 0.2 FTE counselor. Learning Support Specialists are even more pronounced. Where they have indicated they would have on parapro for every 30-40 students, this would require about 5-6.6 FTE during year one, but they only have one position in the budget.

Section 7 says they will hire at least 3 ELL teachers. In the budget they only have 0.4 during year one, and 2.8 year 3 so they never have a full 3 staff members like they say they will in the narrative.

Narrative indicates that 90 students will qualify for free equipment year 1, they have put exactly 90 computers in the budget. Later in the narrative they talk about having a reserve of computers for when machines break, this is not accounted for in the budget. No staff computers are included.

No IT service provider, while they do have one person on staff, given the virtual nature and supporting so many machines remotely, this seems unrealistic.

No contracted ESE services, how will they meet the needs of students who may require additional services (i.e. OT, PT)

Year 3 is operating at a loss.

Years 1, 2 and 4 are very close. Any small deviation in assumptions could make the budget negative.

21.

Financial Management and Oversight

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school’s finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
The applicant’s financial management will be overseen by a combination of the CEO, external accountants and a financial consultant. The applicant will outsource critical back-office functions, including accounting, auditing, legal, and marketing services, to experienced providers.	121-129

Concerns and Additional Questions	Reference
<p>The applicant lacked specifics on how it would carry out strong internal controls. It is lacking substance and a clear understanding by the applicant of requirements as basic as segregation of duties and financial reporting.</p> <p>The narrative fails to explain the process by which the budget would be presented to governing body at a noticed public hearing.</p> <p>No indication that student records will be retained and stored in a fire proof safe.</p> <p>There is no budget for ERP system to manage financial records. ERP/ Payroll processing not mentioned.</p>	122

22. Start-Up Plan

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

Statutory Reference(s):

s. 1002.33(7)(a)16.

Evaluation Criteria:

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

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference

Concerns and Additional Questions	Reference
<p>The start-up plan outlines a series of activities in the planning period, but is slim on demonstrating how the various facets will lead to full school readiness.</p> <p>Start up funds of \$400,000. They indicate all these funds will be used for marketing.</p>	130-132

Addendum

Addendum A: Replications

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

Statutory Reference(s):

s. 1002.33(6)

Evaluation Criteria:

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

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

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

Strengths	Reference

Concerns and Additional Questions	Reference
The application did not provide any quantifiable information to justify its existing model should be replicated. The only data point was it currently serves 12 percent SWD; percentages for other groups or proficiency data was not provided. Reviewer did not find Addendum A	103-109

Addendum B: Education Service Providers

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

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

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP’s previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP’s organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A description and explanation, as necessary, of how the governing board and ESP will operate free from statutory conflicts of interest.
- A clear delineation of the roles and responsibilities and decision-making authority of the school’s governing board and the ESP, structured to ensure a clearly defined arm’s-length, performance-based relationship. This includes evidence that the school’s governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Strengths	Reference

Concerns and Additional Questions	Reference

Applicant History Worksheets (Form IEPC-M1A)

The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant’s governing board, and if applicable, the applicant’s ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):

s. 1002.33(6)(a)

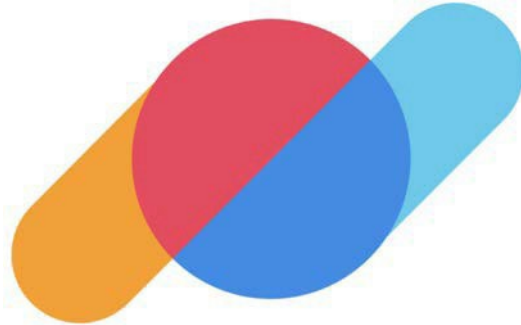
Evaluation Criteria:

A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

Strengths	Reference
The applicant operates a commercial school, Legacy Online School	261-265

Concerns and Additional Questions	Reference

**MODEL FLORIDA VIRTUAL CHARTER SCHOOL
APPLICATION**



LEGACY

Legacy Virtual School

Rule 6A-6.0786, F.A.C.
Form IEPC-V1
Effective September 2023

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APPLICATION PROCESS OVERVIEW

Charter schools are part of the state's program of public education. All charter schools in Florida are public schools. A charter school may be formed by creating a new school or converting an existing public school to charter status. A person or entity wishing to open a charter school shall prepare and submit an application on the following model application form prepared by the Department of Education.

A. Application Components

1. Application Cover Sheet
2. Executive Summary (not to exceed 2 pages)
3. Narrative: The Narrative is the formal application to the sponsor and is a comprehensive description of the applicant's educational, operational, and financial plans. The application narrative (including applicable addendum information, but not including attachments, budget templates or additional information requested by Sponsor) is subject to the following strict page limits:

110 pages (including question prompts) for applicants completing only this application or 140 pages for applicants required to complete the Charter School Application Addendum (for replications or educational service providers). Application cover sheet and executive summary are excluded from the 110 page limit, as is a table of contents if included.
Pages must be formatted using one side of the page with no smaller than 1" margins, 12-point font and **single-spaced**.
4. Applicant History Worksheets:

The applicant history worksheet (DOE Form IEPC-M1A can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>¹, - Attachment DD) should be completed, if applicable, and will be reviewed by the sponsor for the purpose of determining whether the applicant has past performance that does or does not justify approval of the application.
5. Attachments:

Throughout the Narrative, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless specifically requested. A comprehensive list of the attachments is provided on p. 28 of this application. An applicant may include ten (10) pages of attachments in addition to those requested in the chart of attachments.
6. Statement of Assurances: This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

¹ If the link is not working please contact the Department's charter school office at 1-800-447-1636 for a copy of the form.

7. Board Member Information Forms: Each member of the governing board or proposed governing board should complete and sign a Board Member Information Form.
 8. Addendum: Applicants that are replicating an existing school, submitting a high-performing replication application pursuant to s. 1002.331, Florida Statutes, or proposing to contract with an Education Service Provider must complete the appropriate addendum sections.
 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.
- B. Plagiarism: Individuals and groups seeking the right and responsibility to educate public school children at public expense should be accountable to the highest standards of academic integrity. Plagiarism, including the copying of language from substantive portions any other charter application without proper attribution or authorization, is prohibited.. In order to implement an existing curriculum, instructional framework, or educational model (e.g. Montessori, arts integration, project-based learning, blended learning, etc.) with fidelity, key concepts must be discussed. However, it is not acceptable to copy and paste this discussion or description from another source. A high-quality applicant team with the capacity to operate a high-quality school must be able to thoughtfully explain in their own words how they intend to educate children. Existing operators or applicants with their own previously submitted applications may use their own intellectual property without violating this provision.
- C. Refer to sponsor specific instructions as to additional information, policies, or procedures that may address the decision-making process.
- D. Before approving or denying any final application, the sponsor shall allow the applicant, upon receipt of written notification, at least 7 calendar days to make technical or nonsubstantive corrections and clarifications, including, but not limited to, excess pages pursuant to the page limits set forth in this form, corrections of grammatical, typographical, and like errors or missing signatures, if such errors are identified by the sponsor as cause to deny the final application.. A sponsor may, at its discretion, receive and consider substantive revisions.
- E. Public Disclosure
All charter school proposal materials submitted to the [District] become public records pursuant to Chapter 119, Florida Statutes.
- F. Sponsor Priorities
Applicants are encouraged to review the Sponsor's website to determine if the Sponsor has identified any priorities as it relates to specific and unique needs which the charter school may address. Applicants are not required to address Sponsor priorities and failure to address Sponsor priorities may not be a basis for denial of an application.

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Legacy Virtual School

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Legacy Virtual School Inc.

If a non-profit organization, has it been incorporated with Florida’s Secretary of State? Yes

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

NAME OF CONTACT PERSON: Vasilii Kiselev/ cc: Dana Sultanbekova

TITLE/RELATIONSHIP TO NON-PROFIT: Governing Board Member - Vice Chairperson/ cc:

Governing Board Member - Secretary

MAILING ADDRESS: 5922 9th Ave North, St Petersburg, FL, United States, 33710

PRIMARY TELEPHONE: (855) 7254985 **ALTERNATE TELEPHONE:** (727) 5130016

E-MAIL ADDRESS: admin@legacyonlineschool.com / cc: lss@legacyonlineschool.com

Name of Approved Virtual Provider: Flexpoint Virtual School

State Administrative Office Address of Approved Virtual Provider: 5422 Carrier Drive, Suite 201 Orlando, Florida 32819

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

Full Name	Current Job Title & Employer	Role with Proposed School
Vasilii Kiselev	Founder and Principal of Legacy Online School	Governing Board Member - Vice Chairperson
Peter Crawford Deal	Co-Founder of Legacy Online School	Governing Board Member - Chairperson
Egor Driagin	Top 3D Shop Inc., Business Development Officer	Governing Board Member - Treasurer
Dana Sultanbekova	Head of Academics and Student Support at Legacy Online School	Governing Board Member - Secretary
Maxim Medvedev	Financial Consultant at Legacy Online School	Director of Finance
Adetutu Aishat Olaifa	Senior Learning Support Specialist at Legacy Online School	Director of Student Services
Theophilus Choto	Admissions Coordinator at Legacy Online School	Director of Admissions and Enrollment
Joan Myers	Learning Support Specialist at Legacy Online School	Learning Support Specialist
Michaela Benjamin	Elementary School Teacher	Elementary School Teacher
Amr Mostafa	High School Science Teacher	High School Science Teacher

Projected Date of School Opening (Month/Year): 2026-2027

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

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

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

Will contract or partner with an Education Service Provider (ESP). *(See definition of an ESP in the Addendum, which applicant*

must complete if using an ESP.) If yes, include the provider's portfolio in answering the questions below regarding pending applications and school openings.

Name of ESP: _____

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

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

lines as needed.

___ Yes No If yes, complete the table below adding

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? ___ Yes No If yes, complete the table below (add lines as necessary).

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States?

Yes

___ No If yes, complete DOE Form IEP-C-M1A which can be found at

<http://www.fl DOE.org/schools/school-choice/charter-schools/charter-school-reference>, and include as Attachment W.

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

Signature *Vasili Kiselev*

Title Founder

Printed Name Vasili Kiselev

Date 05/13/2025

EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the proposed plan for the school; its mission and vision; the educational need for the school and the anticipated student population; the education plan and school design; the school culture; community engagement or partnerships to date; and the applicant team’s capacity to successfully open and operate a high-quality school given the above considerations. The Executive Summary must include the name of the Approved Virtual Provider the governing board has contracted with. A copy of the contract must be included as Attachment A.

The Executive Summary should not exceed 2 pages and will not be counted against the page limits.

Executive Summary – Legacy Virtual School

Legacy Virtual School is a proposed Florida-based virtual charter school designed to meet the evolving educational needs of K–12 students across the state. Our mission is to provide high-quality, equitable, and flexible online learning opportunities that empower students—particularly those from underserved communities, English Language Learners, and students requiring alternative pathways—to succeed academically, prepare for college and career, and develop the 21st-century skills needed in a global economy.

Our vision is to close opportunity gaps by delivering a rigorous, personalized, and fully virtual educational experience to students regardless of geography, socioeconomic status, or academic background. Legacy Virtual School is committed to becoming a model of academic excellence and innovation in Florida’s virtual charter landscape.

Educational Need and Target Population

Virtual education demand in Florida continues to rise. Over the last four years, the state added 53,000 students to its charter sector, reflecting a national shift toward online learning, especially post-pandemic. Legacy Virtual School aims to serve a diverse cross-section of Florida’s K–12 population, including students who need flexible scheduling due to health, family, or work circumstances; those transitioning from homeschooling; children of military families; and students facing social-emotional or academic challenges in traditional settings.

In Year 1, Legacy will serve grades 4–12, enrolling 226 students, with plans to expand to all K–12 grades and reach 972 students by Year 5. Based on state and district trends, we project that 40–47% of our students will qualify for free equipment under section 1002.45(3)(d), Florida Statutes. Our enrollment model emphasizes inclusivity, targeting ELL, IEP, gifted, and economically disadvantaged students with tailored instructional supports.

Instructional Model and Curriculum Design

Legacy’s educational program blends live instruction with flexible, self-paced learning. Students can choose between two tracks—Group Learning (synchronous, teacher-led sessions) or Self-Paced Learning (asynchronous, independent progression)—based on their academic goals, home environment, and learning style.

We partner with several state-approved curriculum providers, including FlexPoint, Edmentum, Accelerate Education, Imagine Learning, and Eugenuity, to deliver a rigorous, standards-aligned curriculum that emphasizes mastery in English Language Arts, Mathematics, Science, and Social Studies. High school students will have access to Advanced Placement (AP) courses, dual enrollment opportunities, and a wide range of electives in technology, visual arts, languages, and career and technical education (CTE).

Reading and foundational literacy are core pillars of our program, with targeted phonics-based instruction for struggling readers and writing integrated across all subjects. Math instruction uses data-driven placement and diagnostic tools to differentiate instruction, provide acceleration or remediation, and ensure consistent progress toward state benchmarks.

Student Support and School Culture

Legacy Virtual School builds a supportive learning environment centered on relationships, engagement, and student well-being. Key supports include:

- **Learning Support Specialists (LSS):** Assigned to cohorts of students to provide academic coaching, intervention, and social-emotional support.
- **ELL Services:** Language-sensitive instruction, scaffolding strategies, and dedicated ESL specialists help English Language Learners achieve proficiency and participate fully in the virtual classroom.
- **Gifted Learner Support:** Accelerated coursework, project-based learning, and personalized enrichment for advanced learners.
- **At-Risk Interventions:** Early warning indicators, regular progress monitoring, and targeted tutoring to identify and support students at risk of failure or dropout.
- **Virtual Community Building:** Clubs, mentoring, wellness programs, and student-led initiatives ensure social connection and engagement beyond academics.

We also provide technology access through a structured Laptop Loaner Program, with proactive tracking, monitoring, and retrieval systems to ensure equitable participation in the online learning environment.

Governance and Organizational Capacity

Legacy Virtual School is governed by a board of experienced professionals with backgrounds in virtual education, governance, finance, and school operations. The school's leadership team brings direct experience managing digital instruction, student services, compliance, and family engagement in online school environments. Our governance model emphasizes transparency, accountability, and continuous improvement.

Our contracted curriculum provider is FlexPoint Virtual School, a proven virtual education provider authorized in the state of Florida. In addition, strategic partnerships with Arizona State University (ASU) and the College Board enhance our dual enrollment and college readiness pathways, offering students early exposure to postsecondary learning and scholarship opportunities.

Conclusion

Legacy Virtual School brings together innovation, equity, and experience to serve Florida’s increasingly diverse and mobile student population. Our model reflects national best practices in online instruction while remaining grounded in the state’s academic standards and accountability expectations. With a student-centered approach, a strong leadership team, robust curriculum partners, and an unwavering commitment to high-quality virtual education, Legacy is prepared to deliver measurable academic outcomes, expand access to underserved communities, and support families seeking flexible, future-ready learning for their children.

Evaluation Criteria: Executive Summary

This section will not be rated and will not be a basis for an approval or denial decision. The Executive Summary should provide a concise overview of the proposed plan.

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

Mission Statement:

Legacy Virtual School is dedicated to providing high-quality, accessible, and flexible virtual education to meet the diverse needs of Florida’s students. Our mission is to ensure that all learners—especially those from underrepresented communities, English Language Learners, and students seeking alternative pathways—have access to rigorous academic instruction, personalized learning, and robust support systems. Through a technology-driven curriculum, individualized student support, and a commitment to excellence, we prepare students for academic success, college readiness, and career opportunities in a digital economy.

Vision Statement:

Legacy Virtual School envisions a future where every student, regardless of location, socioeconomic status, or learning needs, has access to an exceptional virtual education that prepares them for success in an interconnected world. By leveraging innovative teaching methods, data-driven instruction, and strategic partnerships, we strive to close achievement gaps, enhance student engagement, and provide a dynamic learning environment that fosters academic growth, critical thinking, and lifelong learning. Our goal is to be a leader in online education, ensuring that students across Florida are equipped with the skills and knowledge necessary to thrive in their future endeavors.

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

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

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system. PAGE(S) pp. 8-10.*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) pp. 10-12*
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year’s worth of learning for every year spent in the charter school. PAGE(S) pp. 39-41*

- C. Provide the page number(s) of the materials within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section

1002.33(2)(b), F.S.

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

- *Improve student learning and academic achievement. PAGE(S) pp. 39-41*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) pp. 45-46*
- *Encourage the use of innovative learning methods. PAGE(S) pp. 16-18*
- *Require the measurement of learning outcomes. PAGE(S) pp. 46-48*

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

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

- *Create innovative measurement tools. PAGES(S) pp. 46-48*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) pp. 10-12*
- *Expand the capacity of the public school system. PAGE(S) pp.10-12*
- *Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) N/A*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S) pp. 74-76*
-
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-

Evaluation Criteria: Mission, Guiding Principles, and Purpose

Reviewers will look for:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Section 2: Target Population and Student Body

- A. Describe the anticipated student population to be served and how that aligns with the school’s mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S.² If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.

Legacy Virtual School anticipates serving a diverse student population from across Florida, including students with varying educational needs, abilities, and backgrounds. Our school is designed to accommodate students who benefit from a flexible and individualized learning environment.

We expect our student body to be mixed-gender and span ages 6 to 18, without dividing students based on nationality, ethnicity, gender, or age. Based on state data from Florida charter schools, we expect a significant proportion of Hispanic/Latino (46%), White (29%), and Black (18.4%) students. This inclusive approach aligns with our mission to foster an environment of respect, empathy, and cultural understanding, preparing our students to become responsible global citizens.

We anticipate enrolling students with varying levels of English proficiency, including non-native English speakers or English Language Learners (ESL students). We will offer targeted ESL instruction to help these students develop their listening, speaking, reading, and writing skills, with the goal of achieving academic English proficiency.

We are also prepared to support students from special populations, including:

- Gifted and talented students
- Students transitioning from homeschooling
- At-risk students facing academic struggles, attendance issues, or social-emotional difficulties
- Children of military families who frequently relocate

Legacy Virtual School will not give enrollment preference or limit the enrollment process to specific student populations, as allowed by section 1002.33(10)(d) & (e), F.S.

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

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
K	0	18	18	36	36
1	0	20	20	40	60
2	0	20	20	40	60

3	0	20	20	40	60
4	24	24	24	48	72
5	24	24	24	48	72
6	24	24	24	48	72
7	25	50	25	50	75
8	25	25	75	50	75
9	26	26	52	78	78
10	26	26	52	78	104
11	26	26	52	78	104
12	26	26	52	78	104
TOTAL (85%)	226	329	458	712	972

C. Provide a brief explanation of how the enrollment projections were developed.

The enrollment projections for Legacy Virtual School are based on several factors, including state and national trends in charter school growth, population demographics, and demand for flexible educational options. In Pinellas County, there are 155 schools and over 95,000 students, with 36.5% considered economically disadvantaged. Florida charter school enrollment has shown steady growth, increasing by 5.6% in the 2023-24 school year, part of a larger 16% increase in the past four years. This trend is consistent with national data showing an overall 9% rise in public charter school enrollment, reflecting an increasing preference for school choice.

Moreover, the significant post-pandemic shift in education has seen public charter schools gain over 300,000 students nationally in the past four years, while traditional district schools struggle to recover the 1.5 million students lost during the same period. Florida alone has added 53,000 students to its charter schools in the past four years. This growing preference for charter schools suggests a continued increase in demand for alternative educational options like Legacy Virtual School, which offers a flexible and personalized learning environment.

These projections also take into account the diverse population of students Legacy Virtual School aims to serve, including students who prefer online learning for its flexibility, those seeking specialized programs such as advanced coursework, and students from families in transition, such as military families. This approach ensures that the school will meet the educational needs of a wide variety of learners across the state.

Additionally, the flexibility of virtual learning environments is particularly appealing to students seeking alternatives to traditional school settings, such as students transitioning from homeschooling or those who face social or emotional challenges in conventional schools. The increasing popularity of online education models like Legacy Virtual School is likely to drive enrollment growth, aligning with broader statewide and national trends in charter school expansion.

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

The rationale for the number of students and grade levels served in Year 1 is grounded in a strategic approach to foster a sustainable and scalable learning environment. Starting with 226 students allows Legacy Virtual School to maintain a focus on individualized instruction, ensuring that each student receives the attention and support they need. This manageable number enables the school to refine its operational systems, establish strong relationships with families, and ensure effective resource allocation.

In subsequent years, the growth plan anticipates a steady increase in enrollment, with projections reaching 972 students by Year 5. This progressive growth aligns with the rising demand for online education, particularly as families seek flexible learning options post-pandemic. According to data from the National Alliance for Public Charter Schools, charter school enrollment has been steadily increasing, reflecting a national trend towards embracing diverse educational models that cater to various student needs.

The growth strategy is also supported by demographic trends within Pinellas County Schools, where the minority enrollment is 50% and a significant portion of students are economically disadvantaged (36.5%). By prioritizing inclusivity and accessibility, Legacy Virtual School aims to serve a diverse student body, including English Language Learners and students from different socio-economic backgrounds. This commitment aligns with the school's mission to provide high-quality, equitable education for all students.

The table reflects this growth trajectory, showcasing a systematic increase in student numbers across all grade levels. For example, the foundation in the early grades (K-5) will be critical for establishing a robust educational framework, while also laying the groundwork for future grades (6-12) that will ramp up over time. This phased approach not only ensures adequate staffing and resources but also allows the school to adapt its curriculum and support systems based on the evolving needs of its student population.

In conclusion, the thoughtful rationale behind the student numbers and growth plan illustrates Legacy Virtual School's commitment to providing a personalized, inclusive, and quality educational experience. This strategic approach positions the school to effectively respond to the changing landscape of education while meeting the diverse needs of Florida's students.

² For operators intending to apply and be eligible for federal funding under the US Department of Education's Charter Schools Program, recruitment and admissions policies and practices must meet all federal requirements. *See* Charter Schools Program, Title V, Part B of the ESEA, Non-regulatory Guidance, Section E. (Lottery, Recruitment and Admissions).

E. Provide the projection for the percentage and number of students who will qualify for free equipment pursuant to section 1002.45(3)(d), Florida Statutes.

Under section 1002.45(3)(d) of Florida Statutes, students enrolled in virtual instruction programs may receive free equipment essential for participation. Given our projected enrollment growth and the diverse student demographics, we anticipate a significant percentage of our students qualifying for this benefit.

Year 1 Projections:

- **Total Students:** 226
- **Students Qualifying for Free Equipment:** 90
- **Percentage of Qualifying Students:** 40%

Year 2 Projections:

- **Total Students:** 329
- **Students Qualifying for Free Equipment:** 140
- **Percentage of Qualifying Students:** 43%

Year 3 Projections:

- **Total Students:** 458
- **Students Qualifying for Free Equipment:** 190
- **Percentage of Qualifying Students:** 41%

Year 4 Projections:

- **Total Students:** 712
- **Students Qualifying for Free Equipment:** 310
- **Percentage of Qualifying Students:** 44%

Year 5 Projections:

- **Total Students:** 972
- **Students Qualifying for Free Equipment:** 460
- **Percentage of Qualifying Students:** 47%

This projection is informed by statistics indicating that **36.5%** of students in Pinellas County Schools are economically disadvantaged. Additionally, national trends show that charter schools are increasingly attracting students from diverse socio-economic backgrounds, with Florida's charter school enrollment having grown by **5.6%** in the 2022-23 school year. The commitment to serving students from lower-income families is a critical aspect of our mission, ensuring that we provide equitable access to quality education.

By maintaining a steady estimate at least of **40%** of our student population qualifying for free equipment, we align our projections with the demographic realities of the communities we serve. This approach not only adheres to state regulations but also reflects our commitment to removing barriers to education, ensuring that all students have the resources necessary for success.

Sources like the National Alliance for Public Charter Schools indicate a growing recognition of the need for charter schools to provide essential support, including access to technology, especially for students facing financial challenges. This foundational support is integral to our vision of fostering an inclusive and effective learning environment.

Evaluation Criteria: Target Population and Student Body

Reviewers will look for:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

Section 3: Educational Program Design

A. Describe the proposed charter school’s educational program.

Legacy Virtual School: Educational Program Overview

Legacy Virtual School offers a well-rounded and flexible educational experience, designed to meet the diverse needs of our students. Through partnerships with multiple curriculum providers, our program caters to various learning preferences, empowering all students—whether English Language Learners (ELL), general education, or gifted students—to reach their fullest potential.

Curriculum Highlights

- **Diverse, Quality Curriculum:** Legacy Virtual School partners with six respected curriculum providers, including Flexpoint, LLC Pearson, Accelerate Education, Imagine Learning, Edmentum, and Eugenuity. These partnerships ensure our students receive a rigorous education aligned with Florida standards and suited to a variety of instructional styles.
- **Comprehensive Subject Range:** Students access a wide array of core subjects, such as Mathematics, Language Arts, Science, and Social Studies, along with electives in Fine Arts, Foreign Languages, and Career and Technical Education, promoting a balanced educational experience.

- **STEM Focus:** Our curriculum emphasizes STEM education, encouraging students to develop critical thinking and problem-solving skills through interactive, engaging activities.

Legacy also offers a robust high school program that includes:

1. **Advanced Placement (AP) Courses**

- Delivered via FlexPoint and Edmentum platforms
- Supported by AP-certified teachers trained to scaffold rigor and college-level expectations
- Open to students with qualifying scores on placement assessments or with teacher recommendation
- Student readiness is reviewed via diagnostic tools (e.g., pre-course assessments, Lexile measures)

2. **Dual Enrollment**

- Partnership in place with **Arizona State University's Universal Learner Program (ULP)** and local Florida colleges (USF).
- Juniors and seniors may enroll in up to 2 college-level courses per semester
- Eligibility criteria include: GPA \geq 3.0, satisfactory academic standing, and LSS/counselor recommendation
- College success monitored by:
 - Student GPA in dual enrollment courses
 - Postsecondary credit completion rates
 - Alumni tracking for college persistence and enrollment

3. **Career and Technical Education (CTE)**

- Students in grades 7–12 may take foundational courses in entrepreneurship, health sciences, programming, digital media, and criminal justice

Daily Student Routine

Each student's daily routine is tailored to their learning needs, with flexible options for live, group-based, and self-paced learning to ensure engagement and effectiveness.

- **General Education Students:** These students participate in real-time virtual classes with scheduled live sessions. Teachers lead interactive lessons and facilitate group discussions, with a low teacher-student ratio of 1:10 to allow for personalized support. Alongside core subjects, students choose electives that align with their interests, exploring fields such as arts, foreign languages, and vocational skills.
- **ELL Students:** English Language Learners follow a structured routine focused on building academic English proficiency. Through specialized ESL instruction, they strengthen skills in reading, writing, listening, and speaking. ELL students attend live classes with language-sensitive instruction and receive additional support from Learning Support Specialists to ensure they remain engaged and on track.
- **Gifted and Advanced Students:** Gifted students benefit from an accelerated curriculum that includes AP courses and dual enrollment options. Their daily routine is designed to challenge their critical thinking and problem-solving skills through rigorous discussions and advanced projects. Gifted students have opportunities to explore complex topics in depth and progress through the curriculum at an accelerated pace, with teachers guiding their academic growth.

Learning Formats

At Legacy Virtual School, we offer two main formats of study to suit different learning preferences: **Group Learning** and **Self-Paced Learning**.

- **Group Learning:** This format includes live, interactive classes led by teachers, where students can engage in real-time discussions, ask questions, and collaborate with peers on group activities. Group learning provides a structured schedule with a low teacher-student ratio, fostering a collaborative environment where students benefit from personalized attention and dynamic classroom interactions.
- **Self-Paced Learning:** Designed for students who prefer more independence, self-paced learning allows students to progress through the curriculum at their own speed, providing flexibility and control over their schedule. This option enables students to tailor their learning experience to their individual pace, promoting self-discipline and autonomy.

Both tracks are supported by certified teachers, a core instructional framework aligned to B.E.S.T., MAFS, and NGSSS standards, and a dedicated Learning Support Specialist (LSS) assigned to each student.

Teacher and Learning Support Specialist (LSS) Assistance

In both learning formats, our dedicated teachers provide guidance to help students understand material and stay on track. Additionally, our Learning Support Specialist (LSS) team offers extra academic support for students who may need it. LSS works closely with students to address challenges, offer personalized strategies, and ensure ongoing academic progress.

Specialized Support Services

- **ESL Instruction:** ELL students receive tailored instruction to strengthen language proficiency, ensuring they can confidently participate in academic work and virtual discussions.
- **IEP/Exceptional Student Education (ESE) Services**
- Legacy Virtual School is committed to providing a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for students with disabilities, in full compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

Legacy Virtual School's flexible, engaging educational program creates a strong foundation for success, ensuring that all students—regardless of their educational background or learning style—can thrive in our supportive online environment.

Daily Schedule and Routine

Students at our school follow a flexible schedule that balances structured learning with autonomy. Each day, they begin with a morning check-in through the virtual learning platform, where they review their goals and tasks for the day. This is followed by live, interactive lessons in core subjects, such as STEM, English, and Social Studies, where students engage in real-time discussions and activities.

Schedule Template for Elementary School Students:

	SUN	MON	TUE	WED	THU	FRI	SAT
	9	10	11	12	13	14	15
EST							
8 AM							
9 AM							
10 AM		Log in and Check-i Math, 10am	Log in and Check-i English Language A	Log in and Check-i Math, 10am	Log in and Check-i English Language A	Log in and Check-i ELA Individual Sess	
11 AM		Science, 11am	Social Studies, 11am	Science, 11am	Social Studies, 11am		
12 PM		Technology, 12pm	Arts, 12pm	Technology, 12pm	Arts, 12pm	Mathematics Indiv 12 – 1pm	
1 PM		Lunch, 1pm	Lunch, 1pm	Lunch, 1pm	Lunch, 1pm	Lunch, 1pm	
2 PM		Spanish, 2pm	Physical Education	Spanish, 2pm	Physical Education		
3 PM		Reading Club 3 – 4pm	Social Hub 3 – 4pm	Reading Club 3 – 4pm	Social Hub 3 – 4pm		
4 PM							
5 PM							

Schedule Template for Middle School Students:

	SUN	MON	TUE	WED	THU	FRI	SAT
	9	10	11	12	13	14	15
EST							
9 AM							
10 AM		Login and Check-In Mathematics, 10am	Login and Check-In Comprehensive Sc	Login and Check-In Comprehensive Sc	Login and Check-In Computer Science,	Login and Check-In Language Arts II, 10	
11 AM		Comprehensive Sc	Mathematics, 11am	Mathematics, 11am	Computer Science,	World History, 11am	
12 PM		Language Arts II, 12	World History, 12pm	World History, 12pm	Language Arts II, 12	Exploring Music, 12	
1 PM		Lunch, 1pm	Lunch, 1pm	Lunch, 1pm	Lunch, 1pm	Lunch, 1pm	
2 PM		Exploring Music, 2p	Accelerated Visual Ar	Physical Education	Accelerated Mathe	Visual Art, 2pm	
3 PM		Critical Thinking, P	Critical Thinking, P	Spanish Language,	Spanish Language,	Physical Education	
4 PM		ELA Individual Sess	Math Individual Sess	ELA Individual Sess	Math Individual Sess		
5 PM		Reading Club 5 – 6pm	Social Hub 5 – 6pm	Coding Club 5 – 6pm	Social Hub 5 – 6pm	Coding Club 5 – 6pm	
6 PM							

Schedule Template for High School Students:

	SUN	MON	TUE	WED	THU	FRI	SAT
EST	9	10	11	12	13	14	15
9 AM							
10 AM		Login and Check-In English I, 10am	Login and Check-In World History, 10am	Login and Check-In HOPE, 10am	Login and Check-In World History, 10am	Login and Check-In Biology, 10am	
11 AM		HOPE, 11am	English I, 11am	World History, 11am	English I, 11am	Algebra I, 11am	
12 PM		Biology, 12pm	Algebra I, 12pm	Algebra I, 12pm	Biology, 12pm	Spanish I, 12pm	
1 PM		Lunch, 1pm	Lunch, 1pm	Lunch, 1pm	Lunch, 1pm	Lunch, 1pm	
2 PM		AP Statistics, 2pm	Spanish I, 2pm	AP Statistics, 2pm	Principles of Entrepreneurship, 2pm	Applications of AI, 2pm	
3 PM		Psychology, 3pm	Applications of AI, 3pm	Psychology, 3pm	Forensic Science I, 3pm	Principles of Entrepreneurship, 3pm	
4 PM		English Office Hours, 4-5pm	AP Physics, 4pm	Math Office Hours, 4-5pm	Academic Adviser Officer Hours, 4-6pm	AP Physics, 4pm	
5 PM		Coding Club, 5-6pm	Social Hub, 5-6pm	Coding Club, 5-6pm		Social Hub, 5-6pm	
6 PM							

Study Blocks and Independent Work

After live lessons, students have designated study blocks for independent work, assignments, and projects. During this time, they can access recorded lessons, resources, and provide feedback or ask questions through the online platform. Teachers are available for personalized support during office hours, ensuring students receive the help they need to succeed.

Collaborative Learning and Social Interaction

To foster social development, students participate in group projects, virtual clubs, and peer discussions. These activities are integrated into the curriculum, allowing students to collaborate, share ideas, and build relationships. For instance, STEM challenges may require teamwork, and English courses might include group writing exercises or book discussions.

Integration of Technology and Innovation

Our use of technology extends beyond the classroom, with interactive tools to enhance engagement. Virtual field trips, coding projects, and problem-solving scenarios challenge students to think critically and apply their knowledge in real-world contexts.

B. Explain how the educational program aligns with the school’s mission.

Our educational program aligns closely with Legacy Virtual School’s mission by offering a well-rounded, flexible, and student-centered learning experience designed to prepare students for real-world success and global citizenship.

1. **Comprehensive STEM Focus:** With an emphasis on science, technology, engineering, and mathematics, our curriculum fosters critical thinking, analytical skills, and creativity, all core aspects of our mission to provide high-quality education in essential fields. By embedding STEM principles across subjects and offering advanced placement and dual enrollment options, we empower students to excel in these areas and cultivate a lifelong passion for innovation and exploration.
2. **Holistic Learning Options:** We provide both *group learning* and *self-paced formats*, enabling students to tailor their educational experience to fit their learning preferences and schedules. Group learning sessions with live teacher-led instruction and interactive activities foster collaborative skills, empathy, and adaptability, which align with our mission’s focus on building responsible global citizens. Self-paced learning, on the other hand, nurtures independence and self-discipline, helping students develop resilience and adaptability—skills essential for navigating today’s complex world.
3. **Global and Inclusive Perspective:** Our diverse curriculum and flexible learning formats encourage students to explore global perspectives and cultures. By integrating diverse viewpoints and fostering respect for different cultures, we help students develop empathy and cultural awareness, directly supporting our mission’s goal of creating globally conscious individuals who positively impact their communities.
4. **Personalized Support and Growth:** Teachers and Learning Support Specialists (LSS) provide individual guidance to ensure every student, from English language learners to those seeking accelerated coursework, has the tools to succeed. Through our holistic, tailored approach, we inspire intellectual curiosity and support each student’s unique learning journey, preparing them to overcome challenges and lead confidently.
5. **Preparation for 21st-Century Skills:** Our program emphasizes critical thinking, problem-solving, and adaptability through rigorous academic content, innovative teaching methods, and practical applications. These elements align with our mission to instill resilience, adaptability, and real-world skills that will serve students beyond the classroom and into their roles as forward-thinking leaders and contributors to society.

Our educational program not only aligns with but actively brings to life our mission, building a community of learners equipped to excel academically, grow personally, and engage meaningfully with the world around them.

- C. Describe the process the school will use to ensure that students eligible to receive a computer, monitor, printer (if necessary) or internet access, pursuant to section 1002.45(3)(d), Florida Statutes, receive such equipment and internet services, and how the school will provide, track, and retrieve the necessary equipment (this information should be reflected in the budget section as well).

Legacy Virtual School offers a need-based Laptop Loaner Program for students who may lack the necessary technology to support their academic performance due to financial hardship. This program provides laptops at no cost, with limited availability on a first-come, first-served basis. The laptops are strictly for educational purposes, including completing assignments and participating in virtual classes. Each eligible student may receive a laptop only once.

Eligibility Requirements

1. The student must meet specific financial eligibility requirements to qualify for the program.

Laptop Request and Approval Process

Financial Application: A parent or legal guardian must complete a financial application to document financial need. This application provides evidence of financial hardship and is the first step in the laptop request process.

Laptop Request Submission: After completing the financial application, the parent or legal guardian will submit a laptop request through the Legacy Virtual School's service portal.

Eligibility Review: Within 2-3 business days, a Legacy Virtual School representative will review the laptop request and inform the parent or guardian by email if the financial eligibility requirements are met.

Laptop Availability Check: A representative will check for available laptops. If one is available, the parent/guardian will receive a form to complete and return, after which the laptop will be shipped.

Waitlist Option: If no laptops are available, the parent/guardian will be notified that the student has been placed on a waitlist and will be contacted as soon as a laptop becomes available.

Monitoring, Tracking, and Retrieval Process

- **Provision of Laptops:** Once eligibility is confirmed, a Legacy Virtual School representative coordinates the shipment of a laptop to the student's home. The parent or guardian will complete a release form, agreeing to terms that specify the laptop's use strictly for educational purposes.
- **Tracking and Monitoring:** Each laptop issued through the program will be labeled with a unique identifier and logged in our tracking system. Regular software checks will be performed to ensure that the laptop is being used according to school policy and for academic activities only. Our technology team can also monitor the laptop's status remotely, including tracking its usage and condition.
- **Support and Updates:** Students will receive an initial orientation on using the laptop and its academic tools. They will also have access to digital troubleshooting resources for minor technical issues.
- **Retrieval of Laptops:** At the end of each academic year, or upon a student's withdrawal from Legacy Virtual School, laptops must be returned to the school. Legacy Virtual School will cover return shipping costs and provide parents/guardians with instructions for securely packaging and shipping the device back. Failure to return the laptop as scheduled may result in fees or ineligibility for future services.

Note: To ensure instructional continuity, the school maintains contingency inventory and processes. If a student's equipment fails mid-semester, a replacement is dispatched within 48 hours. A reserve of emergency loaner devices, equal to at least five percent of the total distributed inventory, is maintained at all times to facilitate rapid response to unexpected failures. This policy ensures that students can continue learning with minimal disruption, even in the event of hardware issues.

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

Legacy Virtual School's educational program is fully aligned with Florida's state requirements by utilizing curriculum providers that are designed to meet state standards across core subjects such as Mathematics, Language Arts, Science, and Social Studies, as well as specialized areas like Fine Arts and Career and Technical Education. Our instructional formats, including live group learning and self-paced options, ensure that students receive standards-based instruction, with ongoing formative and summative assessments to monitor progress. Learning Support Specialists (LSS) provide personalized support, including for English Language Learners, to ensure that every student achieves the required competencies. Additionally, our advanced academic offerings, such as AP courses and dual enrollment, prepare students for post-secondary success while remaining aligned with state standards. Through data-driven instruction, regular progress reports, and tailored interventions, we ensure that all students meet the academic benchmarks set by the Florida Department of Education, ensuring their readiness for graduation and future academic or career pursuits.

At our school, we offer a comprehensive curriculum that is fully aligned with Florida's state-adopted standards, ensuring that all students receive a high-quality education that meets the requirements set by the Florida Department of Education (FDOE). Our curriculum includes the core subjects required for K-12 education and is designed to foster students' academic growth while preparing them for future success.

Core Curriculum Areas:

- **English Language Arts (ELA):** Students receive instruction in reading, writing, and language skills, all of which align with the Florida State Standards, which are based on the Common Core State Standards. This ensures that students develop strong literacy skills, critical thinking, and communication abilities.
- **Mathematics:** Our mathematics courses follow the FDOE's standards for each grade level, including topics in algebra, geometry, statistics, and calculus at the higher grade levels, ensuring students develop a solid foundation in mathematical reasoning and problem-solving.
- **Science:** We offer a rigorous science curriculum, including courses in physical science, biology, chemistry, and physics, adhering to the Next Generation Sunshine State Standards (NGSSS). This prepares students to understand and apply scientific concepts in real-world contexts.
- **Social Studies:** Our social studies courses cover U.S. history, world history, economics, geography, and civics, all aligned with Florida's social studies standards to develop students' understanding of history, cultures, and civic responsibilities.
- **Physical Education:** In line with Florida's mandate, we offer physical education courses for K-8 students and health-related electives or activities for high school students, promoting physical fitness and overall well-being.
- **Fine Arts:** We encourage participation in fine arts such as music, visual arts, dance, and theater, in accordance with state standards that foster students' creativity and appreciation for the arts.
- **Foreign Languages:** Starting in middle school, our curriculum includes foreign language instruction, with requirements in high school for earning foreign language credits: **Spanish, French, Chinese, Latin, Hebrew, and American Sign Language.**

Florida Standards: All of our courses are developed in line with the **Florida Standards and Next Generation Sunshine State Standards (NGSSS)**. These standards are periodically reviewed and updated to reflect national and global trends, ensuring that our students are prepared for both local and global opportunities. The curriculum is structured to support the development of critical thinking, problem-solving, and effective communication skills, in line with Florida's goals for high academic standards.

English Language Learners (ELL): We provide specialized support for English Language Learners (ELL), offering English language development courses and assessments aligned with Florida’s ELL standards. This ensures that all students, regardless of their language proficiency, receive the support they need to succeed academically and meet state standards.

Students with Individualized Education Programs (IEPs) receive services and accommodations designed to ensure full access to the general curriculum and progress toward grade-level standards. Legacy Virtual School adheres to the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, providing a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). IEP teams—including certified ESE teachers, parents, and general education staff—collaboratively design and monitor individualized academic and functional goals. Services such as co-teaching, small-group instruction, assistive technology, and virtual delivery of speech/language therapy and counseling are embedded into students’ daily learning schedules.

Each student’s accommodations—such as extended time, alternate formats, or reduced workload—are integrated into both instructional delivery and assessments. Progress toward IEP goals is reviewed regularly through curriculum-based measurements, and quarterly IEP meetings ensure alignment with academic performance and state benchmarks. The Buzz LMS platform allows for customization of instructional materials and real-time tracking of modifications and service delivery.

Evaluation Criteria: Educational Program Design

Reviewers will look for

- An educational program design that:
 - Is clear and coherent;
 - Is based on effective, experience- or research-based educational practices and teaching methods, and high standards for student learning;
 - Aligns with the school’s mission and responds to the needs of the school’s target population, and
 - Is likely lead to improved student performance for the school’s target population.
- A clear explanation of how the school will comply with statutory requirements in section 1002.45(3)(d), F.S.

Section 4: Curriculum and Instructional Design

- A. Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Reading instructional strategies for foundational skills shall include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.

At our school, **reading is a primary focus** of the curriculum, with a robust and **research-based approach** that supports students across all reading levels. Our curriculum is aligned with **Florida's state standards**, including the **Language Arts Florida Standards (LAFS)** and the **B.E.S.T. Standards**, ensuring that every student is provided with the necessary tools to succeed in reading, writing, speaking, listening, and language skills.

For students reading **at or above grade level**, we offer advanced reading strategies such as **literature circles**, **Socratic seminars**, and **project-based learning**, fostering critical thinking and complex literary analysis. Our program emphasizes the importance of **academic rigor**, promoting higher-order literacy skills essential for success in middle school, high school, and beyond.

For students reading **below grade level**, our curriculum integrates **foundational phonics instruction**, focusing on **decoding** and **encoding** as primary strategies for word reading. We use evidence-based **structured literacy programs** that build phonemic awareness, fluency, and comprehension. These strategies are aligned with the **Comprehensive Research-Based Reading Plan (CRRP)**, which is **state-adopted** and designed to meet the needs of struggling readers.

In line with the school's commitment to **differentiated instruction**, we use strategies like **Universal Design for Learning (UDL)** to cater to diverse learning styles. This includes **small-group instruction**, **individualized interventions**, and **formative assessments** that ensure all students are progressing at their own pace. For students with significant reading deficiencies, we implement **intensive reading interventions** as early as possible, following the **RtI/MTSS framework** for targeted support.

Additionally, writing is integrated across all subjects, ensuring that students are not only reading critically but also expressing their understanding through written responses, journal entries, and essays. **Grammar, usage, and mechanics (GUM)** are taught explicitly to support students in mastering the conventions of standard English, preparing them for future assessments and success in college and career.

Through these strategies, aligned with the Florida state standards and supported by **continuous progress monitoring**, we ensure that every student receives the tailored support they need to develop strong literacy skills and succeed academically. The curriculum's focus on **reading comprehension**, **critical thinking**, and **literacy** provides students with the necessary foundation to thrive in their educational journey.

ELA Courses:

Course Title	Course Number
K grade	
Elementary Language Arts Grade K v21 (GS)	202585027
1st grade	
Elementary Language Arts Grade 1 v21 (GS)	201873008
2nd grade	
Elementary Language Arts Grade 2 v21 (GS)	201873030
3rd grade	
Elementary Language Arts Grade 3 v22 (GS)	201873035
4th grade	
Elementary Language Arts Grade 4 v22 (GS)	201505279
5th grade	
Elementary Language Arts Grade 5 v22 (GS)	201831475
6th grade	
<p>Middle School Language Arts I v22 (GS) <i>(MJ Language Arts 1 v22)</i></p> <p>Books: All Summer in a Day by Ray Bradbury Mother and Daughter by Gary Soto The Pod by Maureen Crane Wartski Through the Tunnel by Doris Lessing</p>	201833226

Middle School Language Arts I v25 Honors (GS)	226710991
7th grade	
<p>Middle School Language Arts II v22 (GS) <i>MJ Language Arts 2 v22</i></p> <ul style="list-style-type: none"> • "Lob's Girl" by Joan Aiken • Esperanza Rising by Pam Muñoz Ryan • "Scout's Honor" by Avi • The Long Road to Gettysburg by Jim Murphy • The Twenty-One Balloons by William Pene du Bois • The Watsons Go to Birmingham by Christopher Paul Curtis • "Tuesday of the Other June" by Norma Fox Mazer 	201833260
<p>Middle School Language Arts II Honors v24 (GS)</p> <ul style="list-style-type: none"> • "The Tell-Tale Heart" by Edgar Allan Poe • Alienated by Ken Preuss • The Count of Monte Cristo by Alexandre Dumas • "The Monkey's Paw" by W.W. Jacobs • Assorted speeches, poems, and historical texts 	222136741
8th grade	
<p>Middle School Language Arts III v22 (GS) <i>MJ Language Arts 3 v22</i></p> <p>Students will select one narrative to read from the choices below:</p> <p>Anne Frank: Diary of a Young Girl by</p>	201833264

<p>Anne Frank Black Beauty by Anna Sewell The War of the Worlds by H.G. Wells Untwine by Edwidge Danticat White Fang by Jack London</p>	
<p>9th grade</p>	
<p>English I v24 (GS)</p> <p>All students read one of the following short stories in Segment 1:</p> <p>"The Pedestrian" by Ray Bradbury "The Scarlet Ibis" by James Hurst "A White Heron" by Sarah Orne Jewett *Short stories may be found online.</p> <p>All students read one of the following short stories in Segment 2:</p> <p>"Cranes" by Hwang Sun-won "Initiation" by Sylvia Plath "The Interlopers" by Saki *Short stories may be found online.</p> <p>School-Supplied Resources:</p> <p>"I Have a Dream" by Martin Luther King, Jr. The Lincoln Douglas Debates "A Modest Proposal" by Jonathan Swift "Eve's Diary" by Mark Twain The Epic of Gilgamesh The Iliad by Homer The Odyssey by Homer Romeo and Juliet by William Shakespeare Assorted speeches, poems, and historical texts</p>	<p>201867917</p>

<p>English I Honors v24 (GS)</p> <p>All students read one of the following short stories in Segment 1:</p> <p>"The Pedestrian" by Ray Bradbury "The Scarlet Ibis" by James Hurst "A White Heron" by Sarah Orne Jewett *Short stories may be found online.</p> <p>All students read one of the following short stories in Segment 2:</p> <p>"Cranes" by Hwang Sun-won "Initiation" by Sylvia Plath "The Interlopers" by Saki *Short stories may be found online.</p> <p>"I Have a Dream" by Martin Luther King, Jr. The Lincoln Douglas Debates "A Modest Proposal" by Jonathan Swift "Eve's Diary" by Mark Twain The Epic of Gilgamesh The Iliad by Homer The Odyssey by Homer Romeo and Juliet by William Shakespeare Assorted speeches, poems, and historical texts</p>	<p>219946975</p>
<p>10th grade</p>	
<p>English II v23 (GS)</p> <p>All students read one of the following novels in Segment 1:</p> <p>A Raisin in the Sun by Lorraine Hansberry Ender's Game by Orson Scott Card</p>	<p>201867937</p>

<p>Enrique's Journey by Sonia Nazario Fahrenheit 451 by Ray Bradbury Hiroshima by John Hersey Of Mice and Men by John Steinbeck Their Eyes Were Watching God by Zora Neale Hurston</p> <p>All students read one of the following short stories in Segment 2:</p> <p>"American History" by Judith Ortiz Cofer "Rules of the Game" by Amy Tan "The Jacket" by Gary Soto "The Bass, The River, and Sheila Mant" by W.D. Wetherell</p> <p>Students will explore excerpts from the following literature:</p> <p>"Sinners in the Hands of an Angry God" by Jonathan Edwards Macbeth by William Shakespeare Autobiography of an Ex-Colored Man by James Weldon Johnson Assorted speeches, poems, and historical texts</p>	
<p>English II Honors v27 (GS)</p> <p>All students read one of the following short stories in Segment One:</p> <p>"American History" by Judith Ortiz Cofer "Rules of the Game" by Amy Tan "The Jacket" by Gary Soto "The Bass, The River, and Sheila Mant" by W.D. Wetherell *Short stories may be found online.</p> <p>Students will explore excerpts from the</p>	<p>221473794</p>

<p>following literature:</p> <p>Macbeth by William Shakespeare "Caline" by Kate Chopin The Scarlet Letter by Nathaniel Hawthorne The Red Badge of Courage by Stephen Crane Frankenstein by Mary Shelley "The Story of Pygmalion" from Metamorphoses by Ovid Autobiography of an Ex-Colored Man by James Weldon Johnson Assorted speeches, poems, and historical texts</p>	
11th grade	
<p>English III v23 (GS)</p> <p>All students will read one of the following short stories in Module 1:</p> <p>"A Family Supper" by Kazuo Ishiguro "The Will Come Soft Rains" by Ray Bradbury "What I Have Been Doing Lately" by Jamaica Kincaid *Short stories can easily be found online.</p> <p>All students will read one of the following narrative texts in Module 2:</p> <p>Julius Caesar by William Shakespeare "The Minister's Black Veil" by Nathaniel Hawthorne "Seven Floors" by Dino Buzzati *Texts can easily be found online.</p> <p>All honors students will read one of the</p>	<p>201867984</p>

<p>following novels in Segment 1:</p> <p>Billy Budd by Herman Melville Jane Eyre by Charlotte Brontë Night by Elie Wiesel The Book Thief by Markus Zusak The Dreamer by Pam Muñoz Ryan</p> <p>Students will explore excerpts from the following literature:</p> <p>"Are Women People?" by Alice Duer Miller "Araby" by James Joyce Julius Caesar by William Shakespeare Canterbury Tales by Geoffrey Chaucer Assorted speeches, poems, and historical texts</p>	
<p>12th grade</p>	
<p>Advanced Placement English Literature and Composition</p> <p>Segment One Disillusionment:</p> <p>Death of a Salesman by Arthur Miller Interpreter of Maladies by Jhumpa Lahiri</p> <p>Journey: **Heart of Darkness by Joseph Conrad</p> <p>Love and Hate: **Wuthering Heights by Emily Brontë</p> <p>Segment Two</p>	<p>207526537</p>

<p>Family: The Grapes of Wrath by John Steinbeck</p> <p>More Than One Way: **Hamlet by William Shakespeare</p>	
<p>AP English Language and Composition v20 (GS)</p>	207526512
<p>English IV v23 (GS)</p> <p>All students read one of the following texts in Segment One:</p> <ul style="list-style-type: none"> ● <i>Longitude: The True Story of a Lone Genius Who Solved the Greatest Scientific Problem of His Time</i> by Dava Sobel ● <i>Pride and Prejudice</i> by Jane Austen ● <i>Hamlet</i> by William Shakespeare ● <i>Brave New World</i> by Aldous Huxley ● <i>The Old Man and the Sea</i> by Ernest Hemingway ● <i>I Know Why the Caged Bird Sings</i> by Maya Angelou <p>Students will explore excerpts from the following literature:</p> <ul style="list-style-type: none"> ● <i>Don Quixote</i> by Miguel de Cervantes ● "Professions for Women" by Virginia Woolf ● Assorted speeches, poems, and historical texts 	200786427
<p>English IV Honors v25 (GS)</p>	219800813
<p>English IV for Credit Recovery v15 (GS)</p>	221517964
<p>English IV for Credit Recovery v15 (GS)</p>	221517973

Reading and Writing Courses:

Intensive Reading: A Universe of Reading v16 (GS)	226000804
Intensive Reading: Fields of Reading v18 (GS)	220408762
Middle School Reading I v22 (GS)	202349621

- B. Describe the mathematics curriculum and differentiated strategies that will be used for students performing at grade level or higher and a separate mathematics curriculum and strategies for students who are performing below grade level.

For students performing at or above grade level, the curriculum is designed to challenge them and expand their problem-solving and reasoning skills. These students will engage with advanced topics such as **algebra**, **geometry**, **calculus**, and **data analysis**, all within the framework of the MAFS.

Differentiated Strategies for High-Performing Students:

1. **Enrichment Activities:** These students will be encouraged to engage in **self-paced projects** and **advanced problem-solving tasks** that extend beyond the regular curriculum.
2. **Blended Learning and Technology Integration:** We use **adaptive learning platforms** and **real-world problem-solving** simulations that allow high-performing students to explore math in more depth.
3. **Collaborative Learning:** Students will collaborate in **online forums** and **virtual group projects**, where they can discuss complex topics and share solutions with their peers.
4. **Flipped Classroom:** To provide more time for collaborative work and individualized support, students will watch pre-recorded lessons before class and engage in more interactive activities during live sessions.

For students performing below grade level, the curriculum focuses on **building foundational math skills**. The goal is to ensure mastery of basic operations and concepts, such as **addition**, **subtraction**, **multiplication**, and **division**, before moving on to more complex material.

Differentiated Strategies for Struggling Students:

1. **Systematic and Explicit Instruction:** Concepts will be broken down into smaller, manageable steps, with frequent reviews to ensure mastery.
2. **Targeted Interventions:** Students will receive **small-group tutoring** and **one-on-one support** via **video conferencing** to address specific gaps in their knowledge.
3. **Visual Aids and Interactive Tools:** Online manipulatives, such as **virtual number lines**, **graphing**

tools, and **interactive quizzes**, will be used to help students visualize concepts and practice skills in real-time.

4. **Frequent Formative Assessments:** Regular quizzes and assessments will monitor student progress, allowing teachers to adjust instruction as needed.

Instructional Strategies and Student Support

In addition to the core curriculum, we utilize several instructional strategies to address the diverse learning needs of our students. These strategies are designed to foster engagement, collaboration, and critical thinking, regardless of the student's current skill level.

1. **Literacy Integration:** Math terminology and real-world applications will be reinforced through **literature**, **technology**, and **interactive visual aids**. Students will create mathematical **journals** and engage in **reflection activities** to deepen their understanding of mathematical concepts.
2. **Differentiated Instruction:** Teachers will adapt lessons to meet the individual needs of students, utilizing strategies like **graphic organizers**, **collaborative mathematical discourse**, and **higher-order thinking** questions.
3. **Cooperative Learning:** Students will work in **mixed-ability groups** to solve problems and support each other in building skills. Collaborative learning is vital in the online environment to encourage peer-to-peer interactions and foster a sense of community.
4. **Coordinated Intervention:** Teachers will work closely with **Learning Support Specialists (LSS)** to identify struggling students and create tailored intervention plans. This may involve **weekly check-ins** with parents and additional support for students who need extra help.

Placement and Course Offerings

Our online school ensures that **all students**—whether high-performing or struggling—have access to a full range of courses. We offer **honors courses**, **gifted programs**, and **accelerated math tracks** for advanced students. **Differentiated placements** are determined by **academic assessments**, **state testing results**, and **prior performance**, ensuring that each student is placed in the most appropriate course for their needs.

Additionally, **differentiated math pathways** will be available for students who need additional support. These pathways will allow for tailored remediation and intervention, such as extra practice or modified lessons, to support individual progress.

Mathematics Courses:

K grade	
Elementary Mathematics Grade K v21 (GS)	202585028
Grade 1	

Elementary Mathematics Grade 1 v21 (GS)	201888395
Grade 2	
Elementary Mathematics Grade 2 v21 (GS)	201888396
Grade 3	
Elementary Mathematics Grade 3 v22 (GS)	201888397
Grade 4	
Elementary Mathematics Grade 4 v22 (GS)	201888398
Grade 5	
Elementary Mathematics Grade 5 v22 (GS)	201831480
Grade 6	
Middle School Grade 6 Mathematics v22 (GS)	201833271
Middle School Grade 6 Mathematics v22 Honors(GS)	226710936
Grade 7	
Middle School Grade 7 Mathematics v22 (GS)	201833280
Middle School Accelerated Mathematics Grade 7 v22 (GS)	201833267
Middle School Accelerated Mathematics Grade 7 Honors v22 (GS)	222307221
Grade 8	
Pre-Algebra v22 (GS)	201833295

Grade 9	
Algebra I v23 (GS)	198091868
Consumer Math v21 (GS)	201868604
Consumer Math v21 Group Plan (GS)	224121699
10th grade	
Geometry v19 (GS)	201868271
Geometry Honors v19 (GS)	219947250
11th grade	
Algebra II v19 (GS)	200785355
Algebra II Honors v19 (GS)	212624884
12th grade	
Pre-Calculus v21 (GS)	201868573
Calculus Honors v14 (GS)	221200030
AP Precalculus v24 (GS)	219800995
AP Calculus AB v20 (GS)	204171183
AP Calculus BC v20 (GS)	204206055
AP Statistics v20 (GS) Diez, David M., Christopher D. Barr, and Mine Cetinkaya-Rundel. <i>OpenIntro Statistics</i> . OpenIntro.	218183908
Integrated Mathematics I v15 (GS)	212362127
Integrated Mathematics II v15 (GS)	222868103
Integrated Mathematics III v15 (GS)	200151713

C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or

development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.

Not Applicable

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

At Legacy Virtual School, we offer a diverse range of electives and virtual clubs that complement the core academic curriculum and provide students with additional opportunities for growth and exploration:

We provide a wide selection of elective courses across various grade levels, designed to enhance students' learning experiences and cater to their individual interests. These electives include:

Elementary School: Courses in Art, Spanish, and Technology.

Middle School: Options such as Visual Arts, Career Research and Decision Making, and Computer Science Discoveries .

High School: Advanced courses including Journalism, Speech and Debate, Psychology, and Entrepreneurship.

For detailed information about the full range of elective courses available at each grade level, please refer to our curriculum on the website: <https://legacyonlineschool.com/our-curriculum>

Electives For Each grade Level:	
Elementary	
Elementary Technology Grade K v19 (GS)	207439417
Elementary Technology Grade 1 v19 (GS)	201888438
Elementary Technology Grade 2 v19 (GS)	201888439
Elementary Technology Grade 3 v19 (GS)	201888440
Elementary Technology Grade 4 v19 (GS)	201505300
Elementary Technology Grade 5 v19 (GS)	201831549
Elementary Art Grade K v20 (GS)	202585026
Elementary Art Grade 1 v21 (GS)	201888424
Elementary Art Grade 2 v22 (GS)	201888425

Elementary Art Grade 3 v23 (GS)	201888426
Elementary Art Grade 4 v17 (GS)	201888427
Elementary Art Grade 5 v17 (GS)	201831447
Elementary Physical Education Grade K v17 (GS)	202585029
Elementary Physical Education Grade 1 v17 (GS)	201888448
Elementary Physical Education Grade 2 v17 (GS)	201888449
Elementary Physical Education Grade 3 v17 (GS)	201888450
Elementary Physical Education Grade 4 v17 (GS)	201888451
Elementary Physical Education Grade 5 v17 (GS)	201831483
Middle School	
Middle School Exploring Music I v22 (GS)	203102863
Middle School Visual Art I v21 (GS)	203567685
Middle School Visual Art II v21 (GS)	203286664
Middle School Spanish Beginning v20 (GS)	203102866
Middle School Intermediate Spanish v21 (GS)	204209948
Middle School Career Research & Decision Making v21 (GS)	217576871
Middle School Computer Science Discoveries I v21 (GS)	203286665

Middle School Computer Science Discoveries II v22 (GS) Group Plan	224231514
Middle School Digital Art and Design I v22 (GS)	203565449
Middle School Critical Thinking, Problem Solving, and Learning Strategies v15 (GS)	217311210
Middle School Journalism I v23 (GS) Materials: <ul style="list-style-type: none"> • Word processing program (Microsoft Word or similar) 	203597819
Middle School Business Keyboarding v20 (GS)	217576874
Middle School Coding Fundamentals v20 (GS)	204939497
Middle School Comprehensive PE Grade 6/7 v22 (GS)	203067389
Middle School Comprehensive PE Grade 7/8 v22 (GS)	203067384
High School	
Consumer Math v21 (GS)	201868604
Consumer Math v21 Group Plan (GS)	224121699
Two-Dimensional Studio Art I v24 (GS)	208754979
Foundations of Machine Learning v24 (GS)	219413088
Digital Art Imaging I v24 (GS)	214125938
Law Studies v22 (GS)	206258840
Leadership Skills Development v24 (GS)	215357033
Music of the World v25 (GS)	206811415

Parenting Skills v22 (GS)	202615265
Business Management and Law v24 (GS) Student Resources: DuoLingo Desmos GeoGebra Illuminations Library of Congress Math Content from Khan Academy NASA National Archives Project Gutenberg United States Congress	219332304
Psychology I v22 (GS)	202334748
Social Media v16 (GS)	202334749
Theatre, Cinema & Film Production v22 (GS)	220408814
Applications of Artificial Intelligence v23 (GS)	212363669
Applications of Artificial Intelligence v23 Group Plan (GS)	225430885
Art History and Criticism I Honors v23 (GS)	200920858
Artificial Intelligence in the World v23 (GS)	220912719
Criminal Justice Operations I v22 (GS)	223515488
Personal Finance and Money Management v24 (GS)	221452432
Personal Finance and Money Management Honors v24 (GS)	221556586
Foundations of Programming v18 (GS)	200788587

Health Science Foundations v22 (GS)	204721557
Human Growth and Development v22 (GS)	214134909
Intensive Reading: A Universe of Reading v16 (GS)	226000804
Intensive Reading: Fields of Reading v18 (GS)	220408762
Principles of Entrepreneurship v22 (GS)	217313070
Forensic Science I v23 (GS)	206258835

World Languages courses

Elementary Spanish Introductory Level v17 (GS)	209218129
Elementary Spanish Level 1 v17 (GS)	227139702
Elementary Spanish Level 2 v17 (GS)	217435370
Elementary Spanish Level 3 v17 (GS)	227139732
Elementary Spanish Level 4 v17 (GS)	227139763
Elementary Spanish Level 5 v17 (GS)	227139858
Middle School Spanish Beginning v20 (GS)	203102866
Middle School Intermediate Spanish v21 (GS)	204209948
American Sign Language I v22 (GS)	212221109
American Sign Language II v19 (GS)	224211177
American Sign Language III Honors v24 (GS)	227139917
Chinese I v21 (GS)	209218209
Chinese II v22 (GS)	227139966

Chinese III Honors v22 (GS)	227139976
Chinese IV Honors v24 (GS)	227139997
French I v23 (GS)	201010850
French II v24 (GS)	218515515
French III Honors v22 (GS)	218523669
Spanish I v19 (GS)	217427960
Spanish II v19 (GS)	206656258
Spanish III Honors v18 (GS)	227140636
Spanish IV Honors v19 (GS)	219411292
Hebrew I v21 (GS)	220408787
Hebrew II v22 (GS)	227140700
Latin I v22 (GS)	227140747
Latin II v21 (GS)	227140794
Latin III Honors v22 (GS)	227140830

Virtual Clubs:

In addition to electives, we offer several virtual clubs that foster student engagement and personal development:

Reading Club: Encourages a love for reading through book discussions and literary activities.

Physical Education Club: Promotes physical fitness and healthy living through virtual exercise sessions and wellness challenges.

Coding Fundamentals: Introduces students to programming concepts and computer science through interactive projects and coding challenges.

Life Management Skills: Focuses on essential skills such as financial literacy, time management, and goal setting.

These virtual clubs provide students with opportunities to explore their interests, develop new skills, and connect with peers in a supportive online environment.

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

To support students at risk of not meeting academic requirements or potentially dropping out, our

school implements a multi-faceted system and structure designed to address their needs effectively:

Early Identification and Intervention: We use regular assessments and data tracking to identify students who are at risk early. This allows us to intervene promptly and provide the necessary support before issues become critical.

Individualized Consultations: We offer personalized consultations with our Learning Support Specialists to address individual challenges. These consultations focus on identifying specific issues and developing tailored strategies to help students overcome obstacles and stay on track.

Extra Tutoring Classes: For students who are falling behind, we provide additional tutoring sessions. These extra classes are designed to reinforce understanding of core concepts and offer targeted assistance to help students improve their academic performance.

Regular Progress Monitoring: Continuous monitoring of academic progress ensures that students receive timely feedback and support. Teachers and advisors work together to adjust strategies and interventions based on the ongoing assessment of each student's needs.

Comprehensive Support Services: We provide access to a range of support services, including counseling and career guidance, to address any personal or academic issues that may affect students' performance.

Before considering dropping out, students will be given the opportunity to explore all available options for assistance. Our goal is to ensure that every student receives the support they need to succeed and achieve their academic goals.

Evaluation Criteria: Curriculum and Instructional Design

Reviewers will look for a curriculum plan that:

- Provides an emphasis on reading; and
- Will be appropriate for students below, at, and above grade level.

Section 5: Student Performance

Performance Goals

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

to be attained through instruction.

Expected Incoming Baseline of Student Academic Achievement:

Based on Florida legislation and Pinellas County School District statistics, as well as sample school performance data from 2023-24, we anticipate a diverse incoming student population with varying levels of academic performance. Recent sample data indicates:

- **English Language Arts (ELA):** 52% of students in Pinellas County scored at or above proficiency on statewide assessments. However, 20% of students scored at Level 1 (below basic), indicating a need for intensive interventions in foundational literacy skills.
- **Mathematics:** 48% of students achieved proficiency, with 18% scoring at Level 1. Performance in Algebra I and Geometry, critical benchmarks for high school students, was notably lower, with only 35% meeting state standards.

We expect our student population to reflect similar trends, with a significant proportion requiring additional support in core subjects. Additionally, we anticipate a portion of our students to exceed grade-level expectations, necessitating advanced coursework to challenge and engage them.

Goals for Academic Growth and Improvement:

Our academic goals are designed to address this baseline performance and promote continuous growth for all students:

- **ELA Proficiency:** Increase the percentage of students achieving proficiency by at least 7% annually, reducing the percentage of Level 1 students to below 10% within five years.
- **Mathematics Proficiency:** Improve math proficiency rates by 5-7% annually, targeting a minimum of 70% proficiency across all grades by year five.
- **Learning Gains:** Ensure that at least 65% of students make annual learning gains in ELA and Mathematics, as measured by state benchmarks.
- **Advanced Coursework:** Expand the percentage of students participating in advanced math and ELA courses, including AP and Honors programs, to 25% within five years.

Rationale for Goals:

These goals are aligned with statewide accountability metrics and informed by sample data trends. By focusing on both remediation and acceleration, the school aims to address the needs of students performing below grade level while providing enrichment opportunities for high-achieving students.

Adjustments for Unexpected Baseline Performance:

If incoming students perform significantly below or above expectations, we will:

1. **Recalibrate Goals:** Adjust annual proficiency and growth targets based on diagnostic assessments conducted at the start of the school year.
2. **Differentiate Instruction:** Implement targeted small-group instruction and interventions for struggling students, while expanding advanced learning options for high achievers.

Evaluation of Success and Desired Results:

Success will be evaluated through:

- **Statewide Assessments:** Tracking annual improvement on the Florida Standards Assessments (FSA) for ELA and Mathematics.
- **Formative Benchmarks:** Regular use of interim assessments to monitor progress and adjust instructional strategies.
- **Stakeholder Feedback:** Collecting input from students, parents, and teachers to refine programs and ensure satisfaction.

Desired Results:

Within five years, Legacy Charter School aims to:

1. Achieve at least 80% proficiency in ELA and Mathematics across all grades.
2. Reduce the percentage of students scoring at Level 1 to below 10% in both subjects.
3. Exceed district averages in learning gains, particularly for historically underserved student groups.
4. Prepare students for success in postsecondary education or careers, demonstrated by high college readiness scores and increased participation in advanced coursework.

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

Global Citizenship and Multilingual Proficiency

Legacy Charter School promotes cultural awareness and multilingual competency, equipping students to thrive in a globalized world. The goal is for 60% of graduating students to achieve proficiency in a second language, as demonstrated by standardized language proficiency assessments. To support this goal, the school will provide high-quality world language instruction and opportunities for students to participate in cultural exchange programs, preparing them to navigate diverse cultural and professional environments confidently.

Student Engagement and Leadership Development

Legacy Charter School seeks to inspire students to become active, engaged leaders in their communities. By providing diverse extracurricular activities and leadership development programs, the school aims for 100% of students to participate in at least one extracurricular or leadership opportunity annually. Participation rates and student feedback will be used to evaluate success. Through mentoring, leadership workshops, and student-led initiatives, Legacy Charter School ensures students cultivate skills in collaboration, communication, and problem-solving.

Placement and Progression

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

Legacy Charter School will align its grade level and course placement procedures with state and district requirements, ensuring compliance with Florida statutes. Placement decisions are guided by academic records, teacher recommendations, and standardized assessment results to provide students with the best opportunities for success.

Grade Placement

Students are placed in their appropriate grade based on documented academic progress, including report cards, transcripts, and standardized test results.

For transfer students, placement will consider prior academic performance from their former school or home education program.

Middle School Course Requirements

Middle school students must complete the following coursework to progress:

English Language Arts (ELA): Three middle grades or higher-level courses.

Mathematics: Three middle grades or higher-level courses, including Algebra I if applicable, with the Algebra I End-of-Course (EOC) assessment accounting for 30% of the final grade.

Social Studies: Three middle grades or higher-level courses, including Civics, which requires passing the course and Civics EOC assessment (30% of the final grade).

Science: Three middle grades or higher-level courses, with the Biology I EOC assessment comprising 30% of the final grade for applicable students.

Physical Education: As required by Florida law, students must take one semester of physical education each year.

Career and Education Planning: Completion of one state-approved course during grades 6–8.

Course Placement

Placement in advanced courses such as Algebra I, Geometry, or Biology I is based on prior academic performance and teacher recommendations. Students will be informed of the expectations and benefits of these courses, including the impact of EOC assessments.

Students with higher academic abilities will be encouraged to pursue advanced courses, while those needing additional support will have access to remediation and elective options tailored to their needs.

English Language Learners (ELLs)

ELL students will be placed in appropriate Language Arts and ESOL courses based on their language proficiency levels, ensuring equitable access to the curriculum. Instructional time for ELLs will match that of their peers in core subjects.

Progression and Promotion

Teachers will evaluate student progression based on a combination of standardized test results, classroom assessments, daily assignments, and teacher observations.

Students must demonstrate mastery of course content to pass and be promoted. This includes meeting state requirements for middle school promotion, such as passing Civics and other core courses.

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

Legacy Charter School intends to use the local school district’s Student Progression Plan (SPP) to guide the promotion of students from one grade level to the next. By adhering to the district's established policies and standards, we ensure alignment with state regulations and consistency in academic expectations.

E. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.4282, F.S., and any proposed additional requirements.

When our school serves high school students, we use a comprehensive approach to determine if students have met the graduation requirements, as well as any additional criteria we have established. Here’s how we ensure students meet these criteria:

Academic Credit Tracking: We track students' completion of required and elective courses, including core subjects such as English, mathematics, science, and social studies, as well as any additional elective credits needed for graduation. Credits are validated through regular reviews of grades, course completion certificates, and transcripts to ensure they align with our curriculum standards.

Assessment Requirements: We ensure that students meet the mandated assessment requirements, including passing standardized tests or other state-approved assessments. For students who may not meet traditional testing requirements, we offer alternative assessments, such as portfolio reviews or project-based evaluations, to demonstrate competency in required subjects.

Individual Graduation Plans: We create individual graduation plans for each student, outlining their specific pathway to meeting graduation requirements. These plans are reviewed and updated regularly based on student progress and evolving requirements. Regular meetings with academic advisors help students stay on track and address any challenges they may face in meeting graduation criteria.

State and University Requirements: While we adhere to state requirements for graduation, we also assist students in meeting the specific requirements of different universities if they plan to apply. This ensures that students earn enough credits to align with their higher education goals.

Final Graduation Review: Before graduation, we conduct a final audit of each student’s academic record to ensure all requirements are met. This includes reviewing credits, assessments, and any additional criteria. Upon confirming that all requirements are satisfied, we issue diplomas and certificates of completion, ensuring that students have met both standard and school-specific standards.

Below, you can see a table outlining the graduation requirements based on state standards, including a sample for the 24-credit standard program and the 18-credit accelerated program:

Subject Area	Graduation Requirement of 24 Credit program	Graduation Requirements of 18 Credit Accelerated Program
English	4 credits, with major concentration	4 credits, with major

	in composition, reading for information, and literature	concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be in Geometry or its equivalent
Science	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses
Social Studies	1 credit World History 1 credit United States History 0.5 credit United States Government 0.5 credit Economics	1 credit World History 1 credit United States History 0.5 credit United States Government 0.5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	Not required
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or practical arts	Not required
Physical Education	1 credit in physical education to include the integration of health	Not required
Electives	8 credits	4 credits
Total	24 credits	18 credits

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

Promotion and graduation criteria are essential for guiding students and parents through the educational journey. At the start of each academic year, we hold an orientation for new and returning students and their parents, providing detailed information about promotion and graduation criteria, including academic requirements, assessment standards, and any additional school-specific requirements. We also distribute a student handbook that includes a dedicated section on promotion and graduation criteria, which is accessible online for easy reference by all families.

For high school students, we schedule individual meetings with academic advisors at the beginning of each school year to discuss personalized graduation plans, with regular check-ins throughout the year to review progress and make any necessary updates. During scheduled parent-teacher conferences, we review students' progress toward meeting promotion and graduation criteria, providing an opportunity to address concerns, adjust individual plans, and ensure parents are fully informed.

Promotion and graduation criteria are also highlighted in progress reports and report cards, giving a clear view of each student's current standing and how their performance aligns with graduation requirements. At the end of each academic year, we conduct an annual review, providing a summary of each student's progress toward meeting graduation requirements. This review includes a final audit of academic records and a meeting with students and parents to discuss the next steps and any remaining requirements.

Assessment and Evaluation

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

Legacy Virtual School has established ambitious yet achievable academic performance goals grounded in current Florida state data and district-level trends. We recognize the importance of both external accountability measures and robust internal monitoring to ensure continuous academic growth and achievement for all students.

To track progress toward these goals, Legacy will employ a multi-tiered assessment system. Statewide assessments, such as the Florida Standards Assessments (FSA) in English Language Arts and Mathematics, will serve as primary benchmarks for proficiency and growth. However, these will be complemented by frequent formative assessments embedded within our curriculum platforms and interim benchmark assessments administered quarterly. These internal assessments will measure student mastery of specific standards, inform differentiated instruction, and allow teachers and Learning Support Specialists (LSS) to identify students needing targeted intervention in a timely manner.

In addition to mandatory state assessments, our school utilizes several primary interim assessments to monitor and support student learning needs and progress throughout the academic year. These include baseline assessments, formative assessments, summative interim assessments, diagnostic

assessments, and performance-based assessments.

Baseline Assessments establish students' initial understanding and skill levels at the beginning of the year, such as pre-tests in core subjects. Formative Assessments, like quizzes and exit tickets, provide ongoing feedback and are administered bi-weekly or after each major instructional unit. Summative Interim Assessments, including midterm exams and unit tests, evaluate cumulative knowledge and skills at key points in the year, typically at the end of each term or quarter. Diagnostic Assessments identify specific learning gaps and are conducted at the start of the year and as needed. Performance-Based Assessments, such as research projects and presentations, assess students' application of skills and are given at least once per semester.

These assessments align with our curriculum and performance goals, and ensure compliance with state standards, supporting timely and effective monitoring of student progress. The proposed assessment schedule, detailed in Attachment C, ensures that assessments are strategically timed to support instructional adjustments and student success. We acknowledge that assessment dates are subject to change based on district updates. Therefore, we plan to adjust our schedule accordingly for the **2026-2027** school year once the district publishes official testing dates. In preparation, we have developed a **proposed assessment schedule for the 2025-2026 school year** to illustrate our structured approach.

In our virtual setting, mandatory assessments will be conducted using a structured and secure approach to ensure compliance with state and district requirements while maintaining accessibility for all students. **Progress Monitoring (PM) 1 and 2** will be completed remotely, allowing students to take assessments in a controlled virtual environment with the necessary technological support. Our Learning Support Specialists and teachers will provide guidance to ensure students are well-prepared and that the integrity of the assessments is maintained.

For **Progress Monitoring 3 (PM 3)**, testing will be conducted in person at a designated district-provided venue. **Pinellas County School District** will oversee the administration of PM 3, with logistical support from our Learning Support Specialists and teachers to ensure a smooth testing experience for all students. On the district level, we will receive necessary information and training for the assessment process. As **District Assessment Coordinator Octavio Salcedo** has explained, we will work closely with **Pinellas County** to align with testing protocols, ensuring that all students complete their required assessments in accordance with state guidelines.

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

At Legacy Virtual School, student assessment and performance data will be used to evaluate school effectiveness and, more importantly, to inform continuous improvement efforts. This approach will focus on identifying students who need additional support to master specific standards and grade-level skills, guiding the direction of individualized learning. The school is committed to maintaining a data-driven approach for continuous improvement and ensuring that all stakeholders—administrators, teachers, students, and parents—are involved in achieving the school's mission and vision.

We will utilize a comprehensive data dashboard to aggregate assessment results, attendance records, engagement metrics, and course completion rates. This dashboard will enable teachers, administrators, and support staff to monitor individual student progress, grade-level trends, and subgroup performance (including ELL, students with IEPs, and gifted learners). Progress monitoring meetings will be held monthly, where instructional teams review data and adjust instructional strategies and intervention plans accordingly.

How Student Assessment and Performance Data Will Be Used:

1. **Informing Instruction:**

- The assessment data will guide administrators in identifying areas of instructional focus, determining which teachers may need additional professional development (PD) and support.
- Teachers will utilize the data to personalize lesson planning, ensuring that instruction is tailored to individual student needs. Data-driven insights will allow teachers to adapt lessons in real-time for greater effectiveness, focusing on areas where students are struggling.
- For students, assessment data will help them understand their progress in mastering standards. Teachers will provide students with clear feedback during live sessions, enabling them to track their academic growth.
- Parents will have access to regular performance reports through the school's learning management system (LMS), allowing them to monitor their child's progress and actively participate in their academic development.

2. **Data Collection and Management:**

- **Beginning-of-Year Assessment:** Students will be assessed on all relevant benchmarks at the start of the school year to provide teachers with a comprehensive understanding of each student's strengths and weaknesses.
- **Ongoing Data Collection:** Teachers and administrative staff will continuously collect and analyze student data throughout the year. Tools such as LMS Buzz will track student progress in real time, providing performance reports that are available to teachers. These reports will allow for quick adjustments in instruction based on student performance.
- **Data Folders:** Each student will have a digital data folder within the LMS that contains their performance data. Teachers will regularly update these folders with the latest assessment results, enabling them to track each student's growth and identify areas for further attention.

3. **Early Warning System:**

- Legacy Virtual School will implement an Early Warning System (EWS) to identify students at risk of academic failure or disengagement. Key indicators will include:
 - **Attendance:** Monitoring students' attendance during live sessions and course completion rates. Students with less than 90% participation in synchronous sessions or failure to complete assignments will be flagged for support.
 - **Disciplinary Issues:** Any reported issues of academic dishonesty, inappropriate conduct in online sessions, or lack of engagement will be monitored and addressed with the help of the administrative team.
 - **Course Failures:** If students fail assignments or quizzes in core subjects, they will be identified for additional intervention.

- **Low Performance on State Assessments:** If applicable, students' results from state standardized assessments will be used to identify those who may need extra support.
- 4. The **RtI/MTSS (Response to Intervention/Multitiered System of Support)** team will analyze EWS data and identify students showing two or more indicators of academic difficulty. Based on this analysis, targeted interventions will be implemented. These interventions may include additional one-on-one virtual tutoring, modified coursework, or additional synchronous support sessions.

Data Management and Interpretation:

The management of student assessment data is overseen by the Learning Support Specialists. They are responsible for collecting, organizing, and maintaining accurate records of all student assessments. The Learning Support Specialists ensure the data is accurately analyzed and accessible for instructional use.

Classroom teachers receive detailed reports and summaries of assessment data from the Learning Support Specialists. This information highlights trends, progress, and areas needing attention, enabling teachers to make informed decisions about instructional adjustments and student support.

Professional Development:

Professional development aimed at improving student achievement is coordinated by the Academic Advisers. They organize and lead training sessions focused on data-driven instruction, effective use of assessment results, and strategies for enhancing student outcomes.

These specialists and advisers work closely with classroom teachers to ensure that professional development aligns with identified needs and supports continuous instructional improvement. Regular meetings and workshops are conducted to review data trends, share best practices, and discuss strategies for addressing challenges, ensuring that educators are well-equipped to use assessment data effectively to drive student success.

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

To ensure that our school leadership and teachers effectively use performance data to enhance student learning, we implement a comprehensive training and support system. This process begins with gathering feedback from both parents and students, which helps us identify and address any issues promptly.

Our Academic Advisers play a crucial role in this process by reviewing recorded lessons and providing individualized recommendations to teachers. We conduct regular workshops and webinars as part of our professional development program, focusing on how to analyze and interpret performance data effectively. For example, recent workshops have covered data-driven instructional strategies and the use of assessment tools to tailor teaching methods.

Teachers receive immediate and actionable feedback on what changes to make to their study

plans. These changes are implemented in collaboration with the Learning Support Specialists (LSS) team. After implementation, we reassess the impact of these changes to ensure they are effective in improving student performance.

This systematic approach ensures that our teaching practices continuously evolve based on data and feedback, ultimately supporting better outcomes for our students.

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

If the school falls short of academic achievement expectations or goals at any level—school-wide, classroom, sub-group, or individual student—the following corrective actions will be implemented:

Trigger Points: Regular performance reviews, assessment results, and feedback from parents and students will signal when expectations or goals are not being met. Specific triggers include:

- Consistently low performance in standardized tests
- Failing to meet interim assessment benchmarks
- Feedback indicating a lack of progress

The Learning Support Specialists (LSS) team and Academic Advisers are responsible for monitoring these indicators and flagging concerns.

Analysis and Strategy Development:

Action Plan: Upon identifying areas of concern, a detailed analysis will be conducted to understand the root causes of underperformance. This analysis involves:

- Reviewing data
- Conducting classroom observations
- Gathering feedback

The LSS team, in collaboration with Academic Advisers and school leadership, will develop targeted action plans to address the identified issues.

Implementation of Corrective Measures:

Classroom Level: Teachers will receive specific recommendations and additional training based on the action plan.

Sub-group Level: If a particular student subgroup (e.g., struggling learners) is not meeting expectations:

- Tailored interventions such as specialized tutoring will be implemented
- Modified instructional strategies will be applied

Individual Student Level: For students who are not achieving their academic goals: Individualized support plans will be created. This might include additional tutoring sessions, personalized learning strategies, or adjustments to their learning plan

Implementation of these measures is overseen by the LSS team, with direct support from teachers and school leaders.

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

and with parents.

Student assessment and performance information will be shared with students and parents through various channels to ensure transparency and ongoing communication. Regular reports will be issued at the end of each grading period or semester, detailing grades, assessment results, and comments on academic progress. Parent-teacher conferences will be scheduled at regular intervals or when significant changes occur, offering a chance for in-depth discussions about performance and improvement strategies.

Additionally, an online portal will provide real-time access to grades, attendance records, and assessment scores. Student feedback sessions will be held regularly to discuss progress, set goals, and devise improvement strategies. Meetings with academic advisers will also be available to review performance data and provide personalized guidance. These methods ensure that both students and parents are well-informed and engaged in the student's educational journey.

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

To protect the privacy of individual student academic performance data and other student-related information, the following measures will be implemented:

Data Security Measures:

Encryption: All student data stored electronically will be encrypted to prevent unauthorized access.

Secure Access: Access to student information will be restricted to authorized personnel only, with secure login protocols in place for staff accessing online systems.

Regular Audits: Regular security audits and updates will be conducted to ensure that data protection measures are current and effective.

Confidentiality Policies:

Staff Training: All staff members will receive training on data privacy policies and procedures, emphasizing the importance of maintaining confidentiality.

Privacy Agreements: Staff and third-party contractors handling student information will sign confidentiality agreements.

Controlled Information Sharing:

Consent-Based Sharing: Student information will only be shared with authorized individuals and entities based on written consent from parents or guardians.

Limited Access: Academic performance data will be shared with students and parents through secure channels, with access limited to the necessary information.

Compliance:

Regulations: The school will comply with all relevant privacy laws and regulations, including the Family Educational Rights and Privacy Act (FERPA) and other applicable data protection legislation.

Policy Review: Privacy policies and procedures will be reviewed and updated regularly to ensure compliance with legal standards and best practices.

By implementing these measures, the school will ensure the protection of student privacy and maintain the confidentiality of academic performance data and other personal information.

Evaluation Criteria: Student Performance

Reviewers will look for:

- An understanding of academic accountability provisions and goals mandated by the state.
 - An indication that the applicant will hold high expectations for student academic performance.
 - Measurable goals for student academic growth and improvement.
 - Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
 - Evidence that a range of valid and reliable assessments will be used to measure student performance.
 - A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
 - Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
 - Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

Section 6: Exceptional Students

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

Legacy Virtual School is committed to providing an inclusive, nonsectarian educational environment. Our recruitment, admissions, and operational policies are designed to ensure equitable access for all students, regardless of background or ability. Through comprehensive outreach efforts, we aim to engage the entire community, ensuring that our student body reflects the diversity of the populations we serve.

Based on current data and our experience with virtual learning environments, we project that approximately **12% of our student population will consist of Students with Disabilities (SWD)**. This projection aligns with statewide averages and is informed by the most recent data available from the Florida Department of Education's Bureau of Exceptional Education and Student Services. Specifically, the 2023 LEA Profiles indicate that the percentage of SWD in Florida's public schools hovers around this figure.

- B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

Legacy Virtual School will adhere to a **strict non-discrimination policy** in all aspects of its admissions process. The school will not discriminate based on race, ethnicity, religion, national origin, disability, or any other protected status. All eligible students who submit a timely application will be given equal consideration for enrollment, regardless of their background or exceptionalities.

The admissions process will be conducted through an **open enrollment policy**. If the number of applicants exceeds the available capacity, a random selection process will be implemented to ensure fairness and equity. This lottery-based selection process will be conducted by a third-party accounting firm to guarantee transparency and compliance with Florida's Charter School Legislation.

In accordance with state and federal regulations, students with disabilities will have **equal access to the enrollment process**. Applications will not request information about a student's disability status, and placement in any special education program or the development of an Individualized Education Plan (IEP) will occur only after a student has been officially enrolled.

Furthermore, our promotional and outreach strategies will be designed to reach **all segments of the community**, including families of students with disabilities. We will provide clear information on available supports, accommodations, and specialized services to ensure that students with disabilities and their families are fully aware of the resources available at Legacy Virtual School.

- C. Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate

education (FAPE) in the least restrictive environment (LRE).

Ensuring FAPE and LRE through Collaboration with the Sponsor and IEP Process

Legacy Virtual School will adhere to the Sponsor's policies and procedures for serving students with disabilities, ensuring that each student receives a **Free Appropriate Public Education (FAPE)** in the **Least Restrictive Environment (LRE)** in compliance with federal, state, and local laws, including the **Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Chapter 6A-6 of the Florida Administrative Code.**

Upon enrollment, Legacy Virtual School will implement a structured process to review existing Individualized Education Plans (IEPs) and 504 Plans for students with disabilities. This process will include:

- **Review of Existing Plans:** Collaborating with the student's prior school to gather relevant data and ensure a smooth transition of services.
- **IEP/504 Development and Updates:** Convening the IEP team, including the parent/guardian, general education teacher, special education teacher, Learning Support Specialist (LSS), and other relevant personnel to develop or update the IEP/504 Plan. The IEP will outline specific accommodations, measurable goals, and support services based on student needs.
- **Compliance with Sponsor Guidelines:** Legacy Virtual School will adopt the Sponsor's Special Programs and Procedures (SP&P) for Exceptional Students, ensuring that IEPs are developed and implemented following established protocols. The Sponsor's assigned ESE staff will provide guidance, feedback, and training to Legacy Virtual School's special education team to ensure that IEPs meet all state and federal requirements.
- **Quality IEP Implementation:** The school will follow the guidelines outlined in the **Florida Department of Education's Developing Quality Individual Educational Plans**, ensuring that all IEPs are SMART (Specific, Measurable, Action-Oriented, Realistic, Time-Limited) and are designed to facilitate student progress in the least restrictive setting.

Legacy Virtual School will also collaborate with the Sponsor to provide ongoing training to teachers and support staff in **IEP implementation and progress monitoring** to ensure that all accommodations and modifications are effectively applied in the virtual learning environment.

Parent Involvement and Communication:

Legacy Virtual School will maintain open and ongoing communication with parents/guardians regarding their child's progress and will invite them to participate in IEP meetings. If a parent cannot attend, the school will utilize alternative methods, such as video conferencing or telephone calls, to facilitate their participation.

504 Plan Implementation:

Students eligible for a 504 Plan will receive appropriate accommodations to ensure equal access to educational programs. The school will follow the **FLDOE District Implementation Guide for 504** to identify eligible students, develop 504 Plans, and monitor progress.

Legacy Virtual School is committed to working in partnership with the Sponsor to ensure that all students with disabilities receive individualized support, enabling them to access the curriculum and achieve their academic goals in the least restrictive environment possible.

References: <https://www.fldoe.org/academics/exceptional-student-edu/monitoring/>,
https://www.pcsb.org/cms/lib/FL01903687/Centricity/domain/170/board%20policy%20stuff/Combined_SPP_ESE-Policy_2460_1819-2021.pdf

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

Legacy Virtual School is committed to identifying students with disabilities who may not yet have been identified, ensuring that all students receive appropriate support and services in accordance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. To achieve this objective, the school will implement a multi-tiered system of supports (MTSS) and a comprehensive Child Find process as outlined by the Pinellas County Schools (PCS) and the Florida Department of Education.

1. Screening and Early Intervention:

- All students will be screened through initial academic assessments and observational data during the first 30 days of enrollment. Teachers will monitor student performance in core areas such as reading, math, and writing, as well as social-emotional behavior.
- Data-driven assessments, including diagnostic testing and progress monitoring tools, will be utilized to identify areas of concern and determine if a student is exhibiting signs of a potential disability.
- Specific screeners, such as the STAR Reading and Math Assessments, i-Ready Diagnostic Reading or Math, and curriculum-based assessments, will be used to detect learning difficulties, attention deficits, or behavioral concerns.

2. Multi-Tiered System of Supports (MTSS):

- Legacy Virtual School will follow the Pinellas County Schools' Multi-Tiered System of Supports (MTSS) framework, which aligns with the Florida Problem Solving/Response to Intervention (PS/RtI) model.
 - Tier 1: Evidence-based core instructional and behavioral methodologies, practices, and supports designed for all students provide the foundation in general education.
 - Tier 2: Supplemental instruction and interventions that are provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance.
 - Tier 3: Intensive instructional or behavioral intervention for students requiring individualized support in addition to core instruction, with increased frequency and duration of services.

3. Child Find Process:

- Legacy Virtual School will actively engage in Child Find activities as outlined by Pinellas County Schools (<https://www.pcsb.org/ese>), including:

- Parent Outreach and Communication: Informing parents/guardians about the availability of special education services through newsletters, orientation sessions, and the school website.
 - Community Outreach: Partnering with community organizations, pediatricians, and early intervention programs to identify students who may require special education services.
 - Referral Process: Teachers, parents, and staff members can submit referrals to the MTSS team when they suspect a student may have an undiagnosed disability.
- 4. Evaluation and Assessment Procedures:
 - Once a student is referred for evaluation, the school will obtain parental consent and proceed with comprehensive assessments in all areas of suspected disability, as defined by the PCS Exceptional Student Education (ESE) guidelines. This includes:
 - Cognitive assessments (e.g., WISC-V, Woodcock-Johnson Tests of Cognitive Abilities).
 - Academic achievement tests (e.g., WIAT-4, KTEA-3).
 - Behavioral assessments (e.g., BASC-3, Conners 4).
 - Speech and language evaluations.
 - Occupational therapy assessments.
 - All evaluations will be completed within 60 calendar days of receiving parental consent, in alignment with Florida Department of Education guidelines.
- 5. SST (Student Support Team) Process:
 - The SST will review all referral, intervention, and assessment data to determine the next steps. This team may include the ESE Specialist, MTSS Coordinator, general education teacher, special education teacher, parent, and other relevant personnel.
 - If Tier 3 interventions have been ineffective or cannot be sustained in the general education setting, the SST will recommend a formal evaluation.
- 6. Mental Health and Behavioral Interventions:
 - In compliance with the Marjory Stoneman Douglas Public School Safety Act (SB 7026 & 7030), Legacy Virtual School will implement a comprehensive mental health plan that includes:
 - Training all staff on identifying signs of mental health concerns and referring students to the Designated Mental Health Employee (DMHE).
 - Referrals for assessments and interventions for issues such as mood changes, behavioral changes, extreme sadness, withdrawal, or substance abuse.
 - The DMHE will coordinate with outside agencies and provide ongoing support to students identified as needing mental health services.
- 7. Ongoing Monitoring and Data Collection:
 - Data collection and progress monitoring will be ongoing to assess the effectiveness of interventions and identify any emerging needs. The SST will meet regularly to review data and adjust intervention plans as necessary.

By implementing a structured identification process aligned with the PCS framework and state guidelines, Legacy Virtual School ensures that all students with disabilities are promptly identified, evaluated, and provided with appropriate supports and services to promote their academic and social-emotional success.

- E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities.

To ensure the academic success of students with disabilities, our school will implement a comprehensive program of services, strategies, and supports aligned with federal and state requirements, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Florida Administrative Code. These supports will be designed to address each student's unique needs as outlined in their Individualized Education Program (IEP) or Section 504 Plan, providing equitable access to the general education curriculum and extracurricular activities.

Multi-Tiered System of Supports (MTSS) Framework

The school will adopt the Multi-Tiered System of Supports (MTSS) to systematically address the academic and behavioral needs of all students, including those with disabilities. This framework provides three tiers of support:

- **Tier 1:** Evidence-based, high-quality instruction provided to all students in the general education setting. Instruction will incorporate Universal Design for Learning (UDL) principles to ensure accessibility for all students.
- **Tier 2:** Targeted, small-group interventions for students demonstrating difficulties despite Tier 1 supports. These interventions will include intensive reading and math remediation, behavioral support programs, and language acquisition support for English Language Learners (ELLs).
- **Tier 3:** Intensive, individualized interventions for students with significant and persistent learning and/or behavioral challenges. This level may involve specialized instruction, individualized behavior intervention plans (BIPs), and additional therapeutic services as needed.

Comprehensive Staffing and Support Team

To effectively implement individualized supports, the school will employ a multidisciplinary team of specialists to address the diverse needs of students with disabilities, including:

- **Exceptional Student Education (ESE) Teachers:** Certified in special education, responsible for delivering specialized instruction, modifying curriculum, and implementing accommodations.
- **Speech-Language Pathologist (SLP):** Provides targeted speech and language therapy for students with communication deficits as outlined in their IEPs.
- **School Counselor:** Provides social-emotional support, counseling, and assists in the development of behavior intervention plans (BIPs).
- **Learning Support Specialists (LSS):** Monitor academic progress, implement supplemental interventions, and provide additional tutoring or small group instruction.
- **Paraprofessionals:** Provide classroom support under the supervision of ESE teachers, assisting in individualized instruction and behavior management.

Academic Support and Intervention Programs

To further support students with disabilities, our school will implement a comprehensive program of academic interventions and support services. Supplemental instruction and tutoring will be provided to address specific learning gaps and reinforce key concepts. Targeted pull-out tutoring will be available for students identified as not meeting grade-level expectations, offering focused assistance in areas such as reading, math, and writing. Additionally, after-school tutoring sessions will be organized for students demonstrating persistent skill deficits, ensuring they receive the necessary academic support beyond regular class hours. Daily review sessions will also be implemented to reinforce key concepts and promote mastery of the Florida Standards.

Reading strategies will be integrated throughout the curriculum to strengthen literacy skills across all content areas. Explicit instruction in reading comprehension, vocabulary development, and fluency will be provided to ensure that students with disabilities have multiple opportunities to practice and apply these essential skills. By embedding reading strategies in all subject areas, we will further support the development of critical literacy skills necessary for academic success.

To accommodate diverse learning needs, the school will implement differentiated instruction that includes individualized lesson plans, instructional materials, and assignments tailored to the specific learning profiles of students with disabilities. This approach will involve the use of manipulatives, visual supports, graphic organizers, and interactive learning tools to engage students and foster deeper understanding.

Continuous progress monitoring will be an integral part of our academic intervention program. Academic performance and behavioral progress will be regularly assessed, and data analysis meetings will be conducted with the multidisciplinary team to evaluate the effectiveness of interventions. Based on this data, necessary adjustments will be made to instructional strategies and IEP goals to ensure that each student receives targeted support aligned with their evolving needs.

Supplementary Aids and Services

To ensure equitable access to the general education curriculum for students with disabilities, our school will provide a range of supplementary aids and services. Environmental and physical accommodations will be implemented to create accessible learning environments for all students. Adaptive seating, sensory-friendly workspaces, and visual schedules will be incorporated to support sensory regulation and promote focus and engagement. Additionally, classrooms will be arranged to facilitate ease of movement for students with mobility impairments, ensuring that all students can navigate the learning environment comfortably and safely.

Instructional supports will be tailored to meet the individual needs of each student. Modified assignments, extended time, and simplified instructions will be provided to accommodate diverse learning styles and processing speeds. Assistive technology, including text-to-speech and speech-to-text software, large print materials, and digital learning platforms, will be made available to enhance access to content and facilitate communication. These tools will empower students to actively participate in lessons and complete assignments with greater independence.

Social and behavioral supports will be integrated into daily routines to foster a positive and inclusive school climate. Positive Behavior Support Plans (PBSPs) will be developed to address specific behavioral challenges and reinforce positive interactions. Social skills training groups, led by behavioral specialists or counselors, will provide targeted instruction in communication, conflict resolution, and emotional regulation, equipping students with the skills necessary for successful peer interactions.

Collaboration among staff will be a key component of our support strategy. General education teachers,

Exceptional Student Education (ESE) staff, and service providers will work together to review student progress and refine instructional strategies. Regular team meetings will facilitate ongoing communication and ensure that accommodations and modifications are effectively implemented across all settings. Additionally, staff will participate in professional development focused on trauma-informed practices, de-escalation techniques, and inclusive instructional strategies to enhance their ability to meet the diverse needs of students with disabilities.

To ensure that all students can accurately demonstrate their knowledge and skills during assessments, a range of testing accommodations will be provided. These may include extended time, alternative testing environments, and the use of assistive technology. Adapted assessment materials, such as audio versions of tests or simplified language formats, will also be available to support students in accessing and responding to test content. By implementing these comprehensive supplementary aids and services, our school will foster a learning environment that is accessible, inclusive, and conducive to the academic success of all students.

Ongoing Program Evaluation and Accountability

Progress Monitoring: The school will implement consistent data collection and progress monitoring protocols to assess student progress toward IEP goals and identify areas requiring further intervention.

Quarterly IEP Review Meetings: The IEP team, including parents, teachers, and relevant specialists, will review each student's progress and adjust goals, accommodations, and services as necessary.

Parent and Community Involvement: Families will receive regular updates on student progress, and the school will provide resources and training to empower parents as active participants in their child's education.

F. Describe how the school will work with the sponsor and through the IEP process to determine whether students with disabilities can be provided FAPE by the school.

To effectively determine whether the school can provide a Free Appropriate Public Education (FAPE) to students with disabilities, the school will collaborate closely with the sponsor throughout the IEP process. This process will involve a comprehensive review of the student's needs, assessment data, and existing IEP documentation to identify the necessary supports, services, and instructional modifications.

The IEP team will consist of the student's parents or guardians, general education teachers, ESE specialists, related service providers, and a school administrator familiar with the student's needs. The team will meet to review the IEP and discuss the student's strengths, challenges, and academic and behavioral data. The goal of these meetings will be to assess whether the school has the resources, personnel, and instructional strategies to meet the student's specific needs and provide FAPE in the least restrictive environment.

The IEP team will conduct a thorough review of relevant data, including statewide assessments, academic progress reports, behavioral assessments, and parental input. If the student is new to the school or lacks sufficient data, the team may initiate additional assessments to gather baseline

information. This data will be instrumental in determining appropriate goals, accommodations, and modifications.

If the IEP team determines that the student can be appropriately served within the school, the team will identify the specific services and supports that will be provided. This may include, but is not limited to:

- **Specialized Instruction:** Targeted interventions in reading, math, or writing based on identified areas of need.
- **Supplementary Aids and Services:** Assistive technology, visual supports, sensory tools, or adaptive seating to facilitate access to the general education curriculum.
- **Related Services:** Speech-language therapy, occupational therapy, or counseling services as specified in the IEP.
- **Behavioral Supports:** Positive behavior support plans, social skills training, or access to a behavioral interventionist.
- **Testing Accommodations:** Extended time, alternative testing locations, or the use of assistive technology during assessments.

If the IEP team identifies that the school cannot provide the required level of support or specialized services needed for FAPE, the team will work with the sponsor to explore potential alternatives. This may include coordinating with outside agencies, referring the student to specialized programs, or considering more intensive service delivery models.

Throughout the IEP process, the school will maintain open communication with the sponsor to ensure alignment with state and federal guidelines and facilitate access to necessary resources and services. By implementing a structured, data-driven IEP review process, the school will ensure that all students with disabilities receive the support needed to access the general education curriculum and achieve academic success.

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

To effectively monitor and evaluate the progress of students with disabilities, the school will implement a comprehensive, data-driven approach aligned with each student's Individualized Education Program (IEP) or 504 Plan. This approach will ensure that students receive targeted support to achieve their academic and behavioral goals while maintaining accountability for their progress.

Data Collection and Progress Monitoring:

The school will utilize multiple data collection methods to monitor progress, including formative assessments, diagnostic assessments, and ongoing classroom-based evaluations. Teachers and service providers will use these data points to assess students' progress toward their IEP goals on a weekly or bi-weekly basis, depending on the level of support required. Data sources will include:

- Academic assessments aligned with Florida Standards, such as iReady and STAR Assessments or other district-approved benchmarks.

- Behavior monitoring tools for students with behavioral goals, including behavior tracking forms, observation checklists, and self-monitoring logs (ClassDojo and PBIS World).
- Progress reports documenting performance on targeted skills or interventions, which will be shared with parents and the IEP team (Goalbook Toolkit).

Data will be systematically recorded in a centralized student information system, allowing for ongoing analysis and timely adjustments to instruction and interventions.

Regular IEP/504 Plan Review Meetings:

The school will schedule IEP/504 Plan review meetings at least annually, with additional meetings as necessary based on the student's progress or emerging needs. During these meetings, the IEP team will review the student's progress data, reassess goals, and adjust instructional strategies, accommodations, or modifications to better align with the student's evolving needs.

Parents, teachers, and service providers will actively participate in these meetings to ensure that all stakeholders have input in the decision-making process. For students who are not making adequate progress, the IEP team will convene to determine the need for additional supports, such as more intensive interventions, increased service minutes, or a revised behavior intervention plan.

Promoting Graduation for High School Students with Disabilities:

For high school students with disabilities, the school will develop individualized graduation plans that outline specific coursework, credit requirements, and transition goals aligned with each student's post-secondary aspirations. The following strategies will be implemented to promote graduation:

- **Credit Recovery and Extended Learning Opportunities:** The school will provide targeted interventions for students who are at risk of not meeting graduation requirements, including credit recovery programs, after-school tutoring, and summer academic programs.
- **Transition Planning:** Beginning in Grade 9, the school will incorporate transition planning into the IEP, focusing on career exploration, post-secondary education opportunities, and independent living skills. Transition specialists will collaborate with community agencies and vocational training programs to connect students with relevant resources.
- **Monitoring Graduation Requirements:** The ESE team will closely monitor the completion of coursework and credit attainment for students with disabilities. Regular progress reports will be provided to parents and students, with targeted interventions implemented for those in danger of not meeting graduation criteria.

Professional Development and Staff Collaboration:

To ensure effective implementation of monitoring and evaluation practices, the school will provide ongoing professional development for teachers and staff. Training will focus on:

- Best practices in data collection and progress monitoring.
- Strategies for differentiating instruction based on progress data.
- Effective communication with parents regarding student progress and next steps.

H. Identify the staffing plan, based on the above projection, for the school's special education

program, including the number and qualifications of staff.

The staffing plan for the special education program at our charter school is designed to ensure that students with disabilities (SWD) receive the necessary support to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. This plan focuses on a streamlined team of qualified professionals who will work collaboratively to support the needs of students as outlined in their Individualized Education Programs (IEPs) or 504 plans. The goal is to provide targeted support while minimizing the number of specialists needed.

Staffing Plan:

1. Exceptional Student Education (ESE) Teachers:

- **Number of Teachers:** The school will employ ESE teachers based on the number of students with disabilities, with one teacher for every 15-20 students who require specialized instruction. ESE teachers will provide individualized or small group instruction and modify the general education curriculum to meet the specific needs of students with disabilities.
- **Qualifications:** All ESE teachers will be certified in special education, with a focus on elementary or secondary education, and will hold at least a bachelor's degree. They will be trained in differentiated instruction, individualized lesson planning, and the implementation of accommodations and modifications to the curriculum.

2. Speech-Language Pathologist (SLP):

- **Number of SLPs:** The school will hire one SLP for every 40-50 students with speech and language impairments, depending on the severity of needs.
- **Qualifications:** The SLP will hold a Master's degree in Speech-Language Pathology and be licensed by the state. The SLP will provide direct therapy for students with speech and language deficits as specified in their IEPs and will collaborate with ESE teachers to integrate speech and language goals into the general curriculum.

3. School Counselor:

- **Number of Counselors:** The school will employ one school counselor for every 250 students. The counselor will focus on providing social-emotional support, assisting with behavior management, and developing Behavior Intervention Plans (BIPs) for students with disabilities.
- **Qualifications:** The counselor will hold a Master's degree in school counseling or a related field and will have experience supporting students with disabilities. They will work closely with teachers and parents to support students' mental health needs and to promote positive behavior in the classroom.

4. Learning Support Specialists (LSS):

- **Number of Specialists:** The school will hire Learning Support Specialists to provide

academic support and interventions. For every 30-40 students with disabilities, one LSS will be employed.

- **Qualifications:** LSS staff will hold at least a bachelor's degree in education, psychology, or a related field. They will be trained to monitor students' academic progress, implement supplemental interventions, and provide additional tutoring or small group instruction. The LSS will collaborate with ESE teachers to ensure students are progressing toward meeting their IEP goals.

5. Paraprofessionals:

- **Number of Paraprofessionals:** The school will employ paraprofessionals based on the individual needs of students, with approximately one paraprofessional for every 5-8 students requiring significant support.
- **Qualifications:** Paraprofessionals will have at least a high school diploma, with additional training in special education. They will assist ESE teachers in implementing IEP accommodations, providing classroom support, and managing behaviors. They will work directly with students, providing individualized instruction and reinforcing positive behaviors.

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

The school's overall effectiveness in serving exceptional education students will be evaluated through a comprehensive system that emphasizes continuous monitoring and data collection, as well as collaboration among all stakeholders. The evaluation process will focus on assessing the progress of students with disabilities (SWD) toward meeting their individualized education goals, ensuring they receive appropriate supports, and achieving academic and behavioral success.

To begin with, the primary method for evaluating the effectiveness of the school's special education services will be the consistent monitoring of each student's progress toward meeting the specific goals outlined in their Individualized Education Program (IEP). IEP progress reports will be generated at least quarterly, tracking each student's academic growth through formative assessments, teacher observations, and student work samples. Additionally, students will participate in statewide assessments such as the Florida Standards Assessment (FSA) and the Florida End-of-Course (EOC) exams. Performance data from these assessments will be reviewed and compared to baseline data to evaluate academic achievement and growth for students with disabilities.

Regular data analysis meetings will be an integral part of the evaluation process. These meetings, attended by the school's leadership, special education team, and service providers, will focus on reviewing academic, behavioral, and social-emotional progress. Data from classroom assessments, behavior tracking, and standardized tests will be analyzed to evaluate the effectiveness of interventions, instructional strategies, and accommodations. The school will also actively involve parents in this process through surveys and regular communication. Feedback from parents will help ensure that the evaluation process includes their insights, which are crucial for making informed decisions about students' educational needs.

The school will also focus on evaluating the effectiveness of supplementary aids and services provided to students with disabilities. This includes assessing the success of strategies such as pull-out tutoring, speech therapy, behavior intervention plans (BIPs), and differentiated instruction. If students are not making adequate progress, adjustments to the level of support or interventions will be implemented. The effectiveness of social-emotional programs and behavior interventions will be assessed by tracking incidents of behavioral disruptions, participation in social skills training, and overall improvements in behavior, with input from teachers, counselors, and parents.

For high school students with disabilities, the school will monitor graduation rates to evaluate how well the special education services contribute to timely graduation. The school will track the number of students with disabilities who graduate within four years and provide additional supports for students at risk of not graduating on time. Furthermore, post-graduation outcomes will be tracked to assess how well the school prepares students for life after high school, including enrollment in postsecondary education, entry into the workforce, or participation in vocational training.

The performance of the school's special education staff, including ESE teachers and paraprofessionals, will be evaluated through regular classroom observations, student and parent feedback, and analysis of student achievement data. This will help identify areas for professional development to ensure that staff are continuously improving their skills and effectiveness in supporting students with disabilities. Additionally, the school will evaluate the effectiveness of collaboration among special education staff, general education teachers, counselors, and service providers. Regular team meetings will assess how well these collaborative efforts ensure that students with disabilities receive the appropriate services and supports.

Finally, the school will conduct an annual self-assessment to evaluate the overall effectiveness of its special education program. This self-assessment will review academic outcomes, behavioral progress, and student satisfaction to identify areas for improvement. To ensure compliance with state and federal regulations, periodic external reviews or audits will be conducted. These reviews will ensure that the school adheres to the requirements of the Individuals with Disabilities Education Act (IDEA) and other relevant state laws, as well as the proper implementation of IEPs and 504 plans.

J. Describe how the school will serve gifted and talented students.

To support gifted and talented students, our school provides a comprehensive and dynamic approach that ensures their academic needs are met through differentiated instruction, advanced coursework, and opportunities for acceleration. We are committed to fostering an environment where gifted students can thrive, pushing the boundaries of their potential while maintaining a stimulating and supportive learning atmosphere.

Advanced Coursework and Accelerated Programs

Our school offers a robust selection of advanced academic opportunities tailored to gifted students, including Honors and Advanced Placement (AP) courses. These courses are designed to provide rigorous academic challenges, encouraging gifted students to engage deeply with the content and develop critical thinking, problem-solving, and research skills. Through the AP program, students are able to earn college credit while studying advanced material, ensuring they are well-prepared for higher

education.

In addition to AP and Honors courses, our **accelerated program** is specifically designed for students who demonstrate exceptional academic ability and readiness to progress through the curriculum at a faster pace. This program allows students to move through the material at an individualized rate, ensuring they remain engaged and adequately challenged while still mastering core concepts. For students who exhibit outstanding potential in specific subject areas, we offer the flexibility to accelerate their learning, providing an enriched academic experience.

Grade Advancement and Enrichment

For gifted students who show the capacity for greater academic success and have acquired the background knowledge needed, our school is open to considering **grade advancement**. This allows students to progress to a higher grade level when their academic proficiency and intellectual curiosity surpass what is typically expected at their current grade. This strategy ensures that gifted students are consistently challenged and motivated, minimizing the risk of boredom or disengagement in the classroom.

Instructional Strategies for Gifted Students

In addition to offering advanced coursework, our school utilizes specific instructional strategies that are proven to benefit gifted learners. These strategies include:

- **Differentiated Instruction:** Teachers will adjust the content, process, and product based on the individual needs, interests, and abilities of gifted students. This allows for personalized learning experiences that encourage higher-order thinking and problem-solving.
- **Inquiry-Based Learning:** Gifted students will be encouraged to engage in self-directed learning and research projects. Through inquiry-based learning, they will explore complex concepts, ask critical questions, and apply knowledge to real-world situations.
- **Project-Based Learning:** This hands-on, collaborative approach allows gifted students to work on long-term projects that require them to apply their learning in creative and innovative ways. Projects are designed to encourage critical thinking, creativity, and collaboration with peers.
- **Enrichment Opportunities:** Beyond the regular curriculum, we will provide enrichment activities such as academic clubs, special interest groups, and competitions (e.g., math contests, science fairs, or creative writing workshops). These opportunities allow students to explore subjects of interest in greater depth and develop their skills further.

Identification of Gifted Students

The identification process for gifted students is a critical step in ensuring that they receive the appropriate services and opportunities. Our school will utilize a variety of methods for identifying gifted students, including:

- **Standardized Testing:** We will use academic assessments that measure students' cognitive abilities, academic achievement, and specific skills such as critical thinking and problem-solving.
- **Teacher Referrals:** Teachers who observe exceptional academic abilities and intellectual curiosity in their students will have the opportunity to refer those students for further

evaluation.

- **Parent and Peer Recommendations:** Input from parents and peers will be considered as part of the identification process, ensuring that we capture a well-rounded picture of each student's abilities and potential.

Once identified, gifted students will undergo a thorough evaluation, including the development of an **Education Plan (EP)** that outlines specific goals, services, and accommodations to support their academic growth. The EP will be individualized to meet the unique needs of each student and will include strategies for enrichment, acceleration, and support, as well as regular progress monitoring to ensure continued success.

Ongoing Support and Monitoring

Gifted students will receive continuous support through regular assessments and feedback. Teachers will work closely with the gifted education team to monitor each student's progress and make necessary adjustments to their Education Plan. Additionally, students will have opportunities for mentoring, enrichment classes, and extracurricular activities designed to stimulate their intellectual growth and creative potential.

Evaluation Criteria: Exceptional Students

Reviewers will look for:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs through the IEP process.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

Section 7: English Language Learners

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

The School will fully comply with all applicable federal laws concerning English Language Learners (ELLs), including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and the stipulations of the *LULAC et al. vs. State Board of Education Consent Decree* (1990). Additionally, the School will adhere to the District's ELL Plan, ensuring proper procedures to identify, assess, monitor, and provide appropriate services and programming for ELL students, thereby supporting their academic and linguistic growth effectively.

Identification Procedures: During enrollment, families will complete a Home Language Survey (HLS) as required by Florida law. Students indicating a primary language other than English will be assessed using the English Language Proficiency (ELP) screener to determine eligibility for ELL services.

Access to Programming: ELL students are given equitable access to all school programs and resources. We ensure that our ELL courses are aligned with general education standards to integrate language learning with core academic subjects. This approach ensures that ELL students can participate fully in all aspects of the school curriculum, including advanced and elective courses.

Communication with Families: Effective communication with families is crucial for supporting ELL students. We provide information in multiple languages and utilize bilingual staff to facilitate clear communication. Regular updates on student progress, school events, and instructional strategies are shared with families to engage them in their child's education. We also offer workshops and resources to help parents support their child's language development at home.

At our school, each English Language Learner (ELL) will have an Individual ELL Student Plan, maintained as part of their permanent academic record. These plans will:

1. Track student language proficiency and academic progress.
2. Facilitate communication with parents, students, and teachers about progress and support needs.
3. Outline methods for evaluation and monitoring.
4. Ensure parental and teacher involvement.
5. Provide processes for exiting or reclassifying students within the program.
6. Include provisions for periodic updates and post-program reviews.

An ELL Specialist will oversee plan creation, updates, and compliance.

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

To ensure academic success and equitable access for English Language Learners (ELL), our school will implement a comprehensive set of instructional programs, practices, and strategies tailored to students' proficiency levels:

Mainstream-Inclusion English Language Arts Model (K-12):

ELL students will be grouped with non-ELL peers and taught by ESOL-endorsed teachers. Instruction focuses on listening, speaking, reading, and writing while aligning with Florida Standards.

Accommodations and native language support will be provided where feasible.

Mainstream-Inclusion Core Subjects (K-12):

ELL students will participate in math, science, social studies, and electives alongside non-ELL peers.

Teachers adapt content to address language needs while maintaining English as the primary language of instruction.

Sheltered English/Language Arts (6-12):

Students will benefit from smaller group settings featuring:

- Allowable accommodations under federal and state guidelines.
- Native language assistance when feasible.
- Revised benchmarks aligned with Florida ELA requirements.

Integration with General Curriculum: ELL students are integrated into general education classrooms where they receive support from ELL specialists. These specialists collaborate with classroom teachers to adapt lessons and provide accommodations that facilitate learning. By integrating ELL students into regular classes with appropriate supports, we help them gain access to the full curriculum and participate in a meaningful way.

At Legacy Virtual School, we offer a range of ELL (English Language Learner) courses designed to support students in mastering English and achieving academic success. Our ELL program includes:

Reading, Writing, and Grammar Courses: These courses focus on developing students' foundational skills in reading comprehension, writing, and grammar. Tailored to different proficiency levels, they help students build a solid base in English language skills.

Vocabulary Exercises: We incorporate various vocabulary-building activities to enhance students' language acquisition. These exercises are designed to improve both their understanding of English and their ability to use new words effectively.

Motivational and Confidence-Building Activities: Our courses are structured to not only teach English but also to boost students' motivation and confidence in speaking. We provide engaging and interactive activities that encourage active participation and communication.

Native Language Support: Many of our teachers are multilingual and can offer assistance in students'

native languages when necessary. This helps facilitate better understanding and support during the learning process.

Supplementary Reading Classes and Electives: To further enhance language skills and academic growth, we offer additional reading classes and elective options. These courses are designed to complement the core ELL curriculum and provide students with broader learning opportunities.

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

To ensure that ELL students are making progress and achieving their language acquisition goals, we employ a robust system for monitoring and evaluation.

Initial Assessment: Upon enrollment, each ELL student will be assessed using state-approved tools, such as the WIDA Screener or ACCESS for ELLs, to determine their English language proficiency and establish a baseline for personalized instruction.

Ongoing Progress Monitoring:

- **Regular Assessments:** Student progress will be evaluated quarterly using tools aligned with state standards, including formative and summative assessments, classroom performance data, and teacher feedback.
- **ELL Committee Reviews:** The ELL Committee will review students' progress biannually to ensure they are meeting language acquisition goals and grade-level competencies. Adjustments to instructional plans will be made as needed.
- **Data-Driven Decisions:** Academic performance, attendance, and participation metrics will inform tailored interventions or enhancements to instruction.

ELL Committee Reviews: The ELL Committee, comprising teachers, ESOL specialists, and learning support specialists, will meet periodically to review student progress, recommend interventions, and adjust instructional strategies as needed.

Exiting and Reclassification: Students will exit the ELL program when they demonstrate sufficient English proficiency through standardized assessments, meeting state and district criteria. Post-exit monitoring will occur for two years to ensure continued success and provide support if necessary.

Parent and Teacher Collaboration: Teachers and parents will be actively involved in the evaluation process, receiving regular updates and participating in meetings to support student progress.

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

Our ELL program is supported by a dedicated team of qualified professionals who are committed to meeting the needs of our diverse student population.

Staffing Requirements: Our ELL program will be staffed by certified ELL teachers who hold qualifications in TESOL (Teaching English to Speakers of Other Languages) or related fields.

These staff members will have expertise in language acquisition, cultural competency, and instructional strategies tailored to ELL students.

Number of Staff: We plan to employ a team of at least three full-time ELL teachers to ensure that we can provide adequate support to our ELL students. This team will work closely with students, teachers, and families to implement effective instructional strategies and monitor progress. The school will hire any and all necessary ESOL staff based upon student enrollment needs.

Qualifications: ELL staff will possess specialized training in teaching English as a second language, as well as experience in working with diverse student populations. Their qualifications will include advanced degrees or certifications in TESOL or similar fields, along with a demonstrated ability to support students in developing their language skills and academic achievement. Currently, all our teachers hold TESOL or TEFL certifications, ensuring they are well-equipped to support English Language Learners effectively.

Professional Development: The school will collaborate with local districts to ensure that ample professional development opportunities are available, including support for obtaining additional ESOL Endorsement and completing the ESOL Certification process. The school will also offer on-site development sessions for staff to earn their additional ESOL endorsement, covering all required course components. The Principal and Staffing Committee will work together to assess and identify each teacher's training status and any additional requirements for ESOL certification.

Evaluation Criteria: English Language Learners

Reviewers will look for:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
 - A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
 - A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
 - Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

Section 8: School Culture and Discipline

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

The ethos of our school is centered around fostering a supportive, inclusive, and intellectually stimulating environment for all students. We prioritize a positive academic atmosphere where every student feels valued and empowered to reach their full potential. Our STEM-focused curriculum is designed to engage students with innovative and relevant learning experiences, encouraging critical thinking and problem-solving skills essential for the 21st century. We aim to create a non-discriminatory online learning environment that is accessible and convenient, accommodating diverse learning needs and ensuring that all students can thrive.

We believe that a positive academic environment is built on mutual respect, collaboration, and a commitment to academic excellence. Our school culture promotes intellectual curiosity and social development by integrating engaging and challenging content with opportunities for students to collaborate and share their ideas. Through our virtual platforms, we provide a flexible and supportive learning experience that adapts to each student's needs, fostering both personal growth and academic success.

Our virtual learning environment fosters inclusivity and flexibility, providing accommodations that cater to English Language Learners (ELLs). By integrating innovative teaching methods and technology, we strive to make learning engaging and dynamic, which helps to maintain students' enthusiasm and commitment to their education. Additionally, we celebrate diversity and work to create an atmosphere where every student feels valued and supported, contributing to a strong sense of community and belonging.

To reinforce intellectual and social development, we focus on holistic growth through a curriculum that emphasizes collaboration, critical thinking, and problem-solving skills. Personalized mentorship and guidance from our dedicated teachers and academic advisers further support students in navigating their educational journey, setting goals, and developing essential life skills. Our commitment to creating a supportive online community is evident through virtual clubs, group projects, and collaborative learning opportunities, which help students build meaningful connections and a sense of belonging.

- B. Describe the school's planned approach to classroom management during synchronous sessions and any face to face events, and student discipline.

In our virtual learning environment, effective classroom management during synchronous sessions is essential for a productive and engaging experience. We focus on creating a structured online classroom where students can thrive through:

Clear Expectations and Guidelines: Teachers set clear expectations for behavior, participation, and engagement at the start of each course, ensuring students and parents understand the standards for synchronous sessions.

Interactive and Engaging Lessons: Lessons are designed to be interactive, using tools like polls, breakout rooms, and collaborative activities to maintain student engagement and minimize disruptions.

Regular Check-Ins and Feedback: Learning Support Specialists conduct regular check-ins and provide timely feedback to assess understanding and address issues, allowing for necessary adjustments.

Technical Support: We offer technical support to resolve any access or usage issues with the online platform, ensuring smooth learning experiences.

Positive Reinforcement: Teachers use positive reinforcement to acknowledge and reward student participation and effort, fostering a motivating and supportive environment.

For student discipline, we prioritize:

Parent Communication: Direct communication with parents and collaborative meetings to address and resolve behavioral issues, preventing recurrence.

Disciplinary Policies: Clear disciplinary policies are outlined in the student handbook, detailing prohibited behaviors and consequences. Students are informed to ensure they understand expectations and repercussions.

Incident Management: Following disciplinary incidents, we communicate with students and parents, with persistent issues potentially leading to formal warnings or expulsion if necessary.

- C. State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment D. Taken together, the narrative and code of conduct (if provided) should:
- o Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
 - o List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;
 - o Describe the roles of administrators, teachers and the governing board regarding the discipline policy;
 - o Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
 - o Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and
 - o Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

The school will adopt the local district's code of conduct policy for student discipline.

Evaluation Criteria: School Culture and Discipline

Reviewers will look for:

- A planned school culture that is consistent with the school's mission and congruent with the student discipline policy.

Section 9: Supplemental Programming

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

At Legacy Virtual School, we emphasize a holistic approach to education, offering a variety of extra- and co-curricular activities to foster student engagement, build leadership skills, and nurture a sense of community. The following activities and programs are designed to complement the academic curriculum:

1. Clubs and Organizations:

- **Reading Club:** Bi-weekly meetings to discuss books, engage in reading challenges, and foster a love of literature.
- **Coding Fundamentals Club:** Weekly sessions where students learn programming, work on projects, and participate in coding competitions.
- **Physical Education Club:** Monthly virtual fitness classes and challenges to encourage physical activity and healthy living.
- **Life Management Skills Club:** Monthly workshops on personal development, financial literacy, and career planning.
- **Social Hub:** Bi-weekly virtual gatherings where students can socialize, discuss current events, and form connections.

2. Special Interest Groups:

- **Art and Creativity Group:** Monthly virtual art sessions, including drawing, painting, and digital art projects.
- **Music Appreciation Society:** Bi-monthly performances and music theory classes where students explore different genres and share musical talents.

3. Academic Enrichment Programs:

- **Honors and AP Courses:** Available throughout the school year for advanced academic challenges.
- **Accelerated Learning Program:** Allows students to progress at a faster pace based on their proficiency and background knowledge.

4. Recognition and Mentorship:

- **Performance Award:** Given quarterly to students who demonstrate outstanding academic, extracurricular, or personal achievement.
- **The Best Student Award:** An annual award recognizing the top-performing student based on academic performance, engagement, and community involvement.
- **Peer Mentorship Program:** Older students mentor younger peers, fostering leadership and

providing academic support.

5. Guest Speakers and Virtual Field Trips:

- **Guest Speakers:** Monthly sessions featuring experts from various fields who share insights and experiences with students.
- **Virtual Field Trips:** Opportunities for students to explore museums, historical sites, and cultural landmarks through immersive virtual experiences.

Funding for Extra- and Co-Curricular Activities:

- **School Budget:** Most activities are funded through the school's general budget, ensuring consistent support for student enrichment.
- **Grants and Donations:** The school actively seeks educational grants and community donations to expand its offerings.
- **Parent and Community Contributions:** Fundraising events and community support will be utilized to enhance and grow extracurricular programs.

These activities are integral to fostering a balanced education, allowing students to develop academically, socially, and personally, while encouraging connections and leadership.

Evaluation Criteria: Supplemental Programming

Reviewers will look for:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

II. ORGANIZATIONAL PLAN

Section 10: Governance

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

Legal Status:

Legacy Virtual School is in the process of obtaining the necessary legal documents and will officially open as an organization after receiving approval. The school will operate as a non-profit entity under the laws of the State of Florida, with a mission to provide high-quality education to all students, regardless of background or ability, in a non-discriminatory online learning environment.

Non-Profit Status:

Once approved, Legacy Virtual School will be incorporated as a non-profit corporation in Florida. This legal structure will ensure that the school operates solely for the benefit of students and the community, reinvesting any surplus funds into its educational programs to enhance the learning experience.

Federal Tax-Exempt Status:

Legacy Virtual School has applied for 501(c)(3) tax-exempt status with the IRS. Once granted, this status will exempt the school from federal income tax, allowing for the redirection of resources toward its educational programs. Additionally, it will enable the school to receive tax-deductible contributions to support its mission.

- B. Provide the following documents, if available, as attachments:
- o The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment E - N/A
 - o 501(c)(3) tax exempt status determination letter (or copy of the filing form) – Attachment F - N/A
 - o Governing board by-laws – Attachment G
 - o Governing board code of ethics and conflict of interest policy – Attachment H
- C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.

Governance Structure of Legacy Virtual School:

The Board of Directors of Legacy Virtual School will be composed of a diverse group of professionals with expertise in education, finance, law, business, and community engagement. The primary roles, powers, and duties of the Board are outlined below, along with the structure for committees and how

the Board will interact with the Principal/Head of School and advisory bodies.

Governing Board Powers:

Subject to the limitations of Florida not-for-profit corporation law, the corporation's Articles of Incorporation, and Bylaws, the activities and affairs of Legacy Virtual School will be conducted, and all corporate powers will be exercised, by or under the direction of the Governing Board. Specific powers of the Board include:

- **Selection and Management:** The Board shall select and remove officers, agents, and employees, and prescribe their powers and duties as necessary, consistent with the law.
- **Corporate Affairs:** The Board will manage and control the affairs and activities of the school, ensuring compliance with all legal requirements.
- **Financial Oversight:** The Board has the authority to borrow money, incur indebtedness, and assume obligations for the purpose of furthering the school's objectives.
- **Real and Personal Property:** The Board may acquire, lease, hold, and dispose of property as needed, including acquiring funds subject to trusts incidental to the school's mission.
- **Contractual Powers:** The Board is empowered to enter into contracts, assume obligations, and carry out actions as described in the Articles of Incorporation and Charter Contract.

Governing Board Duties:

In addition to the powers listed above, the Governing Board has specific duties, in accordance with Florida Statutes and the school's Bylaws. These include:

- **Oversight of Operations:** The Board will oversee the development and implementation of operational policies, ensuring academic and financial accountability.
- **Budget Adoption:** The Board will adopt and maintain an annual operating budget, ensuring the school's financial health and sustainability.
- **Annual Reporting:** The Board will report the school's progress annually to its sponsor, who will forward the report to the Commissioner of Education.
- **Financial Audits:** The Board will ensure the school retains a certified public accountant to conduct an annual financial audit. The Board will review and approve the audit findings, taking necessary actions based on the results.

Committee Structure:

To manage its responsibilities efficiently, the Board may establish several committees. Each committee will focus on specific areas of governance and will work closely with the Principal/Head of School as needed. The primary committees will include:

- **Academic Excellence Committee:** Focused on academic performance, curriculum development, and student achievement. This committee will collaborate directly with the Principal/Head of School to ensure that educational goals are met.
- **Finance Committee:** Responsible for overseeing financial planning, budgeting, and ensuring fiscal accountability. This committee will review financial statements, monitor spending, and

- ensure resource allocation is efficient.
- **Governance Committee:** Responsible for board recruitment, training, and ensuring adherence to best governance practices. This committee will ensure the Board is effectively fulfilling its role and responsibilities.
- **Facilities and Technology Committee:** Oversees the technological infrastructure of the school, ensuring that digital platforms, learning management systems, and communication tools are up-to-date and efficient.

Interaction with the Principal/Head of School:

The Principal/Head of School will act as the chief executive officer, responsible for implementing Board policies and managing the day-to-day operations of the school. Interaction with the Board will be as follows:

- **Regular Communication:** The Principal/Head of School will provide the Board with regular updates on academic performance, financial status, and any challenges the school is facing. This will be done through monthly meetings, reports, and discussions.
- **Collaboration on Strategic Initiatives:** The Principal/Head of School will work closely with the Board on long-term strategic initiatives, providing insight into policy implications and ensuring effective implementation.
- **Accountability:** The Principal/Head of School will be held accountable by the Board for achieving academic and operational goals. Performance evaluations will be conducted regularly to assess effectiveness and make necessary adjustments.

Advisory Bodies:

Legacy Virtual School will also establish advisory bodies, such as a Parent Advisory Council and a Student Advisory Committee, to provide feedback and foster greater community involvement. These bodies will:

- **Provide Feedback:** Offer insights on curriculum development, student services, and broader community engagement efforts.
- **Advise on Policy Development:** Recommend policies that impact students, families, and the overall school community.
- **Enhance Communication:** Serve as a bridge between the administration and the broader school community, ensuring concerns are addressed and needs are met.

By establishing a strong, diverse, and well-structured governance framework, Legacy Virtual School aims to ensure accountability, transparency, and effective oversight to support its mission and vision for student success.

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

The Board of Directors for Legacy Virtual School will meet on a regular basis to ensure effective governance and oversight of the school's operations. Board meetings will be held

monthly, with additional special meetings scheduled as necessary to address urgent matters.

To comply with Florida's open meetings and records laws, including the Sunshine Law, the following procedures will be implemented:

Public Notice: All board meetings will be publicly noticed in advance, with the agenda and meeting details made available to the public at least 48 hours prior to the meeting. Notices will be posted on the school's website and other appropriate public forums to ensure accessibility to the broader community.

Open Meetings: All board meetings will be open to the public, allowing parents, students, and community members to attend and observe the proceedings. The board will conduct its meetings in a transparent manner, ensuring that discussions and decisions are made openly.

Meeting Minutes: Minutes of each board meeting will be recorded and maintained as part of the school's official records. These minutes will be made available to the public upon request, in accordance with public records laws.

Records Access: The school will comply with all applicable public records laws by providing access to meeting agendas, minutes, and other relevant documents. Requests for public records will be handled promptly and in compliance with legal requirements.

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

The current governing board of Legacy Virtual School consists of three members, each selected for their dedication to the school's mission and their expertise in critical areas. The board's composition reflects a diverse range of professional backgrounds and community representation, ensuring well-rounded governance and oversight.

Governing Board Members

Vasilii Kiselev – Vice Chairperson

Location: California, United States

Vasilii brings over 10 years of experience in business management, strategic planning, and educational technology. As a co-founder of Legacy Online School, he has played a key role in financial management, growth strategies, and HR operations. Vasilii is committed to advancing the school's mission through strategic governance and operational excellence.

Peter Crawford Deal – Chairperson

Location: Los Angeles, California, United States

A seasoned filmmaker and educator, Peter has over 16 years of experience in the entertainment industry. As president and director at PV Productions, Peter has led numerous film projects, and he previously owned and operated successful art theaters. His creative leadership and experience in arts education will guide the school's direction and development.

Egor Driagin – Governing Board Member, Treasurer

Location: Bakersfield, California, United States

Egor Driagin is a results-driven financial strategist and business development expert, serving as the Treasurer of the Governing Board at Legacy Virtual School. With extensive experience in financial oversight, strategic planning, and operational efficiency, Egor ensures the school maintains fiscal responsibility, regulatory compliance, and long-term sustainability. His background in scaling businesses, managing multimillion-dollar budgets, and securing high-profile contracts enables him to provide critical financial insights that align with the school's mission. Passionate about leveraging data-driven decision-making and innovative financial management, Egor plays a pivotal role in ensuring Legacy Virtual School's financial health and operational success.

Dana Sultanbekova – Secretary

Location: Macerata, Italy

With a background in political science and international relations, Dana brings strong communication, operations management, and strategic planning skills. As a business development associate at Legacy Online School, she has supported enrollment growth and streamlined internal operations. Dana's expertise in both education and business development will be key in supporting the school's expansion and governance.

Desired Size and Composition:

As Legacy Virtual School grows, the board will expand to include a total of five to nine members. This increase will enhance the board's ability to provide comprehensive guidance and support to the school's administration, ensuring that all aspects of the school's operations are effectively managed.

Key Skills and Areas of Expertise:

The board will include members with expertise in the following key areas:

Education: Members with a strong background in K-12 education, including experience in curriculum development, instructional leadership, and educational technology, will ensure that the school's academic programs are rigorous and effective.

Finance: Individuals with expertise in finance, accounting, and budgeting will provide oversight of the school's financial management, ensuring fiscal responsibility and sustainability.

Law: Legal professionals on the board will help navigate the complex regulatory environment, ensuring that the school complies with all applicable laws and regulations.

Technology: Given the online nature of Legacy Virtual School, board members with expertise in information technology and cybersecurity will play a crucial role in maintaining the integrity and security of the school's digital infrastructure.

Community Engagement: Members with experience in community relations and outreach will help the school build strong connections with families, local organizations, and other stakeholders,

fostering a supportive and engaged school community.

Non-Profit Management: Individuals with experience in non-profit governance and operations will guide the board in fulfilling its fiduciary responsibilities and ensuring that the school's resources are used effectively to further its mission.

Constituencies Represented:

The governing board will represent a diverse array of constituencies, including:

Parents: Ensuring that the perspectives and concerns of the school's families are heard and addressed.

Business and Industry: Bringing insights from the private sector to enhance the school's programs, particularly in areas related to STEM education and workforce readiness.

Community Leaders: Providing connections to local organizations and resources that can support the school's mission and students.

Education Professionals: Offering expertise in instructional strategies, student support services, and educational leadership to guide the school's academic direction.

By assembling a board with this broad range of skills, expertise, and community representation, Legacy Virtual School will be well-equipped to fulfill its mission and provide high-quality education to its students.

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

Selection, Removal, and Term Limits of Board Members

Board members for Legacy Virtual School are selected through a structured nomination process designed to ensure a diverse and qualified governing body. As outlined in the Applicant's Bylaws, board members are nominated and elected at duly organized meetings of the Governing Board. The intention to elect a director is included in the meeting agenda and publicly announced in compliance with Sunshine Law requirements. Current board members, school leadership, and community stakeholders have the power to nominate potential candidates.

Before nominating candidates, the Corporation will provide reasonable notice of vacancies to the public, including parents, teachers, and school stakeholders, inviting applications from qualified individuals. All applications will undergo an initial review and evaluation by the Chairman or a designated board member, who will report the findings to the full Board.

Candidates are interviewed to assess their alignment with the school's values, qualifications, and ability to contribute effectively to the governance of the school. Following the interview process, the Governance Committee will evaluate the candidates, and any recommended nominees will require

approval by a majority vote of the Board.

Board Member Terms and Term Limits:

To maintain stability and continuity in governance, Board members will serve staggered terms of **three years**. At the conclusion of their term, Board members may nominate themselves for re-election. However, in order to encourage fresh perspectives, no Board member may serve more than **two consecutive terms (six years)**. After a one-year hiatus, former members may be considered for reappointment. This system ensures that the Board benefits from both experienced leadership and the infusion of new ideas.

Removal Procedures:

Board members may be removed from office with or without cause at any time, following the affirmative vote of a majority of the Directors then in office. This provision ensures that the Board can maintain effective governance and make changes if necessary to support the school's mission.

Selection of Officers:

The Board of Directors will elect its officers annually, typically at the beginning of the fiscal year, from among its members. These officers include:

- **Chairperson:** The Chairperson will lead the Board, set meeting agendas, and ensure that governance responsibilities are met. The Chairperson serves a one-year term, which may be extended for an additional term if necessary.
- **Vice-Chairperson:** The Vice-Chairperson supports the Chairperson and assumes their duties in their absence. This role also serves a one-year term with the possibility of re-election.
- **Secretary:** The Secretary will maintain accurate records of Board meetings and ensure compliance with public records laws. The Secretary serves a one-year term with re-election possible.
- **Treasurer:** The Treasurer oversees the school's financial management, ensuring financial oversight and accountability. This officer also serves a one-year term, with re-election possible.

Succession Planning:

To ensure smooth leadership transitions, the Board will implement a **succession planning process** to identify and prepare future leaders within the Board. This will include mentoring potential officers and Board members, with a focus on continuity in leadership roles. The Board will actively seek individuals who are committed to the school's long-term vision and are prepared to assume officer roles when necessary.

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

Academic Success: The inclusion of members with expertise in K-12 education, curriculum

development, and instructional leadership ensures that the board can provide informed oversight of the school’s academic programs. These education professionals will guide the school in setting high academic standards, developing rigorous curricula, and implementing effective teaching strategies. The Academic Excellence Committee, composed of board members with relevant expertise, will work closely with the Principal/Head of School to monitor student performance, assess educational outcomes, and recommend improvements. This focus on academic excellence will ensure that students receive a high-quality education that meets or exceeds state standards.

Operational Success: The board’s diverse skill set, including members with experience in technology, law, and non-profit management, provides the necessary knowledge to oversee the school’s operations effectively. The Technology Committee, for example, will ensure that the school’s digital infrastructure is robust, secure, and capable of supporting the online learning environment. Legal professionals on the board will ensure compliance with all regulations, reducing the risk of operational disruptions. The board’s commitment to strategic planning, policy development, and community engagement will create a well-managed and responsive school environment, enhancing operational efficiency.

Financial Success: Financial oversight is a critical responsibility of the board, and members with expertise in finance, accounting, and budgeting are essential to this task. The Finance Committee, led by board members with financial expertise, will ensure that the school’s budget is aligned with its strategic goals, resources are allocated efficiently, and financial practices are transparent and responsible. Regular financial reporting and audits will be conducted to maintain fiscal integrity and sustainability. The Treasurer’s role in overseeing financial management will further ensure that the school remains financially stable and can continue to deliver quality education without interruption.

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

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
<i>Peter Cranford Deal</i>	<i>Current</i>	<i>Chairperson</i>	<input type="checkbox"/> Information Sheet <input type="checkbox"/> Resume
<i>Vasilii Kiselev</i>	<i>Current</i>	<i>Vice-Chairperson</i>	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
<i>Egor Driagin</i>	<i>Current</i>	<i>Treasurer</i>	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
<i>Dana Sultanbekova</i>	<i>Current</i>	<i>Secretary</i>	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume

- I. Describe the plans for board member recruitment and development, including the orientation

process for new members and ongoing professional development to increase the capacity of the board.

To ensure a diverse and effective Board of Directors, Legacy Virtual School will implement a strategic approach to recruitment. The process includes:

Identifying Needs: The Governance Committee will assess the board's current composition and identify any gaps in skills, expertise, or community representation. This assessment will guide the recruitment of new members who can address these needs.

Outreach and Nominations: The board will engage in targeted outreach to identify potential candidates, including reaching out to professionals within the education sector, finance, technology, law, and community leaders. Nominations may come from current board members, school leadership, and community stakeholders.

Screening and Selection: Nominated candidates will be thoroughly screened by the Governance Committee, which will review resumes, conduct interviews, and evaluate candidates based on their qualifications and alignment with the school's mission. The committee will then recommend candidates for approval by the full board.

Diverse Representation: Efforts will be made to ensure that the board reflects diverse perspectives and backgrounds, enhancing the board's ability to make well-rounded decisions and better serve the school community.

Upon selection, new board members will undergo a comprehensive orientation program to ensure they are well-prepared to fulfill their roles. The orientation will include:

Introduction to the School: New members will receive an overview of the school's mission, vision, organizational structure, and key operational aspects. This will include information on the school's educational programs, financial status, and strategic goals.

Governance and Policies: The orientation will cover the board's governance structure, roles and responsibilities, and key policies and procedures. New members will be familiarized with board meeting protocols, decision-making processes, and compliance requirements.

Review of Current Issues: An overview of ongoing projects, challenges, and strategic priorities will be provided to help new members understand the current context and immediate focus areas.

To continuously enhance the board's effectiveness and capacity, the following professional development initiatives will be implemented:

Regular Training: : The administrators and Governing Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law.

Workshops and Seminars: Members will have opportunities to attend workshops and seminars related to their areas of expertise or interest. This may include conferences on education, finance, or

technology, as well as webinars on emerging issues in school governance.

Self-Evaluation and Feedback: The board will conduct regular self-evaluations to assess its performance and identify areas for improvement. Feedback from these evaluations will inform targeted development activities and help refine the board's strategies and processes.

Mentorship and Succession Planning: Experienced board members will mentor newer members to facilitate their integration and growth. Succession planning will ensure that potential leaders are identified and prepared to assume key roles within the board.

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

Board’s Ethical Standards and Procedures for Identifying and Addressing Conflicts of Interest

Legacy Virtual School is committed to upholding the highest ethical standards in all board activities to ensure integrity, transparency, and accountability. Our ethical principles are grounded in a duty of loyalty, fidelity, and good faith. As a nonprofit, tax-exempt organization authorized to operate a charter school, Legacy Virtual School operates as a public trust and is accountable to the public. Therefore, the Board, officers, and management employees are expected to administer the affairs of the organization honestly and prudently, always acting in the best interest of the school and its stakeholders.

Ethical Principles:

- **Integrity and Honesty:** Board members will make decisions based on honesty, integrity, and transparency, always prioritizing the best interests of the school.
- **Transparency:** The board will conduct its business openly, ensuring that decisions, deliberations, and actions are documented and accessible in accordance with public records laws.
- **Accountability:** Members will regularly review their performance and seek feedback to ensure they are fulfilling their responsibilities and maintaining the trust of the school community.
- **Compliance with Laws and Policies:** The board will comply with all applicable laws and regulations, as well as the school’s internal policies, to ensure that all activities are conducted ethically and legally.

Conflict of Interest Procedures:

To ensure that potential conflicts of interest are identified and addressed appropriately, Legacy Virtual School will adhere to a comprehensive **Conflict of Interest Policy** that reflects both legal and ethical standards. This policy is designed to safeguard the school’s integrity and public trust by requiring full disclosure of any potential conflicts and establishing clear procedures for handling them.

Nature of a Conflict of Interest:

A conflict of interest may arise when a board member, officer, or employee has a personal, financial, or professional interest that could compromise their ability to act in the best interest of the school.

Examples of conflicts include:

- Owning stock or holding proprietary interests in entities doing business with the school.
- Serving on the board or in management at another entity doing business with or competing against the school.
- Receiving compensation or gifts in exchange for services related to school transactions.
- Using the school’s resources, including time, personnel, or equipment, for personal benefit.
- Receiving personal gifts or loans from parties with business dealings or competing interests with the school (except gifts of nominal value, less than \$150, which cannot be refused without discourtesy).

While these examples cover common situations, the policy also recognizes that conflicts may arise in

other areas. Board members, officers, and management employees have a continuing responsibility to scrutinize their transactions and relationships to identify and disclose any potential conflicts of interest.

Disclosure Policy and Procedure:

Board members are required to disclose any potential or actual conflicts of interest at the earliest opportunity, particularly before any transaction is completed. The disclosure process is as follows:

1. **Disclosure:** Affected board members must fully disclose the nature of the conflict in writing, typically through the **Conflict of Interest Disclosure Form**. This disclosure must be submitted to the Board Chair, who will bring the matter to the Board's attention.
2. **Review and Evaluation:** The Governance Committee will review all disclosed conflicts to determine if they pose a real or perceived conflict of interest. If a conflict is identified, the Board will decide whether the transaction can proceed under fair and reasonable terms.
3. **Recusal and Abstention:** Board members with a conflict of interest must recuse themselves from discussions and abstain from voting on any matters related to the conflict. This ensures that decisions are made without undue influence from those with a personal stake.
4. **Independent Evaluation:** For transactions involving procurement or services from a conflicting party, the Board will require independent evidence of fair market value (e.g., competitive bidding, market surveys, or other reliable valuation). This ensures that the transaction is conducted at fair value and is in the best interest of the school.
5. **Board Decision:** The Board will evaluate whether the transaction or action in question is just, fair, and reasonable under the circumstances. The Board's decision will be made based on what is deemed to be in the best interests of the school and its mission.

Enforcement:

The Board will consistently enforce the Conflict of Interest Policy and take corrective actions when necessary. If violations are identified, appropriate action will be taken to address the issue and safeguard the school's integrity. Board members are expected to act with the utmost good faith in all their dealings, recognizing their fiduciary duty to the school and its stakeholders.

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

Parent Advisory Council (PAC):

Roles and Duties:

The Parent Advisory Council (PAC) is established to foster collaboration between parents and the school administration, ensuring that the perspectives and concerns of parents are effectively represented. The PAC will:

Provide Feedback: The PAC will solicit and gather feedback from the parent community on various aspects of the school's operations, including academic programs, student services, and school

policies. This feedback will be used to inform decision-making and improve the school's programs and services.

Advise on Policy Development: The council will review proposed policies and procedures affecting students and families and provide recommendations to ensure that these policies align with the needs and interests of the parent community.

Enhance Communication: The PAC will act as a communication bridge between the school administration and parents, helping to address parent concerns, disseminate important information, and encourage active parental involvement in the school community.

Reporting Structure:

The PAC will hold regular meetings with the Principal/Head of School to discuss their feedback and recommendations. Summaries of these meetings and any formal recommendations will be documented and submitted to the Principal/Head of School. The Principal/Head of School will then present these reports to the Board of Directors during board meetings. This process ensures that the governing board is informed of parent perspectives and concerns, allowing for effective integration of parent input into school governance and decision-making.

2. Student Advisory Committee (SAC):

Roles and Duties:

The Student Advisory Committee (SAC) is designed to represent the student body and provide insights into the student experience at Legacy Virtual School. The SAC will:

Represent Student Perspectives: The SAC will collect and present feedback from students regarding their academic experience, support services, and overall school environment. This feedback will help ensure that student voices are heard and considered in school decisions.

Advise on School Initiatives: The committee will offer recommendations on various school initiatives, programs, and policies based on student input. Their advice will be aimed at improving student engagement, satisfaction, and success.

Facilitate Student Engagement: The SAC will work to promote active student participation in school activities and decision-making processes, fostering a sense of community and involvement among the student body.

Reporting Structure:

The SAC will meet regularly with the Principal/Head of School to discuss student feedback and recommendations. The Principal/Head of School will review these discussions and prepare reports to be presented to the Board of Directors. This reporting structure ensures that the board is aware of student perspectives and can make informed decisions that reflect the needs and interests of the student community.

- L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. This

includes the process for developing procedures for complaint resolution of parental concerns involving student welfare, including the student welfare provisions described in section 1001.42(8)(c)1.-6., F.S. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

If a parent or student has an objection to a governing board policy, administrative procedure, or practice at Legacy Virtual School, the school will follow a structured process to address and resolve the concern. The process will include the following primary steps:

Initial Informal Resolution:

Contact the School: The parent or student should first address the concern informally by contacting the relevant school staff member, such as a teacher, counselor, or administrator, depending on the nature of the issue.

Discussion: An initial discussion will be held to understand the concern and attempt to resolve it at the school level.

Formal Written Complaint:

Submit a Formal Complaint: If the issue is not resolved informally, the concerned party can submit a formal written complaint to the school administration. This complaint should detail the nature of the objection and any relevant information.

Acknowledge Receipt: The school will acknowledge receipt of the complaint within a specified timeframe, typically within five business days.

Review and Investigation:

Investigate the Issue: The school administration will review the complaint, conduct an investigation if necessary, and gather relevant information from all parties involved.

Resolution Plan: Based on the investigation, the school will develop a plan to address the concern, which may involve changes to policies, procedures, or practices if warranted.

Response and Resolution:

Provide a Response: The school will provide a written response to the complainant detailing the findings of the investigation and any actions taken or decisions made. This response will be provided within a specified timeframe, typically within 20 business days of receiving the formal complaint.

Implement Changes: If applicable, the school will implement changes based on the resolution plan and inform the complainant of these changes.

Appeal Process:

Request an Appeal: If the complainant is dissatisfied with the resolution, they can request an appeal. The appeal should be submitted in writing and include reasons for the dissatisfaction with the initial response.

Review by the Governing Board: The appeal will be reviewed by the Governing Board or a designated Appeals Committee, which will conduct a further review and make a final decision on the matter.

Compliance with Student Welfare Provisions:

Ensure Compliance: The school will ensure that the complaint resolution process complies with the student welfare provisions described in section 1001.42(8)(c)1.-6., F.S., which include ensuring the safety, well-being, and educational needs of students are met.

Evaluation Criteria: Governance

Reviewers will look for:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process / policy that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

Section 11: Management and Staffing

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

Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

Charter School Structure for Planning year, 1st year and 5th year is attached. (attachement J)

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

--OR--

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

At the time of charter approval, Legacy Virtual School's Governing Board, along with support personnel, will begin the process of identifying the school leader. The school leader will be hired by the Board and will oversee all school operations within the approved policies and budget. The Board will recruit individuals with expertise in education and leadership, evaluating internal candidates and possibly seeking outside help for a broader pool. The school will comply with anti-discrimination laws, and the selected leader will have administrative experience, certification, strong management skills, and positive evaluations. Formal evaluations will be conducted annually.

We will provide a detailed job description and qualifications for the position in Attachment L.

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

Legacy Virtual School's management structure is designed for effective leadership and operational efficiency. The key roles are:

Principal/Executive Director:

Responsibilities: Provides overall leadership, manages daily operations, develops strategic plans, and ensures compliance with educational regulations.

Accountability: Aligns school activities with mission and goals, engages with stakeholders, and oversees all administrative functions.

Director of Finance:

Responsibilities: Oversees financial operations, manages resources, and ensures operational efficiency.

Accountability: Handles budgeting, accounting, and financial reporting.

Director of Admissions and Enrollment:

Responsibilities: Manages student recruitment, enrollment processes, and community relations.

Accountability: Oversees enrollment and builds relationships with prospective families.

Director of Human Resources:

Responsibilities: Manages hiring, professional development, and employee relations.

Accountability: Ensures compliance with employment laws and supports a positive work environment.

- D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment N the proposed job description and qualification requirements for the school's teachers.

Legacy Virtual School's staffing plan is designed to support projected enrollment growth and ensure the school's operational and academic success. Below is the revised staffing plan for each year of the charter term:

Pre-Operational Year

Leadership & Administration:

- Executive Director
- Media Center Specialist
- IT Specialist
- Director of Human Resources
- Director of Finance
- Director of Admissions and Enrollment

Instructional & Support Staff:

- Business Manager

Year 1

Leadership & Administration:

- Executive Director
- Guidance Counselor
- Media Center Specialist
- IT Specialist
- Director of Human Resources
- Director of Finance
- Director of Admissions and Enrollment
- Learning Support Specialist (LSS)

Instructional & Support Staff:

- Teachers: 13 (including core subjects, IEP, ELL SLP, and electives)
 - Support Staff: 2 (Administrative support, counseling, Paraprofessionals, and Learning Support Specialists)
-

Year 2

Leadership & Administration:

- Executive Director
- Guidance Counselor
- Media Center Specialist
- IT Specialist
- Director of Human Resources
- Director of Finance
- Director of Admissions and Enrollment
- Learning Support Specialist (LSS)

Instructional & Support Staff:

- Teachers: 19 (including core subjects, IEP, ELL, SLP, and electives)
 - Support Staff: 3 (Administrative support, counseling, Paraprofessionals, and Learning Support Specialists)
-

Year 3

Leadership & Administration:

- Executive Director
- Guidance Counselor
- Media Center Specialist
- IT Specialist
- Director of Human Resources
- Director of Finance
- Director of Admissions and Enrollment
- 2 Learning Support Specialists (LSS)

Instructional & Support Staff:

- Teachers: 25 (including core subjects, IEP, ELL, SLP, and electives)
 - Support Staff: 5 (Administrative support, counseling, Paraprofessionals, and Learning Support Specialists)
-

Year 4

Leadership & Administration:

- Executive Director
- Principal
- Guidance Counselor
- Media Center Specialist
- 2 IT Specialists
- Director of Human Resources
- Director of Finance
- Director of Admissions and Enrollment
- 3 Learning Support Specialists (LSS)

Instructional & Support Staff:

- Teachers: 37 (including core subjects, IEP, ELL, SLP, and electives)
 - Support Staff: 6 (Administrative support, counseling, Paraprofessionals, and Learning Support Specialists)
-

Year 5 (Full Capacity)

Leadership & Administration:

- Executive Director
- Principal
- 2 Guidance Counselors

- Media Center Specialist
- 2 IT Specialists
- Director of Human Resources
- Director of Finance
- Director of Admissions and Enrollment
- 5 Learning Support Specialists (LSS)

Instructional & Support Staff:

- Teachers: 54 (including core subjects, IEP, ELL, SLP, and electives)
- Support Staff: 10 (Administrative support, counseling, Paraprofessionals, and Learning Support Specialists)

Recruitment, Selection, and Development of Highly Qualified Instructional Staff

Legacy Virtual School is committed to recruiting, selecting, and developing a highly qualified instructional staff that meets federal and state regulations while aligning with the school's unique educational design. We aim to attract educators who are not only certified and experienced but also passionate about online education and the school's mission.

Recruitment Plan:

To ensure a diverse and highly qualified instructional team, Legacy Virtual School will implement a comprehensive recruitment strategy, including:

- **Diverse Recruitment Channels:** Teachers will be recruited through local and national job fairs, specialized teacher recruitment fairs, advertisements on the school's website, and in local newspapers. The school will also partner with local universities to host interns, fostering a pipeline of future educators.
- **Targeted Outreach:** Recruitment efforts will emphasize the innovative nature of our online learning environment and commitment to diversity. We will promote the school through presentations, flyers at local universities, and encourage word-of-mouth referrals from current staff and community members.
- **Specialized Expertise:** For disciplines requiring specialized knowledge, the school will focus on attracting in-field experts who have both subject matter expertise and a passion for teaching.

Selection Process:

The selection process will ensure that all candidates meet the required qualifications and are committed to the school's mission. Key components include:

- **Qualifications:** Candidates will possess a **Bachelor's Degree or higher** in the relevant field, along with **state certification** for the required position. We will prioritize candidates with excellent presentation, interpersonal skills, and experience in virtual or blended learning environments.
- **Mission Alignment:** The school will seek candidates who are motivated by its mission and values, with the ability to work effectively in a collaborative, small-school setting with strong

- parental involvement.
- **Evaluation Criteria:** Candidates will be evaluated based on their qualifications, performance (including references and recommendations), and ability to thrive in a virtual teaching environment.

Hiring Process:

With the Principal already in place, they will oversee the recruitment and hiring process. The steps include:

- **Committee Review:** The Principal, working with a hiring committee, will review applications, conduct interviews, and assess candidates' qualifications and fit for the school's mission.
- **Final Interview:** The Principal will conduct final interviews and make the final hiring decision, subject to budgetary approval from the Governing Board.
- **Background Checks and Compliance:** All candidates will undergo **background checks, fingerprinting, and drug screening** in compliance with Florida law (Section 1012.32, F.S.). The school will also adhere to **antidiscrimination laws**, ensuring equal opportunity for all candidates.

Staff Development Plan:

To maintain high instructional standards, Legacy Virtual School will implement a comprehensive **Professional Development Plan** that includes:

- **Orientation and Mentorship:** New teachers will undergo comprehensive training on the school's **Learning Management System (LMS), virtual classroom management**, and best practices for online instruction. Mentorship from experienced teachers will be provided for additional support.
- **Ongoing Professional Development:** Teachers will participate in **Professional Learning Communities (PLCs)** focused on areas such as **instructional technology, data-driven instruction, and student engagement**. These PLCs will foster collaboration and continuous improvement.
- **College Support and Continuing Education:** The school will support teachers in pursuing **continuing education credits and college classes** to stay current with new trends in education.
- **Performance Evaluation and Growth Plans:** Teachers will undergo regular performance evaluations that assess their classroom effectiveness and guide their **individualized growth plans**.

Retention of Staff:

Legacy Virtual School is dedicated to providing a positive and supportive work environment to retain highly qualified staff. Key elements in our retention strategy include:

- **Competitive Benefits Package:** We offer comprehensive benefits, including **health insurance, dental and vision care, life insurance, long-term disability coverage**, and a **401(k) retirement plan**.

- **Educational Assistance and Employee Support:** The **Educational Assistance Program** encourages teachers to pursue further education, while the **Employee Assistance Program (EAP)** provides confidential counseling for personal and professional challenges.
- **Career Advancement:** Teachers will have opportunities to grow professionally through leadership development programs, including **Aspiring Assistant Principal** and **Aspiring Principal** programs.
- **Workplace Culture:** The school fosters open communication between teachers and supervisors, helping to create a positive work environment and clear expectations. Teachers will also benefit from opportunities for growth through the school's **Professional Development Plan**, designed to support both personal and professional growth.

Support for New and Struggling Teachers:

For new and struggling teachers, the school will implement regular observation and support strategies. Experienced teachers will provide feedback and assist in addressing challenges, helping teachers grow and thrive in the virtual classroom setting.

Evaluation Criteria: Management and Staffing

Reviewers will look for:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

Section 12: Human Resources and Employment

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

Relationship Between the School and Its Employees

Legacy Virtual School will foster a professional, respectful, and supportive relationship with its employees. All employees will be considered "at-will" employees, as defined under Florida law and in accordance with **§1002.33(16)(c)(3), Florida Statutes**. This means that either the school or the employee can terminate the employment relationship at any time, with or without cause or prior notice, although both parties are expected to act in good faith. The at-will employment structure provides flexibility for the school and its staff, allowing for adjustments in staffing as necessary to maintain a dynamic and effective educational environment.

Disciplinary Procedures

While employment is at-will, Legacy Virtual School recognizes the importance of a fair and consistent approach to employee discipline. The school may implement a **progressive discipline policy** in situations where corrective action is necessary. The four-step discipline process may include:

1. **Verbal Warning:** A formal discussion to address the issue.
2. **Written Warning:** Documentation of the issue and a clear warning that further action may be taken.
3. **Suspension with or without Pay:** A more serious step if the problem persists or is of significant severity.
4. **Termination:** The final step if prior steps have not resolved the issue or if the problem is serious enough to warrant immediate dismissal.

It is important to note that in some cases, certain steps may be bypassed depending on the severity of the situation or number of occurrences. The school's goal will always be to promote improvement and

provide support to employees while also ensuring a productive and effective work environment.

Tentative Plan for Employment Contracts

Legacy Virtual School is considering the use of **employment contracts** for certain key positions, especially for **instructional personnel**. If contracts are implemented, they will be designed to provide clarity regarding employment terms and to ensure alignment with the school's goals. These contracts will serve the following purposes:

- **Clarify Expectations:** Contracts will outline specific job responsibilities, performance expectations, compensation, and benefits for each employee, ensuring mutual understanding between the school and the staff.
- **Provide Stability:** Contracts, particularly for **instructional personnel**, will offer a sense of job security and help define the framework for professional growth and development.
- **Protect Interests:** Employment contracts will include provisions to protect both the school and its employees, such as confidentiality clauses, non-compete agreements, and specific grounds for termination.
- **Compliance with Florida Statutes:** As required by **§1012.335, Florida Statutes**, instructional personnel may receive a **probationary contract** (for those new to the profession or new to the school) or an **annual contract** (for those who have completed a probationary period or who are already on an annual contract). These contracts will ensure that teachers are clearly informed of their rights and responsibilities, including the process for suspension or dismissal during the contract term.
- **Evaluations:** Teachers will be evaluated in accordance with **§1012.34, Florida Statutes**, ensuring that evaluations are done fairly and according to state standards.

Final Decision on Contracts

The final decision regarding the use and nature of employment contracts will be made after the application approval process, taking into account the school's specific needs, staffing structure, and regulatory guidance. Legacy Virtual School is committed to ensuring that any employment practices, including contracts, are compliant with applicable federal and state laws, fostering a fair and equitable work environment for all staff.

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

Legacy Virtual School's performance evaluation plan for administrators and instructional personnel adheres to the requirements of Section 1012.34, F.S. (the Student Success Act). The system emphasizes supporting effective instruction and student learning growth through comprehensive evaluations and professional development.

Administrator Evaluations:

The school principal will oversee all school operations within the scope of policy and budgetary approvals. The evaluation of administrators, conducted annually by the Governing Board or an appointed external evaluator, will include:

1. **Student Performance** (at least one-third): Based on student growth and achievement data over a minimum of three years, measured by statewide assessments and district-adopted performance standards.
2. **Instructional Leadership** (at least one-third): Aligned with the Florida Principal Leadership Standards, covering teacher recruitment, retention, and instructional effectiveness.
3. **Professional Responsibilities:** Based on job-specific responsibilities, with input from parents and teachers when appropriate.

The school will implement the FCPCS School-Based Administrator Evaluation System, ensuring alignment with state standards and continuous professional development.

Instructional Personnel Evaluations:

Teachers will be evaluated annually (twice for first-year teachers), using a system aligned with the Florida Educator Accomplished Practices (FEAPs). Components include:

1. **Student Performance** (at least one-third): Growth measured by standardized assessments and district-adopted criteria.
2. **Instructional Practice** (at least one-third): Observed through classroom walkthroughs and aligned with FEAPs indicators.
3. **Professional Responsibilities:** May include peer reviews, student/parent surveys, and other measures.

Constructive feedback will be provided regularly, and personnel rated below "effective" will participate in improvement plans. Evaluations will guide professional development, performance-based incentives, and career advancement.

Additionally, non-instructional staff will receive feedback via in-house assessment tools and individual conferences. The evaluation systems aim to differentiate performance levels (Highly Effective, Effective, Needs Improvement, and Unsatisfactory) and ensure all evaluators are trained in applying evaluation criteria.

Compensation Structure

1. **Salary Ranges**
 - **Instructional Personnel:**
 - **Teachers:** \$45,000–\$65,000 annually, adjusted for experience, education level, and certification.
 - **ELL Teachers:** \$50,000–\$70,000 annually due to specialized skills.
 - **Administrative Personnel:**
 - **Principal/Head of School:** \$80,000–\$120,000 annually.
 - **Other Administrative Roles (e.g., Assistant Principals, Department Heads):** \$60,000–\$90,000 annually.
2. **Employment Benefits**
 - **Health Insurance:** Comprehensive medical, dental, and vision coverage for full-time

employees.

- **Retirement Plans:** Participation in a 401(k) plan with immediate vesting of employer contributions.
- **Paid Time Off:** Includes vacation, personal days, sick leave, and holidays.
- **Professional Development:** Tuition reimbursement and funding for certifications to promote staff growth.

3. Incentives and Reward Structures

Merit-Based Bonus System: An additional end-of-year bonus for best teachers, ranging from 5-15% of their yearly salary.

Tentative Focus Areas:

- Consistent and reliable attendance.
- High-quality lesson delivery and teaching standards.
- Positive student outcomes and engagement.
- Active participation in school initiatives and contributions to the learning environment.
 - **Performance-Based Adjustments:**
 - Employees rated "Highly Effective" receive the highest salary increases, incorporated into the base salary.
 - Employees rated "Effective" receive 50% of the increase granted to "Highly Effective" ratings.
 - Employees rated "Needs Improvement" or "Unsatisfactory" are ineligible for raises.
 - **Recognition Programs:** Financial rewards and acknowledgments such as "Teacher of the Month."

4. Staff Retention Plan

- **Competitive Compensation:** Salaries and benefits exceed regional and state averages.
- **Growth Opportunities:** Clear salary progression tied to performance, experience, and additional credentials.
- **Work-Life Balance:** Benefits like flexible work arrangements and PTO aim to reduce burnout.
- **Professional Support:** A collaborative culture and investment in ongoing training create a supportive environment.

The school will leverage its Governing Board's performance-based salary schedule, in compliance with s. 1012.22(1)(c) F.S. Salary increases will be determined annually based on approved budgets and evaluation outcomes, ensuring alignment with school goals and staff satisfaction.

This structure ensures Legacy Virtual School attracts and retains top-tier talent while fostering a supportive and rewarding work environment.

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

Hiring and Dismissing Procedures for School Personnel

Hiring Procedures

Legacy Virtual School will ensure a fair, transparent, and non-discriminatory hiring process, adhering to all provisions of Section 1000.05, F.S., which prohibits discrimination based on disability, gender, nationality, race, ethnicity, religion, or sexual orientation. The hiring process emphasizes selecting candidates with the personal characteristics, knowledge, and enthusiasm necessary to support the educational and curriculum design outlined in this proposal.

1. Job Posting and Recruitment:

- Job descriptions are shared on the school's website and external platforms to attract a diverse pool of qualified candidates.
- The school seeks personnel who demonstrate a commitment to the charter school concept and the ability to work collaboratively, including with parents.

2. Application Screening:

- Applications are reviewed based on qualifications, experience, and alignment with the school's mission.

3. Interviews and Demonstrations:

- Shortlisted candidates participate in interviews with the hiring committee, which includes the Principal/Head of School and department heads.
- Instructional candidates deliver a demonstration lesson in a virtual setting to evaluate teaching proficiency.

4. Background Screening and Final Offer:

- All candidates undergo comprehensive background checks, including fingerprinting, in compliance with Section 1012.32, F.S., and drug screenings to ensure a safe, drug-free, and tobacco-free environment.
- Reference checks are conducted before a formal offer letter is issued, detailing employment terms and expectations.

Dismissing Procedures

The school prioritizes maintaining high standards of professional conduct and job performance.

Dismissal procedures ensure due process and fairness while addressing issues of underperformance or misconduct.

1. Performance Monitoring:

- Employees undergo regular evaluations through classroom observations, formal assessments, and feedback mechanisms.
- Adherence to The Code of Ethics of the Education Profession in Florida (FAC Rule 6A – 10.080) is mandatory.

2. Performance Improvement Plan (PIP):

- For underperforming employees, a PIP outlines specific improvement areas, support provided, and a timeline for achieving goals.

3. Grounds for Dismissal:

- Reasons include inadequate performance, policy violations, ethical breaches, or failure to pass background checks.
- If corrective measures fail, further discipline, including termination, may follow.

4. Dismissal Process:

- Documentation of issues is thoroughly reviewed.
- Written notice of termination, including reasons and appeal rights, is provided to the

employee.

- The governing board or an appointed committee handles appeals, ensuring fairness.

5. Exit Process:

- Employees return school property and settle any outstanding benefits or payments as part of their transition.

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

1. Development Plan

1.1 Initial Drafting (Months 1-2):

Form a Committee: Establish a Personnel Policies Committee comprising members of the governing board, administrative staff, and legal counsel to ensure comprehensive policy development.

Research and Review: Conduct a thorough review of existing personnel policies from similar institutions, federal and state regulations, and best practices in education and employment.

Draft Policies: Create initial drafts of the personnel policies, covering key areas such as hiring procedures, performance evaluations, discipline and dismissal, compensation, benefits, and employee rights.

1.2 Stakeholder Feedback (Month 3):

Internal Review: Share the draft policies with school staff and key stakeholders for feedback. This includes collecting input from teachers, support staff, and administrative personnel.

Incorporate Feedback: Revise the policies based on feedback to address any concerns and ensure that the policies align with the needs of the school community.

1.3 Finalization (Month 4):

Legal Review: Have the revised policies reviewed by legal counsel to ensure compliance with federal and state laws.

Governing Board Review: Present the final draft of the personnel policies to the governing board for review and approval.

1.4 Approval and Implementation (Month 5):

Board Approval: Obtain formal approval from the governing board. Address any final revisions or recommendations.

Implementation: Distribute the approved personnel policies to all employees. Provide training sessions to ensure that all staff members understand the new policies and procedures.

2. Timeline Overview

Months 1-2: Drafting of policies

Month 3: Stakeholder feedback

Month 4: Finalization and legal review

Month 5: Board approval and implementation

3. Continuous Review and Updates

Annual Review: Personnel policies will be reviewed annually by the Personnel Policies Committee to ensure they remain current with legal requirements and best practices.

Update Procedures: Any necessary updates or revisions will be made, and the revised policies will be submitted to the governing board for approval.

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

At Legacy Virtual School, the governing board and school leadership are committed to effectively managing unsatisfactory performance and turnover among leadership, teachers, and staff to ensure continuous improvement and stability.

Addressing Unsatisfactory Performance:

Identification and Documentation: Performance will be regularly monitored through evaluations that include observations, feedback, and measurable outcomes. Any instances of unsatisfactory performance will be thoroughly documented, noting specific issues and previous feedback.

Performance Improvement: For identified performance issues, a Performance Improvement Plan (PIP) will be implemented. This plan will detail the concerns, set clear improvement goals, and provide necessary support and resources. Regular follow-up meetings will be held to track progress and offer additional assistance if needed.

Resolution: If performance does not improve despite the PIP, further actions will be taken, including potential reassignment, additional training, or, if necessary, termination of employment, following the school's personnel policies and legal requirements.

Managing Leadership or Teacher Turnover:

Succession Planning: The school will maintain a robust succession plan by developing internal leadership through mentoring and professional development programs. For teaching positions, a pipeline of qualified candidates will be established through partnerships with educational institutions and active recruitment efforts.

Recruitment and Onboarding: In the event of turnover, immediate action will be taken to recruit and hire qualified replacements. The onboarding process for new hires will be comprehensive, including training and familiarization with the school's policies and culture.

Transition Support: Interim solutions, such as appointing temporary leaders or substitute teachers, will be used to ensure continuity. Departing employees will be required to document their responsibilities and work closely with successors to facilitate a smooth transition.

Retention Strategies: To retain high-quality staff, the school will offer competitive compensation and benefits, provide ongoing professional development, and create a supportive work environment to enhance job satisfaction and reduce turnover.

Evaluation Criteria: Human Resources and Employment

Reviewers will look for:

- A clear explanation of the relationship between employees and the school.
 - Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
 - A compensation and benefits plan or outline of such a plan that is aligned with Florida's Student Success Act, and will attract and retain quality staff.
 - Procedures that are likely to result in the hiring of highly-effective personnel.
 - Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

Section 13: Professional Development

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

Professional Development Plan at Legacy Virtual School

Oversight

The Director of Curriculum and Professional Development (DCPD) will lead professional development (PD) activities, working closely with the Principal to design and implement a tailored plan. The DCPD will identify best practices, organize internal and external workshops, and evaluate outcomes using teacher feedback, classroom observations, and performance data.

Core Components

PD is aligned with Florida’s legislative and educational standards to ensure educator growth and student success. Key areas include:

- **Instructional Strategies:** Evidence-based methods to engage diverse learners.
- **Curriculum Implementation:** Mastery of standards and effective content delivery.
- **Data-Driven Instruction:** Training on assessment tools to enhance student outcomes.
- **Technology Integration:** Proficiency in virtual teaching tools and platforms.
- **Classroom Management:** Strategies for productive and supportive learning environments.

PD will combine individualized sessions addressing specific needs with uniform training aligned to school-wide goals. Both in-house workshops and external training by state and national experts will be utilized.

Evaluation of Effectiveness

Effectiveness will be assessed using metrics such as student performance data, classroom observations, staff feedback, and school climate surveys. The Professional Development Team (PDT) will analyze these indicators and make adjustments as needed.

Pre-Opening Professional Development

Prior to opening, all staff will undergo induction training to align with the school’s mission and goals. Training will include:

1. **Tailored Sessions:** Grouped by roles and experience levels to ensure targeted support.
2. **Core Training:** Mission, vision, policies, curriculum, and unique instructional methods.
3. **Technology Proficiency:** Hands-on LMS training to ensure fluency in virtual platforms.
4. **Specialized Focus Areas:** Support for ELL students, data-driven practices, and consistent behavioral expectations.
5. **Collaboration & Planning:** Establishing Professional Learning Communities (PLCs) and collaborative goal setting.

The induction period will include feedback mechanisms and follow-up coaching to reinforce training.

Schedule and Structure

Legacy Virtual School allocates a minimum of 10 PD days annually (60–80 hours). This includes pre-scheduled PD days, after-school workshops, and early-release days, allowing for skill development, curriculum alignment, and collaboration. The Leadership Team will provide faculty with exact PD dates, aligned to the District calendar. Weekly PLCs and common planning periods are embedded into the schedule to ensure ongoing collaboration. The staffing structure ensures uninterrupted instruction while teachers engage in training.

Evaluation Criteria: Professional Development

Reviewers will look for:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Section 14: Student Recruitment and Enrollment

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

For families in poverty, we will use targeted online advertising through social media platforms and search engines to highlight the benefits of our virtual learning environment. Additionally, we will partner with community organizations and social service agencies to distribute information and provide support, and offer scholarships or financial aid options to ensure access regardless of financial constraints.

To attract academically low-achieving students, we will develop marketing campaigns that emphasize our personalized support and resources designed to improve academic performance. Sharing success stories and testimonials from students who have thrived through our programs will further demonstrate our effectiveness and appeal to families seeking better educational outcomes.

To engage ELL families, we will create and distribute marketing materials in multiple languages and partner with ELL-focused organizations to provide information in native languages. Virtual workshops and webinars tailored to the needs of ELL families will also be offered.

Overall, our recruitment tactics will include maintaining a strong online presence with an optimized website, hosting virtual open houses, and implementing referral programs to encourage current families and staff to refer prospective students. By employing these strategies, Legacy Virtual School aims to effectively recruit a diverse student body and meet our enrollment targets.

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

Racial/Ethnic Balance Strategy

Legacy Virtual School is committed to ensuring a racial and ethnic balance reflective of the community it serves, in compliance with Section 1002.33(7)(a)8., F.S. Our enrollment policies align with federal and state anti-discrimination laws, including the Florida Educational Equity Act (Section 1000.05(2)). The school will not discriminate based on race, ethnicity, national origin, gender, or disability in its admissions process.

Achieving Racial/Ethnic Balance

Demographic Analysis

We will analyze local demographic data to understand the racial and ethnic composition of our community and surrounding areas. This information will help us establish specific enrollment targets to

maintain a balanced and representative student population.

Strategic Outreach & Recruitment

We will implement targeted outreach efforts tailored to different racial and ethnic groups through:

- Social media campaigns
- Partnerships with local community organizations
- Culturally relevant advertising
- Informational sessions in multiple languages
- Providing accessible enrollment resources to ensure all families can learn about our school

Community Engagement & Partnerships

We will collaborate with local cultural organizations, faith-based groups, and minority-serving institutions to build trust and increase awareness about our educational offerings. These partnerships will help us reach underrepresented families and provide them with enrollment support.

Balanced Enrollment Targets & Monitoring

Enrollment targets will be set based on demographic analysis and regularly reviewed. If imbalances are identified, recruitment strategies will be adjusted to ensure a diverse and representative student body.

Diverse Staffing

A diverse team of educators and administrators will reflect the community's composition, creating an inclusive learning environment. This will enhance student engagement and foster strong connections with families from various backgrounds.

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

Enrollment Policies and Procedures

Legacy Virtual School is committed to an open and equitable enrollment process in accordance with Florida law (F.S. §1002.33(10)), ensuring all students have equal access to our educational programs.

Open Admissions Policy

Legacy Virtual School operates under a non-discriminatory, open-enrollment policy. Any student who submits a timely application will be admitted, subject to capacity limitations. The school does not discriminate based on race, ethnicity, national origin, gender, disability, or any other protected category, as outlined in the Florida Educational Equity Act (F.S. §1000.05(2)).

Enrollment Preferences

If the number of applications exceeds available capacity, enrollment will be determined through a random lottery process. However, per F.S. §1002.33(10)(d), the following student groups will receive priority enrollment:

- **Siblings** of currently enrolled students
- **Children of school employees** or governing board members
- **Children of active-duty U.S. military personnel**
- **Students currently attending or assigned to a failing school** (per F.S. §1002.38(2))

Lottery Process

If applications exceed capacity, the school will conduct a public lottery to ensure fairness in admissions. The lottery will be:

1. **Randomized and Transparent** – Conducted using a fair and impartial process.
2. **Tiered by Enrollment Preferences** – Preferred applicants will be placed first, followed by general applicants.
3. **Waitlist for Unselected Students** – Students not selected will be placed on a waitlist and admitted as space becomes available.

Controlled Open Enrollment

Under F.S. §1002.31, Legacy Virtual School may accept students from outside the local district if space permits. However, local district students will not be displaced by out-of-district applicants.

Enrollment Timeline for the 2026-2027 School Year

- **January 12, 2026** – Student registration opens
- **January 26, 2026** – First-round enrollment closes; if applications exceed capacity, a lottery will be conducted
- **February 9, 2026** – Second registration period begins (for available spots)
- **February 23, 2026** – Second-round enrollment closes; a lottery will be conducted if necessary
- **March 9, 2026** – Waitlisted students notified of openings (if available)
- **August 17, 2027** – School year begins

Notification and Acceptance Process

- Families selected through the lottery will be notified via email and must confirm enrollment within **10 days** of notification.
- If a family does not respond within the deadline, the next student on the waitlist will be offered the spot.

Ongoing Enrollment Considerations

Legacy Virtual School will monitor and evaluate enrollment trends to ensure an equitable and efficient admissions process. If additional spots become available, we will offer them to students on the waitlist before reopening the application process.

Evaluation Criteria: Student Recruitment and Enrollment

Reviewers will look for:

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

Section 15: Parent and Community Involvement

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

Legacy Virtual School is committed to fostering strong partnerships with parents to enhance student learning and support. Our plan includes:

Parent Engagement:

Family-School Partnerships: We will build robust partnerships through regular virtual meetings, workshops, and family events designed to engage parents in their child's education and school activities. These initiatives will include academic workshops, technology tutorials, and parent support groups.

Volunteer Opportunities: Parents will be invited to participate in various volunteer opportunities, including serving on advisory committees, assisting with virtual events, and supporting classroom activities. These roles will be flexible to accommodate virtual participation.

Regular Communication:

Monthly Newsletters: We will send out monthly newsletters to keep parents informed about school updates, upcoming events, and important deadlines. Newsletters will also highlight student

achievements and provide tips for supporting learning at home.

Weekly Updates: Weekly emails or notifications will provide parents with summaries of classroom activities, academic progress, and any urgent announcements.

Parent-Teacher Conferences: Virtual parent-teacher conferences will be scheduled regularly to discuss student progress, address concerns, and collaborate on academic goals.

Support and Accessibility:

Parental Involvement Representative: The Board of Directors will appoint a Parental Involvement Representative. This individual will facilitate parental engagement, ensure access to information, address questions and concerns, and resolve disputes. The representative will be a point of contact for parents needing assistance and will work to enhance communication between the school and families.

Feedback and Improvement:

Surveys and Feedback Forms: Regular surveys and feedback forms will be distributed to gather parent input on school programs, communication effectiveness, and areas for improvement. This feedback will help us refine our strategies and address any issues promptly.

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

Legacy Virtual School will leverage a network of community resources and partnerships to enhance student learning and support families. Our plan includes collaborations with local libraries for digital resources and virtual tutoring, and partnerships with health organizations for services such as mental health counseling and wellness workshops. We will work with educational organizations to offer supplemental programs like STEM workshops and arts enrichment, and with nonprofits to provide after-school programs and family engagement workshops, including both fee-based and in-kind contributions.

Local businesses will offer internships, career exploration, and mentorship opportunities, while technology providers will supply digital tools and technical support. In addition to our current partnerships with ASU (Arizona State University) and College Board, we will further expand our collaborations with colleges and universities to provide additional dual enrollment opportunities and college readiness programs. We also plan to partner with research centers to offer access to cutting-edge educational research and experimental learning opportunities.

- C. Describe the process of appointing a representative to facilitate parental involvement, provide parents access to information, and resolve parental disputes. Include a description of how the

dispute resolution procedures are designed to resolve and protect the rights of parents as enumerated in ss. 1001.42(8)(c)1.-6., 1002.20 and 1014.04, F.S.

To effectively facilitate parental involvement, provide access to information, and resolve disputes, our school will implement a structured approach:

Appointment of a Parental Involvement Representative: The Governing Board will appoint a dedicated Parental Involvement Representative (PIR). This individual will be selected based on their expertise in educational administration, communication skills, and understanding of parental needs. The PIR will serve as the primary contact for parents, facilitating their active participation in the school community, ensuring they have access to necessary resources, and addressing any concerns.

Facilitating Parental Involvement and Access: The PIR will manage the development and distribution of clear, accessible information regarding school policies, procedures, academic programs, and events. This information will be available through the school's website, newsletters, and direct communications. The PIR will also organize regular meetings, workshops, and informational sessions to encourage parental involvement and provide opportunities for parents to learn about school initiatives, contribute to decision-making processes, and support their children's education.

Dispute Resolution Procedures: When disputes arise, the PIR will first work to address the issue through informal resolution steps, including one-on-one meetings and mediation. If an informal resolution is not achieved, the PIR will guide the parties through a formal dispute resolution process involving written complaints, detailed reviews, and relevant school staff or committees as needed. The procedures will ensure that parental rights are upheld as outlined in Florida Statutes ss. 1001.42(8)(c)1.-6., 1002.20, and 1014.04, F.S., including transparency, active participation, fairness, and confidentiality. Once a resolution is reached, the PIR will ensure it is implemented effectively and follow up with parents to confirm their concerns have been addressed.

By appointing a PIR and implementing these procedures, our school aims to foster positive relationships with parents, provide clear access to information, and resolve disputes in a manner that respects and upholds parental rights.

Evaluation Criteria: Parent and Community Involvement

Reviewers will look for:

- A general conception of how parents will be involved with the school that aligns with the school's mission and provisions of the educational program. A detailed plan may be developed following approval.

III. BUSINESS PLAN

Section 16: Budget

- A. Provide as Attachment R, an operating budget covering each year of the requested charter term that contains revenue projections expenses, and anticipated fund balances. The budget should be based on the anticipated completion rate of the projected student enrollment indicated on the cover page of the application and the specific funding amount available to virtual charter schools within the sponsoring district at the time of the application.

Attachment R is attached.

- B. Provide a start-up budget as Attachment S that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

Please find Attachment S included. Legacy Online School will provide an initial loan of \$400,000 to support the start-up of Legacy Virtual School. The interest on this loan will be paid over five years, with the principal to be repaid during the 3rd, 4th, and 5th years of the school's operation.

The school plans to begin preparatory activities once the loan is secured and the application is approved, which we anticipate to be around February-March of the upcoming year. All expenses related to staff hiring and the launch of advertising campaigns are scheduled to commence during this period.

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

Legacy School Inc., a U.S.-based company, plans to provide financial assistance to Legacy Virtual School through a loan of \$400,000 at an annual interest rate of 8% over a six-year term, contingent upon the approval of the application. Interest payments will begin in the year following the loan disbursement, with the principal to be repaid in equal installments during the 3rd, 4th, and 5th years of the school's operation.

In addition, Legacy School Inc. is prepared to offer an additional \$160,000 credit line at an annual interest rate of 8%, with a five-year term starting from the first year post-approval. The principal for this credit line will also be repaid in equal installments over the 3rd, 4th, and 5th years of the school's operation.

The Finance Intention Letter (Attachment T) is attached.

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

Revenue Assumptions:

Foundation Funding; The budget relies on calculations from the Foundation for Excellence in Education (FEFP) as a revenue source. Key elements include Base FEFP Funding, ESE Guaranteed Allocation and specific allocations like Supplemental Academic Instruction, Safe Schools and Discretionary Local Effort. The projections indicate an increase in FEFP revenue as enrollment grows annually.

Enrollment Projections: Revenue estimates in the budget are based on projected student enrollments starting at 199 (of 226) students in Year 1 and reaching 869 (of 972) by Year 5. FEFP revenue scales up with enrollment to reflect funding based on student numbers.

Adjustments for Proration: The budget considers proration adjustments to funds preparing for decreases in state funding over time while maintaining a cautious approach, to revenue estimation.

Spending Assumptions

Employee Expenses: A significant part of the budget is dedicated to personnel covering salaries, for teachers, administrators and support staff. These costs are estimated based on salary norms. Are expected to increase as the school grows. Staffing expenses are in line with the projected rise in student enrollment and related class size requirements.

Operating Costs: The budget encompasses expenses like facilities, supplies and services. These figures are derived from the costs seen in schools within our network adjusted for inflation and scale.

Recruitment: For the year of planning \$400,000 is set aside for marketing and recruitment efforts to attract a student base. This investment plays a role in establishing the school's reputation and meeting enrollment targets from the outset.

Technology and Education Materials: The budget includes investments in technology and curriculum materials to support both infrastructure development and high quality education provision. These expenses are tailored to accommodate the growth in student numbers and educational requirements.

Emergency Funds and Reserves: Prudent provisions have been made in the budget for expenses or revenue shortfalls. This cautious approach is essential for ensuring stability, during the early stages of the schools operation.

Our budget, for launching schools is based on our experience in this field. Our recent commercial school became self sufficient within its year showcasing our ability to effectively manage such projects. The budget we have planned reflects our in depth knowledge of the expenses involved in running a school and the funding sources available through state mechanisms. The initial investment of \$400,000, in the year aims to cover start up expenses setting the school up for sustainable development.

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

The school's contingency plan is robust, integrating a percentage-based reserve to mitigate financial risks. This approach ensures that there is a dynamic safety net that grows with the school's budget and operational needs.

Percentage Reserve: Allocating 3% of the total budget annually to reserves ensures that the contingency fund keeps pace with the school's expansion and operational costs. This strategy allows for financial flexibility and preparedness in case of revenue fluctuations.

Contingency Scenarios: To address potential shortfalls in revenue, the school has planned for scenarios where revenues may fall to 75% or even 50% of projections:

At 75% of Revenue Projections

The school would implement cost-cutting measures across non-essential services and delay any expansion plans to prioritize core operations.

The reserve fund would cover immediate shortfalls, allowing time to adjust operational costs and seek additional funding sources.

At 50% of Revenue Projections

The school would rely heavily on its reserve fund to maintain essential operations. Significant adjustments would be necessary, including reductions in discretionary spending, contract renegotiations, and potential staffing adjustments.

The school could leverage an additional credit line from Legacy School Inc., which has already committed \$400,000 to support the preparatory year and \$160,000 to the 1st year.

If necessary, the school would explore alternative funding sources to bridge the financial gap.

Minimum Operating Threshold

The school's financial plan is designed to be flexible, with a well-established percentage-based reserve fund ensuring that it can operate even at reduced revenue levels. This scalable approach provides a strong buffer against financial fluctuations, allowing the school to sustain operations and fulfill its educational mission even under economic stress.

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

The "Year 1 Cash Flow" attachment outlines the projected income and expenses, providing a clear picture of the school's financial structure and strategies for managing potential shortfalls. Given the critical importance of maintaining operational stability, the school has developed a multi-layered contingency plan to address cash flow challenges should revenue projections not be met or be delayed.

Contingency Plan for Year One Cash Flow

1. Utilization of Reserve Funds

Percentage-Based Reserve: The school has allocated 3% of the total budget to a reserve fund, ensuring there is a financial cushion in case of revenue shortfalls. This reserve fund is specifically designed to cover temporary cash deficits while other adjustments are implemented.

Strategic Use of Reserves: Rather than being a one-time lump sum, the reserve fund is allocated on a monthly basis to align with anticipated expenses, allowing for effective cash flow management throughout the year. This ensures that funds are available as needed and prevents financial strain at any given point in time.

2. Operational Adjustments

If revenue shortfalls occur, the school will immediately take action to prioritize essential expenses and implement cost-saving measures without compromising the quality of education. The following strategies will be utilized:

Expense Management

Postponement of Non-Essential Purchases: Any planned acquisitions that are not critical to immediate school operations (e.g., new equipment, technology upgrades, or facility improvements) will be delayed.

Renegotiation of Contracts: The school will review service contracts and negotiate adjusted terms with vendors, seeking either deferred payments or reduced costs where possible.

Temporary Reductions in Non-Critical Spending: Budgets allocated to extracurricular activities, professional development, marketing, and non-essential operational enhancements may be adjusted to reallocate funds toward core expenses.

Staffing Adjustments

To ensure financial stability while maintaining high-quality education, the school will explore temporary workforce adjustments if necessary, including:

Delaying New Hires: Any planned staffing expansions may be postponed until revenue stabilizes.

Hiring Freeze: New employment contracts will be reviewed, and non-essential positions may be placed on hold.

Voluntary Unpaid Leave Options: In cases of severe financial constraints, voluntary temporary leave programs may be considered to help manage payroll costs.

Optimizing Workload Distribution: Redistribution of responsibilities among existing staff may be implemented to maintain operational efficiency without additional payroll expenses.

3. Support from Legacy School Inc.

Legacy School Inc. has demonstrated strong financial support for the development of the school. Their contributions are structured as follows:

\$400,000 was provided during the preparatory year to ensure the successful establishment of the school's foundation and initial operations.

An additional \$160,000 will be provided throughout the first year to support continued growth and financial stability.

Potential Credit Line Increase

In the event of unexpected financial difficulties, Legacy School Inc. is open to negotiating an increased credit line, allowing for additional funding as needed. This financial backup ensures that the school can maintain uninterrupted operations while adjusting its financial strategies to achieve long-term sustainability.

4. Continuous Financial Monitoring

To ensure proactive financial management, the school will implement monthly financial reviews to:

Identify any early signs of revenue shortfalls and take immediate corrective action.

Reallocate funds dynamically to address emerging financial priorities.

Ensure timely reporting and decision-making to maintain financial stability.

Conclusion

The school's Year One Cash Flow Contingency Plan is designed to provide financial stability, flexibility, and proactive risk management. By leveraging a 3% reserve fund, strategic expense adjustments, financial support from Legacy School Inc., and continuous monitoring, the school ensures its ability to operate effectively, even in the face of potential revenue shortfalls. This well-structured approach guarantees that educational quality remains uncompromised while maintaining financial health and long-term sustainability.

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

Attachment S + The "Year 1 Cash Flow" (Attachement X) attached.

Evaluation Criteria: Budget

Reviewers will look for:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, and staffing plan.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Section 17: Financial Management and Oversight

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

Financial Oversight

The schools financial affairs will be overseen using a mix of external resources to maintain control, adherence, to regulations and transparency. Vasili Kiselev, the schools CEO will be instrumental in overseeing management.

Nevertheless day to day financial tasks and detailed accounting responsibilities will be managed by an accounting firm as outlined in the 5 Year Budget under the "Accounting Fees" section on the Services page. This arrangement ensures that skilled accountants handle the school's finances to minimize errors and comply with financial reporting standards.

To make sure that financial management, at Legacy Virtual School remains secure they will establish a system of checks and balances involving external oversight. Engaging an accounting firm not ensures accuracy and compliance but also adds an extra layer of scrutiny to the schools financial activities and reporting procedures.

The internal controls will involve assigning responsibilities to staff members to handle different aspects of financial management, such as budgeting, approving expenditures and reporting finances. Regular audits, both internally and externally will be carried out to verify the accuracy of records and the effectiveness of controls. The schools governing board consisting of individuals will play a role in supervising practices and ensuring compliance, with all financial reporting regulations.

In summary Legacy Virtual Schools financial management will be overseen by a combination of the CEO, external accountants and a financial consultant. They will have controls in place to maintain compliance and ensure the integrity of their finances.

Evaluation Criteria: Financial Management and Oversight

Reviewers will look for:

- A clear description of how the school's finances will be managed, including who (or what

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

The governing board of Legacy Virtual School will implement several key mechanisms to monitor the school’s financial health and ensure compliance with all financial regulations and reporting requirements. These mechanisms are designed to provide transparency, accountability, and oversight, ensuring that the school's financial practices align with its strategic goals and regulatory obligations.

1. Regular Financial Reporting

The governing board will require regular financial reports from the school’s financial management team. These reports will include:

- **Monthly Financial Statements:** Including income statements, balance sheets, and cash flow statements. These documents provide a snapshot of the school's financial health and allow the board to monitor revenue, expenses, and cash reserves.
- **Budget vs. Actual Reports:** These reports compare actual financial performance against the budgeted figures, highlighting any variances. The board will use this information to assess the school’s financial performance and take corrective actions if necessary.

2. External Audits

The governing board will ensure that the school undergoes annual external audits conducted by an independent accounting firm. These audits will:

- **Verify Financial Statements:** Ensure that the financial statements present a true and fair view of the school’s financial position.
- **Assess Internal Controls:** Evaluate the effectiveness of the school’s internal controls over financial reporting and management.
- **Compliance Check:** Ensure compliance with all applicable financial regulations and reporting requirements.

3. Internal Controls and Financial Policies

The governing board will oversee the establishment and implementation of robust internal controls and financial policies, including:

- **Segregation of Duties:** Ensuring that different individuals are responsible for authorizing transactions, recording transactions, and handling assets. This reduces the risk of fraud or error.
- **Approval Processes:** All significant financial transactions will require approval from multiple parties, including the CEO, financial consultant, and, when necessary, the board itself.
- **Regular Review of Financial Policies:** The board will periodically review and update financial policies to

Evaluation Criteria: Financial Management and Oversight

Reviewers will look for:

- A clear description of how the school’s finances will be managed, including who (or what

ensure they remain effective and aligned with best practices.

4. Regular Board Meetings

The governing board will hold regular meetings where financial health and compliance are key agenda items. During these meetings:

- Financial Updates: The CEO and financial consultant will provide updates on financial performance, cash flow, and any emerging financial risks.
- Decision-Making: The board will make decisions on financial matters, such as budget adjustments, large expenditures, or financial restructuring, based on the information provided.

5. Compliance Monitoring

The board will establish a compliance monitoring framework that includes:

- Adherence to Financial Reporting Standards: Ensuring that all financial reports are prepared in accordance with Generally Accepted Accounting Principles (GAAP) or other relevant standards.
- Regulatory Compliance: Monitoring compliance with state and federal financial reporting requirements, including tax filings and funding stipulations.

6. Risk Management

The governing board will engage in proactive risk management by:

- Identifying Financial Risks: Regularly assessing financial risks, including funding uncertainties, enrollment fluctuations, and unexpected expenses.
- Developing Contingency Plans: Creating and updating contingency plans to address potential financial challenges, ensuring the school's financial stability.

7. Transparency and Accountability

The governing board will ensure transparency in financial management by:

- Public Disclosure: Where required, financial reports and audit results will be made available to the public, fostering trust and accountability.
- Stakeholder Engagement: Engaging with stakeholders, including parents and community members, to provide updates on the school's financial health and management practices.

By employing these mechanisms, the governing board of Legacy Virtual School will maintain rigorous oversight of the school's financial health and compliance, ensuring that financial practices are sound, transparent, and aligned with the school's mission and goals.

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

Evaluation Criteria: Financial Management and Oversight

Reviewers will look for:

- A clear description of how the school's finances will be managed, including who (or what

Plan and Procedures for Conducting an Annual Audit of Financial Operations

1. Selection of an Independent Auditor

- Request for Proposals (RFP): The governing board issues an RFP to qualified audit firms with experience in the educational sector.
- Selection: The Finance Committee evaluates proposals and recommends a firm for board approval.
- Contract: A contract is signed with the selected audit firm, outlining the audit's scope and timelines.

2. Audit Planning and Preparation

- Pre-Audit Meeting: A planning meeting is held to discuss the audit's focus and timeline.
- Document Preparation: The financial team organizes necessary documents, such as financial statements and contracts.
- Internal Review: An internal review may be conducted to ensure records are in order before the external audit.

3. Audit Execution

- Fieldwork: The audit firm reviews financial records, tests internal controls, and verifies compliance.
- Interviews and Testing: Auditors may conduct interviews and perform transaction testing to ensure accuracy.

4. Audit Reporting

- Draft Report: The audit firm prepares a draft report, including findings on financial health and internal controls.
- Review: The Finance Committee reviews the draft report and discusses findings with the auditors.

5. Board Approval and Implementation

- Final Report: The audit report is presented to the full board for review and approval.
- Implementation: The board and administration develop action plans to address audit recommendations.

6. Public Disclosure

- Transparency: If required, the final audit report is made publicly available to ensure transparency.

By following these streamlined procedures, the school ensures an effective and transparent annual financial audit, maintaining accountability and continuous improvement in financial management.

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

Legacy Virtual School will maintain its accounting records using the accrual basis of accounting. This method is

Evaluation Criteria: Financial Management and Oversight

Reviewers will look for:

- A clear description of how the school's finances will be managed, including who (or what

typically preferred for educational institutions and organizations like Legacy Virtual School due to the following reasons:

1. Matching Revenue and Expenses

- **Accrual Accounting:** In the accrual method, revenues and expenses are recorded when they are earned or incurred, regardless of when the cash is actually received or paid. This allows for a more accurate reflection of the school's financial performance during a specific period.
- **Revenue Recognition:** Tuition fees, grants, and other sources of income will be recognized as revenue when they are earned, even if the payment is received later.
- **Expense Recognition:** Expenses, such as salaries, services, and supplies, will be recorded when they are incurred, not when the cash is paid. This aligns the recognition of costs with the period in which they are actually used to generate revenue.

2. Better Financial Management

- **Accurate Financial Reporting:** The accrual method provides a clearer picture of the school's financial health by matching revenues with the expenses incurred to generate them. This method offers more accurate financial statements, which are essential for decision-making by the governing board.
- **Budget Management:** Since the accrual method tracks receivables and payables, it allows for better budget management, ensuring that the school can plan and control its financial resources more effectively.

3. Compliance and Audit Readiness

- **Compliance with Standards:** The accrual method is compliant with Generally Accepted Accounting Principles (GAAP), which is often required for non-profits and educational institutions. It ensures that the school's financial statements meet the standards expected by auditors, regulatory bodies, and stakeholders.
- **Audit Preparedness:** Using the accrual basis makes it easier to prepare for annual financial audits, as this method provides a comprehensive view of all financial activities, including those that are not yet settled in cash.

By using the accrual basis of accounting, Legacy Virtual School will maintain a more accurate and comprehensive record of its financial operations, supporting effective management, compliance, and strategic decision-making.

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

Legacy Virtual School will ensure financial transparency to both the authorizer and the public through the following measures:

Annual Financial Audit

Evaluation Criteria: Financial Management and Oversight

Reviewers will look for:

- A clear description of how the school's finances will be managed, including who (or what

- Independent Audit: The school will conduct an annual audit by an external auditor, reviewing financial operations and compliance.
- Audit Presentation: Audit findings will be presented in a public board meeting, with results made available to the public.

Public Dissemination of Financial Reports

- Annual Financial Report: A summary of the school’s financial performance will be prepared and published on the school’s website, along with the audit report.
- Notification: Stakeholders will be informed when these documents are available, ensuring easy access to financial information.

Regular Financial Updates

- Quarterly Reports: The school will provide quarterly financial updates to the board and publish them for public access, maintaining ongoing transparency.
- Reporting to Authorizer: All required financial reports will be submitted to the authorizer promptly.

Stakeholder Engagement

- Open Communication: The school will encourage feedback on financial matters through surveys, town halls, and other engagement methods, ensuring responsive governance.

These steps ensure that Legacy Virtual School's financial operations are transparent, accountable, and accessible to both the authorizer and the public.

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

Based on the budget details, the following key back-office services will be outsourced via contract at Legacy Virtual School:

1. Accounting and Auditing Services

- Services to be Outsourced:
 - Accounting Services: These include managing the school’s finances, conducting monthly reconciliations, and handling financial closings.
 - Auditing Services: An independent auditor will be contracted annually to conduct thorough financial audits, ensuring compliance with regulatory requirements.
- Anticipated Costs:
 - Accounting Fees: Start at \$5,000 in Year 1 and increase progressively to \$23,324 by Year 5.
 - Auditor Fees: Begin at \$10,000 in Year 1, reaching \$46,648 by Year 5.
- Selection Criteria:

Evaluation Criteria: Financial Management and Oversight

Reviewers will look for:

- A clear description of how the school’s finances will be managed, including who (or what

- Experience with educational institutions and charter schools.
- Proven track record in managing financial complexities and compliance.
- Competitive pricing and strong references from similar organizations.

2. Legal Services

- Services to be Outsourced: Legal support, including consultation and representation on matters requiring legal expertise.
- Anticipated Costs: Begin at \$2,000 in the planning year and rise to \$33,750 by Year 5.
- Selection Criteria:
 - Expertise in educational and nonprofit law.
 - Ability to provide timely and effective legal counsel.
 - Cost-effectiveness and responsiveness to the school's legal needs.

3. Marketing and Outreach Services

- Services to be Outsourced:
 - Professional Marketing Services: Includes strategic marketing planning, branding, and campaign management.
 - Social Media Marketing: Focused on promoting the school through online platforms to reach potential students and their families.
 - Website Development and Hosting: Ensuring a strong online presence through a professionally developed and maintained website.
- Anticipated Costs:
 - Marketing Services: Start at \$10,000 in the planning year, increasing to \$47,000 by Year 5.
 - Social Media Marketing: Begins at \$60,000 in the planning year, increasing to \$84,000 by Year 4 and Year 5.
- Selection Criteria:
 - Demonstrated success in marketing for educational institutions.
 - Creativity and effectiveness in digital marketing and social media outreach.
 - Proven ability to manage and deliver complex marketing campaigns on budget.

Summary:

Legacy Virtual School will outsource critical back-office functions, including accounting, auditing, legal, and marketing services, to experienced providers. The anticipated costs are budgeted to scale with the school's growth, and service providers will be selected based on their expertise, proven track record, and ability to meet the school's specific needs.

G. Describe how the school will store financial records.

The school will establish record retention policies that comply with state and federal regulations. Financial records will be stored for the required duration, which typically ranges from 3 to 7 years, depending on the type

Evaluation Criteria: Financial Management and Oversight

Reviewers will look for:

- A clear description of how the school's finances will be managed, including who (or what

of record.

Secure Disposal: When financial records are no longer required, they will be securely disposed of through methods such as digital shredding or secure deletion protocols to prevent unauthorized recovery of sensitive information.

Legacy Virtual School will implement a secure and efficient system for storing financial records to ensure the integrity, confidentiality, and accessibility of its financial data. The key aspects of this storage system include:

1. Digital Storage System

Cloud-Based Storage: Financial records will be stored in a secure cloud-based system. This ensures that records are easily accessible from multiple locations, which is particularly important for remote or distributed teams. Cloud storage also offers scalability, allowing the school to store increasing amounts of data as it grows.

Encryption: All financial records stored digitally will be encrypted both in transit and at rest. This means that data is protected when it is being uploaded or downloaded, as well as when it is stored on servers, ensuring that only authorized personnel can access the information.

2. Document Management System (DMS)

Organized Filing System: A document management system (DMS) will be used to categorize and organize financial records. This system will allow for easy retrieval of documents based on specific criteria, such as date, transaction type, or department.

3. Regular Backups

Automated Backups: Financial records will be regularly backed up using automated processes. These backups will be stored in multiple locations, including off-site servers, to ensure data recovery in case of a system failure or disaster.

4. Physical Storage (if applicable)

Secure Filing Cabinets: If any financial records are stored in physical form, they will be kept in secure, locked filing cabinets located in a restricted-access area of the school's administrative offices.

Fireproof Safes: Highly sensitive documents, such as original contracts or legal agreements, may be stored in fireproof safes to protect against physical threats like fire or theft.

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

Legacy Virtual School will ensure that its insurance coverage meets or exceeds accepted standards for charter schools. The planned insurance coverage is structured to provide comprehensive protection across all key areas, aligning with industry norms. Here are some of the key figures from the budget:

1. General Liability Insurance:

- Budgeted Amount: Starting at \$7,960 in Year 1, increasing to \$42,251 by Year 5.
- Coverage: This allocation will cover the necessary general liability insurance, ensuring protection against claims of bodily injury, property damage, and other liabilities.

2. Directors' and Officers' (D&O) Liability Insurance:

- Included in: "Board - Insurance and Bond Premiums" line.

Evaluation Criteria: Financial Management and Oversight

Reviewers will look for:

- A clear description of how the school's finances will be managed, including who (or what

- Budgeted Growth: This cost is also included in the increasing insurance premiums, providing vital coverage for the school's board and executive officers against personal liability.

These figures demonstrate that Legacy Virtual School has allocated sufficient resources to secure insurance coverage that adheres to standard expectations for charter schools, ensuring robust protection for the school, its staff, and its governing board.

Evaluation Criteria: Financial Management and Oversight

Reviewers will look for:

- A clear description of how the school's finances will be managed, including who (or what

Section 18: Start-Up Plan

- A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:
- i. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)
 - ii.
 - iii. Recruiting and hiring staff (leaders, teachers, and other staff)
 - iv. Staff training
 - v. Governing board training
 - vi. Policy adoption by Board (if necessary)
 - vii. Recruiting students
 - viii. Enrollment lottery, if necessary
 - ix. Establishing financial procedures
 - x. Securing contracted services
 - xi. Fundraising, if applicable

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement)

Projected Timetable for School Start-Up

The school's start-up activities will align with the staged funding schedule, ensuring efficient use of resources. The first investment of \$200,000 will be received in October, followed by the second \$200,000 tranche in February. The majority of staff recruitment, student enrollment, and promotional activities will occur between January and July, while October to December will focus on preparatory work, governance structuring, and securing essential contracts.

July – Approval of Application

- Expect official approval of the charter school application.
- Register the school as a federal non-profit organization to establish its operational and legal framework.
- Begin recruitment of Governing Board members (voluntary and unpaid at this stage).

August – September: Governance and Planning

- Conduct the first Governing Board meeting (voluntary).
- Begin drafting school policies, including governance, financial management, and student policies.
- Develop preliminary strategies for staff recruitment, student enrollment, and marketing efforts.
- Outline contracting needs but defer paid activities until funding is secured in October.

October – December (First \$200,000 Investment Secured)

Governance and Compliance Setup

- Conduct formal Governing Board training, focusing on finance, school operations, and compliance.
- Establish legal and financial procedures, including banking, accounting, and payroll systems.

Preparation for Staff and Student Recruitment

- Develop job descriptions and hiring plans for teachers, administrators, and support staff.
- Outline student admissions policies, marketing strategies, and recruitment plans.
- Finalize school branding, including website development and marketing material creation.

Securing Contracts and Operational Setup

- Begin contracting key back-office services, including accounting, legal, and marketing.
- Negotiate agreements for curriculum, technology, and student services but defer execution until staff is onboarded.
- Secure facilities and operational vendors for long-term service agreements.

January – March (Second \$200,000 Investment in February)

Staff and Student Recruitment Begins

- January: Launch official hiring campaign for leadership and administrative staff.
- February – March: Begin hiring teachers and support personnel, ensuring a gradual onboarding process.
- January: Initiate an intensive student recruitment and marketing campaign, including online advertising, community outreach, and promotional events.
- February – March: Open student enrollment, process applications, and schedule admission interviews or lottery if necessary.

Contract Finalization and School Infrastructure Setup

- Finalize vendor contracts for curriculum, technology, and student resources.
- Secure insurance policies, facilities, and required operational services.
- Establish internal administrative workflows, including HR, payroll, and compliance tracking.

April – June: Staff Training and Enrollment Finalization

Staff Onboarding & Professional Development

- Conduct comprehensive training for newly hired staff, focusing on curriculum, school policies, and instructional methods.
- Implement professional development programs tailored to the school's educational model.

Finalizing Student Enrollment

- Ensure admissions documents and student placements are processed.
- Conduct family orientation sessions and engagement programs.
- Allocate classroom assignments and establish student schedules.

July – August: Final Preparations and School Launch

School Operations and Logistics

- Finalize classroom and facility setup, ensuring all educational and administrative resources are in place.
- Perform trial runs of school operations, testing technology, security, and administrative workflows.

Family and Community Engagement

- Organize final student and family welcome events.
- Distribute student handbooks, schedules, and instructional materials.

August – Official School Opening

- Launch the academic year at the end of August.
- Closely monitor and refine operations during the first few weeks to ensure a smooth start.

Chart of Attachments

Please tab or separate attachments as noted below

- A. Contract with approved Virtual Provider
[PDF FlexPoint and Legacy School Inc. on behalf of Legacy Virtual School.pdf](#)
- B. Pupil Progression plan, if applicable
N/A
- C. Assessment Schedule
[PDF Attachment C - Assessment Schedule.pdf](#)
- D. Proposed discipline policy or student code of conduct, if applicable
N/A
- E. Articles of incorporation
N/A
- F. 501(c)(3) tax-exempt status determination letter (or copy of the filing form)
N/A
- G. Governing board by-laws
[PDF Attachment G. Governing board by-laws.pdf](#)
- H. Governing board code of ethics and conflict of interest policy
[PDF Attachment H - Governing board code of ethics and conflict of interest policy.pdf](#)
- I. For each board member, a Board Member Information Sheet, resume, and Statement of Assurances (templates provided)
[PDF Attachment I - Governing Board Members.pdf](#)
- J. Organization charts that show the school governance, management, and staffing structure in 1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and 4) when the school reaches full capacity, if in a year beyond the first charter term
[PDF Attachment J - Legacy Virtual School Organization Chart.pdf](#)
- K. Job description for the school leader and, if this person is already identified, his or her resume
[PDF Attachment K-L. Job description and qualifications for the school leader .pdf](#)
- L. If the school leader is not yet identified, the qualifications the school will look for in a school leader.
[PDF Attachment K-L. Job description and qualifications for the school leader .pdf](#)
- M. Job description(s) and qualification requirements for each administrative or leadership position other than the school leader
[PDF Attachment M. Job description\(s\) and qualification requirements for each administrative...](#)
- N. Job description(s) and qualification requirements for the school's teachers
[PDF Attachment N. Job description\(s\) and qualification requirements for the school's teachers....](#)
- O. Personnel policies, if developed
N/A
- P. Student enrollment application
[PDF Attachment P - Student Enrollment Application.pdf](#)
- Q. Evidence of demand for the school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts), if applicable
[PDF Attachement Q - Justification for the Establishment of a Charter Virtual School.pdf](#)

R. Proposed Operating Budget

 Attachment R - 5yr budget.pdf

S. Proposed Startup Budget

 Attachement S - Plng Budget.pdf +  Attachment X - 1st Year Budget.pdf

T. Evidence of external funding (e.g. foundations, donors, grants), if applicable.

 Attachment T - Finance Intention Letter.pdf

U. Applicant History Worksheet

 Attachment U - Applicant-History-Worksheet_M1A_Appendix_A.pdf

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. [112.313](#)(2), (3), (7), and (12) and [112.3143](#)(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. [112.3145](#), which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
 - (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
 - (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*
-

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Vasilii Kiselev_____

Kiselev
Signature

05/19/2025
Date



FlexPoint® is a registered trademark of Florida Virtual School.

QUOTE

This is not an invoice

Florida Virtual School
5422 Carrier Drive, Suite 201
Orlando, Florida 32819

Prepared by:
Meredith Shiero
mshiero@flexpointeducation.com
(407) 212-5127

Created Date: 05/12/2025
Expiration Date: 10/14/2025
Quote Number: Q-01480

Remit To:
Florida Virtual School
P.O. Box 737413
Dallas, TX 75373-7413

Prepared for:
Wesley Keller
admin@legacyonlineschool.com
+14844731721

Customer Information:
Legacy Online School

Product	Quantity	Catalog	Unit Price	Total Price	Line Description
FlexPoint Hosted Per Seat License	317	Grades 6-12; Grades K-5; Credit Recovery	\$239.00	\$75,763.00	Legacy School Inc. on behalf of Legacy Virtual School

Grand Total	\$75,763.00
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Please make Purchase Order out to Florida Virtual School and send to info@flexpointeducation.com.

IMPORTANT: Customer agrees to be bound by the terms detailed in this quote and by the Terms and Conditions for Use of Florida Virtual School Licensed Product(s), a copy of which can be found at <https://www.flexpointeducation.com/termsandconditions>. No additional terms shall apply, including but not limited to any set forth in Customer’s purchase order, unless Customer and Florida Virtual School have executed a written agreement.

Payment/Pricing Information

Pricing is exclusive of any applicable sales, use or other similar taxes or duties.

Please make Purchase Order out to Florida Virtual School and send to info@flexpointeducation.com. If paying via another method, please contact your FlexPoint representative for an invoice.

Customer is deemed to have accepted this quote and the Terms and Conditions for Use of Florida Virtual School Licensed Product(s) upon Florida Virtual School's receipt and acceptance of Customer's Purchase Order and/or payment.

License Terms

Type of License:

- **Per Seat:** Under the Seat License, a "seat" is defined as a student who is enrolled and in an active status in at least one FlexPoint course, an "Enrolled Student." An "Enrolled Student" may be enrolled in multiple courses at one time. If an Enrolled Student vacates* his/her seat before the renewable term expires, then a new Enrolled Student may occupy the seat without generating charges for an additional seat. In order to vacate the seat for the next student, the student's enrollment(s) must be in a non-active status in all courses (e.g., complete, inactive, withdrawn, etc.). If the number of "Enrolled Students" on a given day exceeds the number of seats licensed, those additional "Enrolled Students" will be counted and billed as "Overages".

Terms and Restrictions:

- Course materials are NOT included. Please see *Exhibit: External Course Materials* for a list of applicable materials.
- Instruction provided by customer.
- eTeacher's Guides are included. (*Guides may not be available for all courses)
- Customer may supplement or hide lessons but may not edit lesson content.
- **Overages ("Additional Usage"):** Customer is financially responsible for overages. An overage is any enrollment used in excess of the number purchased at the beginning of or during the term of the license. System-based enrollment caps are not available. FlexPoint will audit customer's account for overages and invoice customer for Additional Usage.
- **Digital Library:** The Digital Library functionality may not be used with third-party course content including but not limited to Mawi Learning courses. Use of the Digital Library with FlexPoint course content or third-party course content may result in unexpected overage fees. Combination of two or more FlexPoint courses or FlexPoint-provided course content is not allowed in a per enrollment license. Please contact your FlexPoint representative for more information about possible course customization fees and a list of third-party courses before using the Digital Library.
- Integration with an SIS and/or other software service may result in additional fees. Please contact your FlexPoint representative for details.
- Some courses may not be available in this model. Please contact your FlexPoint representative for details.
- Support for the licensed courses is included with annual license fees.
- Customers with a current annual license may be eligible to receive new course versions. Please contact your FlexPoint representative for details.

Length of Term:

IMPORTANT: Customer agrees to be bound by the terms detailed in this quote and by the Terms and Conditions for Use of Florida Virtual School Licensed Product(s), a copy of which can be found at <https://www.flexpointeducation.com/termsandconditions>. No additional terms shall apply, including but not limited to any set forth in Customer's purchase order, unless Customer and Florida Virtual School have executed a written agreement.



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- Licensed Product(s) are an annual renewable license. Customer will have access to utilize the licensed courseware for 12 months from the date access is granted.

Buzz LMS Per Enrollment Terms

Terms and Restrictions:

- Administrative access includes the ability for customer to use or create Customer Created Courses. A "Customer Created Course" is any course not provided to customer by FlexPoint through its FlexPoint Hosted license catalog and/or a course that does not contain any FlexPoint course content. FlexPoint content may not be added to a customer-created course shell.
- Enrollments for use in Customer Created Courses may be purchased at \$15 per enrollment. Customer is financially responsible for Customer Created Course overages. An "enrollment" is defined as a student who is enrolled and active in a single course for 14 days or has completed at least 15% of the course, whichever occurs first.

Length of Term:

- Any enrollments in Customer Created Courses are to be renewed and paid annually at the same time as the customer's FlexPoint Hosted Enterprise License renewal. Customer will have access to the Buzz LMS to utilize these enrollments for 12 months from the date access is granted to the customer's FlexPoint Hosted Enterprise License.

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**TERMS AND CONDITIONS
FOR USE OF FLORIDA VIRTUAL SCHOOL
LICENSED PRODUCT(S)**

IMPORTANT: DO NOT ALLOW LICENSED PRODUCT (AS DEFINED BELOW) TO BE USED WITHOUT READING THE TERMS AND CONDITIONS OF THIS AGREEMENT. IF YOU ARE NOT WILLING TO ACCEPT THESE TERMS AND CONDITIONS, PLEASE DO NOT USE THE LICENSED PRODUCT, AND NOTIFY FLORIDA VIRTUAL SCHOOL WITHIN TEN (10) DAYS OF RECEIPT OF THIS AGREEMENT. BY USING THE LICENSED PRODUCT AS PERMITTED BY THIS AGREEMENT, YOU AGREE TO BE BOUND BY THE TERMS OF THIS AGREEMENT.

This document contains terms and conditions applicable to the FLVS product line. The FLVS product line consists of a variety of virtual learning product offerings. Article A (Licensed Product Terms and Conditions) contains license terms that are applicable to all product offerings within the FLVS product line. Article B (Supplemental License Terms and Conditions) contains additional terms that are applicable to specific product offerings within this product line. Although Article B contains terms governing multiple offerings within the FLVS product line, Customer/Licensee will receive licenses only to those offerings that Customer/Licensee has actually ordered. Article C (Support and Services Policies) contains additional terms relating to FLVS' provision of support and services associated with the product offerings covered by this Agreement. Article D (Marketing Terms and Conditions) of this document sets forth FLVS' marketing and branding terms and conditions, along with additional terms for the use of the FLVS name and trade dress in connection with Customer/Licensee's use of the Licensed Product. Finally, Article E (Demo Access – Mutual Nondisclosure Agreement) sets forth the terms and conditions for Customer/Licensee's use of any of FLVS' demo products or courses.

FLVS is not subject to certain data privacy laws, including E.U. General Data Protection Regulation ("GDPR") and the California Consumer Privacy Act ("CCPA"). Despite this, FLVS endeavors to provide a reasonably equivalent level of protection for the personal information of users of its products as part of its commitment to protecting the privacy of its users. FLVS may use, collect, and process your personal information through your use of its products. Your use of any and all product offerings within the FLVS product line constitutes consent to our privacy practices regarding your personal information as detailed in FLVS's Privacy Policy which is incorporated herein by reference. Your continued use of the product affirms your agreement to this Privacy Policy and any modifications or amendments thereto. If you do not wish to be bound by these provisions, do not use the product and uninstall any downloads and applications. If there is any conflict between FLVS's Privacy Policy and these Terms and Conditions, these Terms and Conditions shall control unless specified otherwise herein.

ARTICLE A: LICENSED PRODUCT AGREEMENT

1. DEFINITIONS. This Agreement is between Florida Virtual School ("FLVS" or "Florida Virtual School") and the school, school district or other entity licensing Licensed Product from Florida Virtual School ("Customer/Licensee"). In addition, the following definitions shall apply:

1.1 "Affiliate" shall mean, with respect to any person, any other person directly or indirectly controlling, controlled by, or under common control of such person. "Control" as used herein means the legal, beneficial, or equitable ownership, directly or indirectly, of more than fifty percent (50%) of the aggregate of all voting interest in such entity.

1.2 "Agreement" shall mean, collectively, the Order Documentation, this Agreement, and all other Contract Documents identified in the Order Documentation.

1.3 "Authorized Sites" shall mean the schools, school districts or other entities named in the Order Documentation as being licensed to provide access to the Licensed Product to their Authorized Users.

1.4 "Authorized Third Party." For certain Licensed Products, Customer/Licensee may purchase a license from FLVS for a Licensed Product that will be deployed in a learning management system ("LMS") not hosted by FLVS or FLVS's designee. Rather, the Customer/Licensee may license an LMS from a third party and have such third party host the LMS or have the LMS locally deployed in the Customer/Licensee's own networking environment. In either instance, the third party licensing the LMS to Customer/Licensee is referred to herein as an "Authorized Third Party." The FLVS Approved LMS providers are subject to change and

the list can be made available upon request.

1.5 "Authorized Users" shall mean (a) students enrolled at the Authorized Sites, and (b) teachers, administrative personnel or other instructional staff employed by the Authorized Sites or by a central administrative office responsible for the Authorized Sites.

1.6 "Confidential Information" shall mean any information disclosed by either party to the other party, either directly or indirectly, in writing, orally or by inspection of tangible objects (including, without limitation, documents, prototypes, samples, plans, and equipment), which is designated as "Confidential," "Proprietary," or some similar designation. Information communicated orally shall be considered Confidential Information if such information is confirmed in writing as being Confidential Information within a reasonable time after the initial disclosure. Confidential Information may also include information disclosed to a disclosing party by third parties. Confidential Information shall not, however, include any information which: (i) was publicly known and made generally available in the public domain prior to the time of disclosure by the disclosing party; (ii) becomes publicly known and made generally available after disclosure by the disclosing party to the receiving party through no action or inaction of the receiving party; (iii) is already in the possession of the receiving party at the time of disclosure by the disclosing party as shown by the receiving party's files and records immediately prior to the time of disclosure; (iv) is obtained by the receiving party from a third party without a breach of such third party's obligations of confidentiality; (v) is independently developed by the receiving party without use of or reference to the disclosing party's Confidential Information, as shown by documents and other competent evidence in the receiving party's possession; or (vi) is required by law to be disclosed by the receiving party, provided that the receiving party gives the disclosing party prompt written notice of such requirement prior to such disclosure and assistance in obtaining an order

protecting the information from public disclosure.

1.7 “Documentation” shall mean all standard written user information, whether in electronic, printed or other format, delivered to Customer/Licensee by FLVS with respect to the Licensed Product, now or in the future, including, but not limited to, instructions, manuals, training materials, and other publications provided by FLVS that contain, describe, explain or otherwise relate to the Licensed Product.

1.8 “Licensed Product” shall mean the applicable virtual learning product offering(s) described in the Supplement and licensed to Customer/Licensee pursuant to this Agreement, as specified in the Order Documentation. Licensed Product shall be deemed to include all course content, LMS software (if applicable), hosting services (if applicable), assessments and other materials provided or made available by FLVS to Customer/Licensee in connection with the virtual learning product offerings licensed by Customer/Licensee hereunder, including all Documentation supplied by FLVS in connection with any such offerings.

1.9 “Global School Course” shall mean a half or full credit course enrollment taken for initial credit in the Global School licensing model.

1.10 “Global School-Credit Recovery Course” shall mean a half or full credit course enrollment taken for credit recovery in the Global School licensing model.

1.11 “Order Documentation” shall mean a price quotation, invoice or other documentation provided by FLVS specifying the Licensed Product and associated support and/or services being offered to Customer/Licensee, which has been accepted by Customer/Licensee as evidenced by Customer/Licensee’s submission to FLVS of a purchase order or other written acknowledgment of Customer/Licensee’s order for Licensed Product or by Customer/Licensee’s payment of applicable fees.

1.12 “Intellectual Property Rights” include all worldwide intellectual and industrial property rights including all rights in each country to copyrights, trademarks, service marks, patents, inventions, industrial designs, trade secrets, trade dress, and all other proprietary rights.

2. LICENSE GRANT.

2.1 Basic Terms. Subject to the terms and conditions of this Agreement, FLVS grants to Customer/Licensee a restricted, non-exclusive, non-transferable license to use the Licensed Product for the applicable license term for which Customer/Licensee has paid FLVS’s applicable license fees. The Supplement contains additional licensing restrictions that are applicable to the various Licensed Products available to Customer/Licensee under this Agreement, and Customer/Licensee agrees to abide by such restrictions. Regardless of the specific Licensed Product being licensed by FLVS to Customer/Licensee, Customer/Licensee acknowledges and agrees that the Licensed Product may only be used by Authorized Users for educational purposes. **Under no circumstances may Customer/Licensee or Authorized Third Party utilize the Licensed Product(s) for or to any school, business, person, or entity other than Customer/Licensee’s delivery of direct instruction to Customer/Licensee’s students by Customer/Licensee’s employees.** In no event will Customer/Licensee use the Licensed Product, including assessments, whether on a non-profit or for-profit basis, in a manner that services students of any schools or school districts that are not operated by Customer/Licensee, or for any schools or school districts that are operated by Customer/Licensee but for which Customer/Licensee has not paid FLVS’s applicable license fees for the applicable Licensed Product, without the prior written consent of FLVS. Customer/Licensee will not permit anyone to use or access the Licensed Product, other than (a) Authorized Users, and (b) if applicable, Authorized Third Parties, solely

to the extent necessary to permit the use of the Licensed Product in conjunction with any LMS licensed by such Authorized Third Parties to Customer/Licensee.

2.2 Software. To the extent that the Licensed Product provided by FLVS to Customer/Licensee includes access to any LMS or other software hosted by FLVS or FLVS’s designee, such software may be used in executable code form only. Source code to such software is not licensed to Customer/Licensee hereunder and will not be provided.

2.3 Copies. Customer/Licensee shall not make copies of or otherwise reproduce any Licensed Product, including assessments and Documentation, without the express written permission of FLVS, except that (a) Customer/Licensee’s Authorized Users may print, for Customer/Licensee’s internal use only, copies of any Documentation that is provided electronically, in order to support Authorized Users’ use of the Licensed Product; (b) Customer/Licensee’s Authorized Users may print copies of any instructional content that is provided electronically, for educational use only and only for the benefit of Customer/Licensee students receiving direct instruction by Customer/Licensee employees utilizing the Licensed Product(s) (e.g., course content may not be printed by teachers for use with students not enrolled in a Licensed Product); and (c) if Customer/Licensee is purchasing a Client Hosted Course (as described in Section 3 of the Supplement), then Customer/Licensee may permit the applicable Authorized Third Party to make a backup copy of the Client Hosted Course solely for use as part of Customer/Licensee’s disaster recovery plan. Customer/Licensee (and, if applicable, any Authorized Third Party) shall retain and include all of FLVS’s and its licensors’ copyright and other proprietary rights notices on any copies of Licensed Product made pursuant to this Section 2.3 or otherwise made with the written permission of FLVS.

Customer/Licensee acknowledges that print items are intended for use only for the duration of Customer/Licensee’s active license.

2.4 License Term. The Order Documentation shall specify the length of Customer/Licensee’s license to the Licensed Product, which could be a specified term or perpetual. In all cases, Customer/Licensee’s license to the Licensed Product is subject to termination in accordance with Section 12.3 of this Agreement.

3. RESTRICTIONS ON USE OF LICENSED PRODUCT.

3.1 Intellectual Property Rights. Customer/Licensee acknowledges and agrees that all courses, content, software, graphics, pictures, documents, licenses, designs, and materials, and any and all derivatives thereof (collectively, “Works”) made available to Customer/Licensee pursuant to this Agreement are protected by copyrights, trademarks, service marks, patents, trade secrets, or other proprietary rights and laws, and FLVS (or its Affiliates or licensors) owns all right, title, and interest in and to the Works.

Customer/Licensee acknowledges and agrees that it has no intellectual property interest or claims in the Works and has no rights to make any use of such Works except as expressly granted herein. Except as expressly authorized in writing by an officer of FLVS, Customer/Licensee agrees not to sell, license, sublicense, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create derivative works from any of the Works. Customer/Licensee will not act or permit any action that would impair any of FLVS’ (or its Affiliates’ or licensors’) rights in the Works.

Customer/Licensee agrees not to: (a) disassemble, reverse compile, reverse engineer, or otherwise attempt to discover the source code of or trade secrets embodied in the Works (or any portion thereof); (b) distribute, lend, rent, sell, transfer, or grant sublicenses to, or otherwise make available the Works (or any portion thereof) to third parties, including, but not limited to, making such Works available (i) through resellers, OEMs, or other distributors, or (ii) as an application service provider, service bureau, or rental source, unless expressly permitted in writing; (c) embed or incorporate in any

manner the Works (or any element thereof) into other applications of Customer/Licensee or third parties; (d) use or transmit the Works in violation of any applicable law, rule, or regulation, including any export/import laws; (e) in any way access, use, or copy any portion of the Works (including the logic and/or architecture thereof and any trade secrets included therein) to directly or indirectly develop, promote, distribute, sell, or support any product or service that is competitive with the Works; (f) remove, obscure, or alter any copyright notices or any name, logo, tagline, or other designation of FLVS or its Affiliates displayed on any portion of the Works. Customer/Licensee shall not permit any third party to perform any of the foregoing actions and shall be responsible for all damages and liabilities incurred as a result of such actions.

Upon termination of this Agreement, all Intellectual Property Rights shall remain with FLVS.

3.2 Confidentiality of Licensed Product. Customer/Licensee shall use reasonable efforts to ensure that (i) Licensed Product is not disclosed to or used by anyone other than Authorized Users and, if applicable, Authorized Third Parties, and (ii) all usage of Licensed Product is consistent with this Agreement and any limitations on the scope of Customer/Licensee's license. Customer/Licensee shall ensure that, to the extent it provides any copies of or access to any Licensed Product to any Authorized Third Party, such Authorized Third Party is made aware and acknowledges in writing that such Licensed Product (a) is proprietary to FLVS and its licensors, (b) may be used by such Authorized Third Party solely in connection with such Authorized Third Party's provision of LMS services to Customer/Licensee in support of Customer/Licensee's use of the Licensed Product, and (c) may not be disclosed to any party other than Customer/Licensee, or used in any manner by the Authorized Third Party for its own benefit or for the benefit of any party other than Customer/Licensee. Customer/Licensee shall not transfer, assign, provide or otherwise make Licensed Product or any component thereof available, in any form or via any medium, to any other party without the prior written consent of FLVS. Any attempted sublicense, assignment or transfer by Customer/Licensee of any rights, duties or obligations hereunder without FLVS's consent shall be void. Upon request, Customer/Licensee shall provide FLVS with access to Customer/Licensee's applicable records and computer systems to enable FLVS to audit Customer/Licensee's compliance with the provisions of this Agreement. Customer/Licensee shall provide notice to FLVS immediately, in writing, of any unauthorized use or distribution of Licensed Product of which Customer/Licensee becomes aware and shall take all steps necessary to ensure that such unauthorized use or distribution is terminated. To the extent that any Licensed Product uses passwords, codes or other user identifications to access such Licensed Product, Customer/Licensee shall advise all users that such passwords, codes or user identifications must be maintained in confidence and not transmitted or shared. FLVS is not responsible for any failure of users to maintain the confidentiality of such information.

3.3 "Answer Key" Course. FLVS shall provide Customer/Licensee with access to answer keys by delivering an answer key course to Customer/Licensee LMS or by giving Customer/Licensee access to the course in the FLVS Hosted model. Access to this course shall ONLY be given to teachers and administrative personnel and students shall NOT be enrolled in or have access to this course.

4. SUPPORT AND SERVICES. FLVS will supply support (whether included with Customer/Licensee's license of Licensed Product or purchased separately by Customer/Licensee) pursuant to the terms of FLVS's Article C Support and Services Policies, a copy of which is attached hereto and incorporated herein by reference.

5. MATERIALS. Customer/Licensee's license to the applicable Licensed Product includes access to the virtual course content and such

other course materials as are typically provided by FLVS with the applicable Licensed Product, which may vary depending on the Licensed Product selected. Information regarding required materials for each course, including whether they are provided by FLVS or whether they are Customer/Licensee's responsibility to provide, is available upon request. FLVS may provide a storefront through which Customer/Licensee may choose to purchase required materials not provided by FLVS. The purchase of storefront materials is limited to program administrative and support staff. Storefront materials are not available for purchase by Customer/Licensee's teachers, students, or student parents or guardians. All Course Materials purchases are final. Refunds and exchanges are not available for any Course Materials purchases. Customer/Licensee has one (1) year from FLVS's receipt of payment to use a Course Materials credit. At the end of one (1) year, any remaining Course Materials credit will be deemed expired.

6. CONFIDENTIALITY; NON-DISCLOSURE.

6.1 Non-Use and Non-Disclosure. Each party agrees not to use any Confidential Information of the other party for any purpose except as provided in this Agreement or to carry out its respective duties and obligations hereunder. Each party agrees not to disclose any Confidential Information of the other party to third parties or to such party's employees, except to those employees of the receiving party who are required to have the information in order to perform their obligations under this Agreement. Neither party shall reverse engineer, disassemble, or decompile any prototypes, software, or other tangible objects that embody the other party's Confidential Information and that are provided to the party hereunder.

6.2 Maintenance of Confidentiality. Each party agrees that it shall take reasonable measures to protect the secrecy of and avoid disclosure and unauthorized use of the Confidential Information of the other party. Without limiting the foregoing, each party shall take at least those measures that it takes to protect its own most highly confidential information and shall ensure that its employees who have access to Confidential Information of the other party have signed a non-use and non-disclosure agreement in content similar to the provisions of this Section, prior to disclosure of Confidential Information to such employees. Neither party shall make any copies of the Confidential Information of the other party unless the same are previously approved in writing by the other party. Each party shall reproduce the other party's proprietary rights notices on any such approved copies, in the same manner in which such notices were set forth in or on the original.

6.3 Return of Materials. All documents and other tangible objects containing or representing Confidential Information that have been disclosed by either party to the other party, and all copies thereof which are in the possession of the other party, shall be and remain the property of the disclosing party and shall be promptly returned to the disclosing party (i) immediately upon termination of this Agreement or (ii) at any time upon the disclosing party's written request.

7. PROTECTED DATA AND INFORMATION.

7.1 Data Protection. FLVS will ensure all reasonable measures are taken to protect Customer/Licensee's Data while in use at the FLVS site. Reasonable measures include, but are not limited to, the Data being stored on a secure server in a secured building behind an internet firewall with role-based level password protection for all access to such Data. FLVS shall provide copies of Customer/Licensee Data to Customer/Licensee within seven (7) Business Days of a written request for such Data.

7.2 Personal Identifying Information. To the extent that Customer/Licensee provides any personally identifying information (e.g., student or teacher data) to FLVS in the course of FLVS' performance of this Agreement, FLVS shall exercise commercially reasonable care to use such information only for the purposes of providing services to Customer/Licensee as described herein and not to disclose or permit access to any such information to any third party, other than service providers with whom FLVS may contract to provide support or hosting services in connection with the Licensed Product, in which event FLVS shall require such third parties to maintain such information as confidential in accordance with this provision. Notwithstanding the foregoing, FLVS may disclose personally identifying information to third parties in the following situations: (a) in response to a subpoena, court order,

or legal process, to the extent permitted and required by law; (b) to protect user security or the security of other persons, consistent with applicable laws; (c) in connection with a sale, merger, joint venture, or other transfer involving some or all of FLVS or the applicable assets of FLVS; or (d) as required by Federal or Florida Laws. In addition, FLVS may use and disclose aggregated, non-personally identifying information about the use of any Licensed Product for its business purposes (e.g., as part of a statistical analysis or study of the performance of students using the Licensed Product).

8. CHARGES AND PAYMENTS.

8.1 Fees and Taxes. Customer/Licensee agrees to pay FLVS the applicable fees charged for any Licensed Product and associated support and services ordered by Customer/Licensee, together with all applicable sales, use or other taxes, however designated, except for taxes based on FLVS's net income. If Customer/Licensee claims tax exempt status, Customer/Licensee agrees to provide FLVS with evidence of such tax exemption upon FLVS's request. To the extent that such tax exemption cannot be properly claimed or does not extend to certain taxes or transactions, Customer/Licensee shall be responsible for any and all taxes that arise from this Agreement (except for taxes based upon FLVS's net income). All pricings set forth in any Order Documentation supplied by FLVS is in United States dollars, unless otherwise specified. This is a nonrefundable, nontransferable license. No refunds will be provided for unused licenses or products.

8.2 Overages. Customer/Licensee is financially responsible for overages. An overage is any unit used in excess of the number of units licensed by Customer/Licensee at the beginning of or during the life of the license. FLVS reserves the right to audit, or request an audit from Customer/Licensee, of Customer/Licensee's usage and invoice Customer/Licensee for any overages that occur at any time during Customer/Licensee's use of the product. Customer/Licensee is financially responsible for all overages regardless of whether the overage is the result of enrollment by Customer/Licensee administrative staff, support staff, teachers, students, student parents or guardians; or any other party without the knowledge or consent of individuals responsible for the Customer/Licensee's program. Customer/Licensee is required to provide all information within ten (10) business days of FLVS's request for course usage information. If Customer fails to provide the information requested within ten (10) business days, FLVS may suspend access to course content until such information is received. Please note that suspension may result in permanent loss of student data.

8.3 Payment Terms. All fees for Licensed Product and associated support and services shall be due and payable according to FLVS's invoice terms unless otherwise provided by law. Customer/Licensee shall pay a monthly charge of 1.5% (18% annually) on all amounts not paid when due, or if a lower maximum rate is established by law, then such lower maximum rate.

9. FLVS WARRANTY; DISCLAIMER; LIMITATION OF LIABILITY.

9.1 Limited Warranty. FLVS cannot assure that the performance of Licensed Product will be uninterrupted or error-free, or that all Licensed Product problems will be corrected, despite FLVS's reasonable efforts to do so. FLVS does, however, warrant for the applicable Warranty Period (as defined in Section 9.2 below) that the Licensed Product will substantially conform to the applicable description and specifications contained in the Documentation delivered with such Licensed Product. The foregoing warranty shall not apply to Licensed Product that has been modified by Customer/Licensee or used in a manner that is inconsistent with this Agreement or that does not conform to the instructions and specifications contained in the Documentation for such Licensed Product. In the event that Licensed Product does not meet the requirements of this warranty, Customer/Licensee shall be responsible to so notify FLVS in writing during the Warranty Period and to provide FLVS with sufficient detail to allow FLVS to identify the problem. After receiving such notification, FLVS will undertake to correct the problem, either itself or through its licensors, by programming or content corrections, reasonable "work-around" solutions and/or Documentation corrections. If FLVS is unable to correct the problem after a reasonable opportunity, FLVS will refund the license fees paid for such Licensed

Product during Customer/Licensee's current license term, and Customer/Licensee's license to use such Licensed Product will terminate. Any liability of FLVS under this warranty shall apply only to license fees paid by Customer/Licensee during Customer/Licensee's then-current license term, and not to any previous license terms during which Customer/Licensee used the Licensed Product. **The foregoing states the complete and entire remedies that Customer/Licensee has under this warranty.** FLVS shall have no responsibility for any warranty claims made outside of the applicable Warranty Period.

9.2 Warranty Period. For Licensed Product that is licensed to Customer/Licensee for a specified term (i.e., not perpetually licensed), the Warranty Period shall be the first ninety (90) days of each license term (whether an initial license term or a renewal license term). For Licensed Product that is licensed to Customer/Licensee on a perpetual license basis, the Warranty Period shall be the first one hundred twenty (120) days after Customer/Licensee is initially provided access to the applicable Licensed Product by FLVS. The Warranty Period for Licensed Product that is perpetually licensed to Customer/Licensee does not restart when an update to a course or new course version is provided pursuant to any support plan, nor do such updates come with a separate warranty.

9.3 DISCLAIMER OF OTHER WARRANTIES AND CONDITIONS. EXCEPT AS EXPRESSLY SET FORTH HEREIN, THERE ARE NO EXPRESS OR IMPLIED WARRANTIES OR CONDITIONS IN RELATION TO THE LICENSED PRODUCT, SUPPORT OR SERVICES THAT ARE THE SUBJECT MATTER OF THIS AGREEMENT, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OR CONDITIONS OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR ANY OTHER IMPLIED WARRANTIES OR CONDITIONS ARISING BY LAW, OR FROM A COURSE OF DEALING OR USAGE OF TRADE. THE LIMITED WARRANTIES SET FORTH ABOVE GIVE CUSTOMER/LICENSEE SPECIFIC LEGAL RIGHTS. CUSTOMER/LICENSEE MAY HAVE OTHER RIGHTS, WHICH VARY FROM JURISDICTION TO JURISDICTION.

9.4 LIMITATION OF LIABILITY. NEITHER FLVS NOR ITS LICENSORS OR SERVICE PROVIDERS SHALL BE LIABLE TO CUSTOMER/LICENSEE FOR ANY SPECIAL, EXEMPLARY, INDIRECT, INCIDENTAL, OR CONSEQUENTIAL DAMAGES; OR LOST PROFITS, LOST FUNDING, LOST SAVINGS, OR LOST OR DAMAGED DATA; OR FOR CLAIMS OF A THIRD PARTY, ARISING OUT OF THIS AGREEMENT, LICENSED PRODUCT, SUPPORT, SERVICES, OR OTHER ITEMS PROVIDED HEREUNDER, EVEN IF FLVS OR ITS LICENSORS OR SERVICE PROVIDERS HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR THEY ARE FORESEEABLE. IN ANY EVENT, IN RESPECT OF ANY CLAIM, DEMAND, OR ACTION ARISING OUT OF THIS AGREEMENT, CUSTOMER/LICENSEE SHALL BE LIMITED TO RECEIVING ACTUAL AND DIRECT DAMAGES IN A MAXIMUM AGGREGATE AMOUNT EQUAL TO THE CHARGES PAID BY CUSTOMER/LICENSEE TO FLVS HEREUNDER FOR THE APPLICABLE LICENSED PRODUCT OR OTHER ITEM OR SERVICE ON WHICH THE CLAIM IS BASED DURING CUSTOMER/LICENSEE'S CURRENT LICENSE TERM FOR THE APPLICABLE LICENSED PRODUCT.

9.5 Guarantee Against Infringement. FLVS guarantees that all components of the Licensed Product shall be free from claims of patent, copyright, and trademark infringement. Notwithstanding any other provision of this Agreement, FLVS shall to the extent permitted by law indemnify, hold harmless, and defend Customer/Licensee, its officers, directors, employees, agents, assigns, and servants from and against any and all liability, including expenses, legal or otherwise, for actual or alleged infringement of any patent, copyright, or trademark resulting from the use of the Licensed Product under this Agreement.

If a component of the Licensed Product becomes or is likely to become the subject of an infringement claim, FLVS may, at its option and expense, either: (a) procure for Customer/Licensee the right to continue using such

component; (b) replace or modify the affected component so it becomes non-infringing and remains functionally equivalent; or (c) require the return of the affected component, allow Customer/Licensee to return other components intended to operate with the affected component, and refund to Customer/Licensee the portion of the license fees attributable to the returned product, prorated in accordance with the unused portion of the term.

10. INDEMNIFICATION. To the extent permitted by law, Customer agrees to defend, indemnify, and hold harmless FLVS and its Affiliates and all of their employees, contractors, officers, and board members from and against any and all liabilities, claims, damages, injuries, judgments, demands, and expenses (including court costs and attorney's fees), including third party claims, that arise out of or in connection with (i) any breach or default by Customer in the performance of any of its obligations under this Agreement; (ii) any act, omission, or negligence of Customer or any officer, agent, employee, or contractor of Customer; (iii) Customer's failure to comply with laws, rules, and regulations related to or arising from this Agreement; or (iv) any data or security breach (collectively "Claims") except to the extent that such Claims arise out of actions or omissions of FLVS. Upon written request by FLVS, Customer/Licensee shall defend FLVS (if requested by FLVS, in the name of FLVS) by attorneys and other professionals reasonably approved by FLVS. Customer/Licensee understands that this obligation of indemnification and duty to defend survives the expiration or termination of this Agreement and is not limited in any respect by insurance coverage or limitation of liability.

11. AUDIT; REVIEW. Audit Rights. FLVS may audit course enrollment and Customer/Licensee's use of the Licensed Product at any time during the term of this Agreement.

12. TERM AND TERMINATION.

12.1 Term. The term of Customer/Licensee's access to a given Licensed Product may be perpetual, or for a specified term, depending on the Licensed Product and the deployment model. For Licensed Products for which the license term is perpetual, the license shall begin when FLVS has provided access to the Licensed Product and shall continue in effect unless terminated pursuant to Section 12.3. For Licensed Products for which the license term is a specified period, the license term shall begin on the date that FLVS has made the Licensed Product available for Customer/Licensee's use and shall continue for a period consistent with the Order Documentation.

12.2 Renewals. For Licensed Products for which the term is a specified period (i.e., not perpetual), the license terminates at the end of the then-current license term. If, however, the parties agree to renew the license for an additional term (whether for the same or different quantities of students, courses, or other applicable licensing parameters), the then current terms and conditions found here, (www.flexpointeducation.com/termsandconditions) of this Agreement shall apply and remain in effect for any such renewal term, unless FLVS updates these terms and conditions to Customer/Licensee in connection with such renewal term, either in writing or via the FLVS website in which case such updated terms and conditions shall apply. Any renewal of a license to a Licensed Product shall be at FLVS's then-current rates as specified in the renewal Order Documentation.

12.3 Suspension or Termination for Breach. FLVS shall have the right to suspend performance and access to the Licensed Product under this Agreement in the event that Customer/Licensee is in breach of any of its obligations under this Agreement. In addition, either party shall have the right to terminate this Agreement in whole or in part upon thirty (30) days written notice to the other party, in the event the other party materially breaches this Agreement and fails to correct such breach within such thirty (30) day period, provided that FLVS shall have the right to terminate this Agreement immediately upon written notice in the event that Customer/Licensee breaches any of its obligations under Sections 2 or 3 hereof. If this Agreement is terminated due to non-payment by Customer/Licensee, and then FLVS subsequently reinstates Customer/Licensee's access to the applicable Licensed Product upon later receiving payment, any such reinstated access shall remain subject

to the terms and conditions of this Agreement (unless FLVS provides new terms and conditions to Customer/Licensee at the time of such reinstated access, in which case such new terms and conditions shall apply).

12.4 Effects of Termination. In the event of termination of all or any portion of this Agreement, Customer/Licensee shall remain responsible to pay any fees or charges that have accrued prior to the date of termination. In addition, the provisions of Sections 3, 9.3, 9.4, 12.4, 12.5, and 14 of this Agreement, and Sections 3.3(b) and 3.3(c) of the Supplement, shall survive termination of this Agreement. If partially terminated with respect to a particular product or service, this Agreement will remain in effect for all other products and services that have been provided hereunder to Customer/Licensee.

12.5 Use of Licensed Product. Immediately upon termination of a license of any Licensed Product, Customer/Licensee shall cease using, and shall promptly destroy any paper or other hard copies, and delete from its computer systems any electronic copies, of any components of any Licensed Product, which includes any and all assessments and derivative works of Licensed Product in Customer/Licensee's possession or control. In addition, Customer/Licensee shall require any Authorized Third Parties to cease using and to delete and destroy any such copies of any Licensed Product. Customer/Licensee access and use of Licensed Product after termination shall be limited to downloading gradebook and any student produced materials. If state law or other requirement exists that require Customer/Licensee to access assessments beyond gradebook, an additional license must be purchased to continue access. Upon request, Customer/Licensee shall (a) forward written certification to FLVS that it has complied with the requirements of this Section 12.5, and (b) provide FLVS with access to Customer/Licensee's applicable records and computer systems including any Authorized Third Party(s) to enable FLVS to audit Customer/Licensee's compliance with the provisions of this Section 12.5.

13. FLVS HOSTED PRODUCTS AND SERVICES. For certain Licensed Products, FLVS provides hosting services and/or access to an LMS through which Customer/Licensee manages the use of the Licensed Product. To the extent that Customer/Licensee licenses a Licensed Product pursuant to which FLVS provides such hosting services and/or LMS access, the following terms shall apply.

13.1 Availability. FLVS will attempt to schedule any planned maintenance or upgrades within its hosting environment at times when usage is typically low (e.g., nights and weekends), and will attempt to communicate any outages associated with planned maintenance or upgrades to Customer/Licensee in advance. Customer/Licensee acknowledges that as the FLVS hosted deployment models are dependent on the Internet, information is transmitted over local exchange and Internet carrier lines, as well as through routers, switches and other devices owned, maintained and serviced by third parties, all of which are beyond the control of FLVS and which can be impaired or disrupted through no fault of FLVS. Customer/Licensee further acknowledges and agrees that the FLVS hosted Licensed Products or services may be inaccessible or inoperable from time to time due to unscheduled maintenance or causes beyond the control of FLVS or not reasonably foreseeable by FLVS, including, but not limited to: the interruption or failure of telecommunication or digital transmission links; hostile network attacks; network congestion; or other failures (collectively, "Downtime"). FLVS will use commercially reasonable efforts to minimize any disruption, inaccessibility and/or inoperability of the FLVS hosted Licensed Products or services, but FLVS shall have no liability should Downtime occur despite such commercially reasonable efforts, nor shall it be a breach of the terms and conditions, purchase order, or Order Documentation.

13.2 Service Providers. For Licensed Products where FLVS agrees to provide Customer/Licensee with LMS access and/or hosting services, FLVS may use in-house services or a third-party service provider to provide such services.

13.3 Compatibility. Customer/Licensee shall be responsible to provide, or to ensure that Authorized Users have, a computing environment compatible with FLVS's standard specifications for the Licensed Product being licensed by Customer/Licensee. Copies of such specifications are available at <https://www.flvsglobal.net/technical-requirements/>. Such

specifications are subject to change over time based on changes in technology or Licensed Product delivery methods. FLVS does not supply computers or Internet access as part of any Licensed Product.

14. COMPLIANCE WITH LAWS

14.1 In General. Each party agrees to fully comply with the requirements of all applicable federal, state, and local laws, codes, rules, and regulations in performing its duties, responsibilities, and obligations pursuant to this Agreement.

14.2 Children's Online Privacy Protection Act ("COPPA"). Customer/Licensee shall be responsible for ensuring full compliance with COPPA and all rules promulgated thereunder.

14.3 Confidential Student Information. For the purposes of this Agreement, FLVS is hereby designated a school official for the purposes of receiving confidential student information. FLVS acknowledges and agrees that it will not disclose the confidential student information to any other person or entity and will only use the confidential student information for the purposes of this Agreement and for no other purpose. Upon the termination or expiration of this Agreement, FLVS shall maintain the confidential student information for the time period required by Florida law, and shall thereafter delete and/or destroy all originals and any copies of confidential student information and shall not retain any confidential student information. As FLVS may receive student information that is otherwise confidential, FLVS shall fully comply with the requirements of §1002.22 and §1002.221, Florida Statutes, the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g, and the federal regulations issued pursuant thereto (34 CFR Part 99); and any other law or regulation, either federal or State of Florida, regarding confidentiality of student information and records. Further, to the extent permitted by law, FLVS for itself, and its officers, employees, agents, representatives, contractors, and subcontractors, shall fully indemnify and hold the Customer/Licensee and its officers and employees harmless for any violation of this provision, including, but not limited to defending the Customer/Licensee and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon the Customer/Licensee, or payment of any and all costs, damages, judgments, or losses incurred by or imposed upon the Customer/Licensee arising out of the breach of this provision by FLVS, or its officers, employees, agents, representatives, contractors, and subcontractors, to the extent that FLVS shall either intentionally or negligently violate this provision, or §1002.22 or §1002.221, Florida Statutes. This provision shall survive the termination of or completion of all obligations under this Agreement and shall be fully binding upon FLVS until such time as any proceeding which may be brought on account of this provision is barred by any applicable statute of limitations.

14.4 Accommodations. Customer/Licensee acknowledges that virtual learning programs are not appropriate for all students, and it is Customer/Licensee's responsibility to ensure that a given Licensed Product is an appropriate placement for a particular student. For Licensed Products with FLVS-provided teacher instruction, if Customer/Licensee provides access to such Licensed Products to students requiring accommodations, Customer/Licensee will allow the FLVS-supplied teacher (or other individuals designated by FLVS as appropriate) to participate in planning meetings to ensure that the particular Licensed Product is an appropriate placement for such students. Notwithstanding the foregoing, FLVS will not be responsible for making any modifications to a Licensed Product's technology or content, or any other accommodations in connection with a Licensed Product or any associated instructional services, or third-party sites or materials associated with a course, if the standard Licensed Product is not appropriate for, or is not readily usable by, a given student.

a) **Students with Disabilities.** To the extent required by law, Customer/Licensee is responsible for complying with all applicable federal IDEA requirements and any other federal, state, or local laws or regulations in connection with the use and implementation of any Licensed Product.

b) **English Language Learner Students.** To the extent required by law, Customer/Licensee is responsible for providing appropriate

equal access and ensuring compliance with the Florida META Consent Decree and any other federal, state, or local laws or regulations in connection with the use and implementation of any Licensed Product.

c) **Individual Education Plans.** To the extent required by law, Customer/Licensee is responsible for providing any required services to support a student consistent with the legal requirements for serving students with special needs in a virtual school.

14.5 Data/Security Breach. The parties acknowledge and agree to comply with the requirements of §501.171, Florida Statutes. A breached party shall notify the other party immediately, but in no event later than thirty (30) calendar days following a determination of a breach of data security involving the other party's data. Additionally, each shall fully cooperate with the other regarding the statutory notification requirements.

14.6 Background Screening. As a public school, FLVS complies with all statutes regarding background screening of employees, in accordance with Florida law, specifically including, but not limited to, the requirements of §1012.465, Florida Statutes (the Jessica Lunsford Act) and §1012.32, Florida Statutes.

15. GENERAL

15.1 Governing Law. THIS AGREEMENT SHALL BE GOVERNED BY, AND INTERPRETED IN ACCORDANCE WITH, THE LAWS OF THE STATE OF FLORIDA. VENUE FOR ANY CAUSE OF ACTION HEREUNDER SHALL BE IN A STATE OR FEDERAL COURT IN ORLANDO, FLORIDA.

15.2 Dispute Resolution. The parties agree that they will use their best efforts to settle any and all disputes arising out of, under or in connection with this Agreement, including without limitation the validity, interpretation, performance, and breach hereof, prior to initiating any legal proceeding, whether judicial or administrative in nature. The efforts shall be primarily between the President of FLVS and the Superintendent, Principal, President, or similar chief executive of the Customer/Licensee, or their respective designees.

15.3 Force Majeure. Any delay or failure of either party in the performance of its required obligations hereunder shall be excused if and to the extent caused by acts of God; fire; flood; windstorm; explosion; riot; war; sabotage; strikes or labor disputes; extraordinary breakdown of or damage to FLVS' servers or computer systems; court injunction or order; federal and/or state law or regulation; order by any regulatory agency; inability to procure or obtain delivery of parts, supplies, power, equipment, or software; or cause or causes beyond the reasonable control of the party affected; provided that prompt notice of such delay is given by such party to the other and each of the parties hereunto shall be diligent in attempting to remove such cause or causes. If any circumstance of Force Majeure remains in effect for sixty (60) days, either party may terminate this Agreement.

15.4 Sovereign Immunity. FLVS intends to avail itself of the benefits of §768.28, Florida Statutes and any other statutes and common law governing sovereign immunity to the fullest extent possible. Neither this provision nor any other provision of this Agreement shall be construed as a waiver of FLVS' right to sovereign immunity under §768.28, Florida Statutes, or other limitations imposed on FLVS' potential liability under state or federal law. Customer/Licensee agrees that FLVS shall not be liable under this Agreement for punitive damages or interest for the period before judgment. Further, FLVS shall not be liable for any claim or judgment, or portion thereof, to any one person for over two hundred thousand dollars (\$200,000.00), or any claim or judgment, or portion thereof, which, when totaled with all other claims or judgments paid by the State or its agencies and subdivisions arising out of the same incident or occurrence, exceeds three hundred thousand dollars (\$300,000.00). Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law. This paragraph shall survive termination of this Agreement.

15.5 Non-Discrimination. The parties shall not discriminate against any employee or participant in the performance of the duties, responsibilities, and obligations under this Agreement because of race, age, political or religious

beliefs, color, gender, gender identity or expression, national origin, marital status, disability, or sexual orientation.

15.6 Public Records. FLVS is a public agency subject to Chapter 119, Florida Statutes. Customer/Licensee shall comply with Florida's Public Records Law including: (a) keeping and maintaining public records that ordinarily and necessarily would be required by the FLVS Board of Trustees in order to perform the service; (b) providing the public with access to public records on the same terms and conditions that the FLVS Board of Trustees would provide the records and at a cost that does not exceed the cost provided in Chapter 119 or as otherwise provided by law; (c) ensuring that public records that are exempt or that are confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law; and (d) meeting all requirements for retaining public records and transfer at no cost to the FLVS Board of Trustees, all public records in possession of the Customer/Licensee upon termination of the Agreement and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the FLVS Board of Trustees in a format that is compatible with the information technology systems of the FLVS Board of Trustees. The parties agree that if Customer/Licensee fails to comply with a public records request, then FLVS must enforce the contract provisions in accordance with the contract and as required by §119.0701, Florida Statutes.

IF CUSTOMER/LICENSEE HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CUSTOMER/LICENSEE'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT CustodianofRecords@flvs.net OR BY PHONE 407-490-2879, OR BY MAIL TO: 5422 CARRIER DRIVE, SUITE 201 ORLANDO, FL 32819.

15.7 Severability. In the event any portion or part of this Agreement is deemed invalid, against public policy, void, or otherwise unenforceable by a court of law, the parties shall negotiate an equitable adjustment in the affected provision of this Agreement. The validity and enforceability of the remaining parts of this Agreement shall otherwise remain fully intact.

15.8 Assignment. Customer/Licensee may not assign this Agreement, in whole or in part, to any other party without the prior written consent of FLVS.

15.9 Right to Equitable Relief. Customer/Licensee acknowledges that in the event it breaches any of the provisions of Sections 2, 3, or 6, FLVS' interests will be irreparably injured, the full extent of FLVS' damages may be impossible to ascertain, and monetary damages will not be an adequate remedy. Customer/Licensee agrees that FLVS will be entitled to enforce this Agreement by an injunction or other legal or equitable relief in any court of its choice without the necessity of posting bond or security, in addition to its

right to seek monetary damages or any other remedy.

15.10 Notices. Notices to FLVS shall be sent to: Florida Virtual School, Attn: President, 5422 Carrier Drive, Suite 201, Orlando, FL 32819. Notices to Customer/Licensee shall be sent to Customer/Licensee's address of record as set forth in the Order Documentation. Either party may change its notice address by notifying the other in like manner. Any notice given as provided herein shall be deemed received as follows: if delivered by personal service, on the date so delivered; if delivered by overnight courier service, on the Business Day immediately following delivery to such service; and if mailed, on the third Business Day after mailing.

15.11 Third Party Rights. Nothing in this Agreement shall be construed to give any rights or benefits to anyone other than FLVS and Customer/Licensee.

15.12 Headings. Article, section, and paragraph headings are for the convenience of the parties only and are not to be construed as part of this Agreement.

15.13 Waiver. Waiver by either party of any terms, conditions, or provisions of this Agreement shall not be considered a waiver of that term, condition, or provision in the future. No waiver, consent, or modification of any of the provisions of this Agreement shall be binding unless in writing and signed by a duly authorized representative of each party hereto.

15.14 Third Party Requirements. To the extent that Customer/Licensee uses any Licensed Product, Customer/Licensee is responsible for ensuring that the courses meet the requirements of any third-party organization that Customer/Licensee or its students desire to satisfy. For example, the National Collegiate Athletic Association ("NCAA") has specific guidelines regarding the acceptance of distance learning or credit recovery courses for student athletes. Customer/Licensee accepts responsibility for these criteria to the extent that Customer/Licensee uses any Licensed Product for students who desire to meet NCAA eligibility criteria. Similarly, Customer/Licensee is responsible for completing any College Board audit procedures required with respect to any Advanced Placement ("AP") courses if Customer/Licensee intends to offer any Licensed Product courses as APcourses.

15.15 Authority to Piggyback: If mutually agreed between Florida Virtual School and the Customer, agreement to these Terms and Conditions constitutes a proposal made under the same conditions, for the same price, and for the same effective period as this contract, to any other governmental entities.

15.16 Relationship of the Parties. At all times during the term of this Agreement, the parties shall be considered independent contractors and not employees of each other, and nothing herein shall be deemed to create a joint venture or principal-agent relationship between the parties. Neither party is authorized to, nor shall either party act toward third persons or the public in any manner that would indicate anything other than an independent contractor relationship with the other.

15.17 Entire Agreement. This Agreement, including the Supplement and the Policies attached hereto and the Order Documentation, constitutes the complete and entire agreement between the parties with respect to its subject matter, and supersedes all prior discussions, understandings, arrangements, proposals, negotiations and agreements with respect to same. The terms and conditions of this Agreement shall prevail notwithstanding any variance with the terms and conditions of any purchase order or other documentation submitted by Customer/Licensee. Notwithstanding the foregoing, to the extent of any conflict between this Agreement and the Order Documentation signed by both parties, the Order Documentation shall prevail. Except as otherwise expressly provided herein, this Agreement shall not be modified or amended in whole or in part without the written agreement of both parties.

ARTICLE B: SUPPLEMENTAL LICENSE TERMS AND CONDITIONS

These Supplemental License Terms and Conditions (“Supplement”) supplement the terms of the Licensed Product Agreement between FLVS and Customer/Licensee to which they are attached. Capitalized terms not defined in this Supplement shall have the same meanings ascribed to them elsewhere in the Agreement. Note that in addition to the terms set forth below for particular Licensed Products, minimum quantities may apply to purchase a license to certain Licensed Products.

To the extent that Customer/Licensee is granted a license under the Agreement to any of the Licensed Products named or described below, the following provisions set forth additional terms and conditions specific to such Licensed Products.

1. GLOBAL SCHOOL COURSES AND GLOBAL SCHOOL- CREDIT RECOVERY COURSES (FLVS HOSTED COURSES WITH TEACHER INSTRUCTION). FLVS offers a license to certain Licensed Products in which Customer/Licensee is granted access to course content in a FLVS hosted LMS environment accompanied with teacher instruction provided by Florida Virtual School (“FLVS”), the provider of the course content used in the FLVS product line. Licensed Products licensed in this fashion are referred to herein as “Global School Courses” or “Global School-Credit Recovery Courses.” The following terms apply to the licensure by Customer/Licensee of Global School Courses and Global School-Credit Recovery Courses (in addition to the terms of the Agreement to which this Supplement is attached):

1.1 Pricing. A license to a Global School Course or Global School- Credit Recovery Course is priced on a per-student, per-course basis. Customer/Licensee will pay FLVS’s applicable fees for each student enrolled in a Global School Course or Global School-Credit Recovery Course. The license fee may vary based on whether the Course is a full- credit or half-credit course, as well as whether the student resides within or outside the continental United States of America.

1.2 License/Payment Terms. Unless otherwise stated in the Order Documentation, for each Global School Course or Global School-Credit Recovery Course License Customer/Licensee agrees to:

- (a) pay the then current list price according to the quotation or Order Documentation; and
- (b) be invoiced after a student has been enrolled in a Global School Course or Global School-Credit Recovery Course for fourteen (14) consecutive days after the date the student was initially enrolled or upon completion of fifteen (15) percent of the half credit course segment, whichever occurs first. Once enrolled in a Global School Course, the student will have twenty-seven (27) weeks to complete each half credit. Once enrolled in a Global School-Credit Recovery Course, the student will have 10 weeks to complete each half credit. Should the student require more than twenty-seven (27) weeks in a Global School Course or more than 10 weeks in a Global School-Credit Recovery Course, Customer/Licensee may request and pay for a twenty-eight (28) day extension at the then current enrollment extension list price. Unless otherwise stated in the Order Documentation, payment is due as of the due date noted on the invoice, and payment is considered late fifteen (15) days after the invoice due date. FLVS retains the right to suspend Customer/Licensee service and student access to a Global School Course or Global School-Credit Recovery Course without notice if payment is overdue. FLVS retains the right to decline a Customer/Licensee request for an Official Transcript relating to a student account for which payment is overdue. If Customer/Licensee pays for Global School Licenses in advance of enrollment, then Customer/Licensee will have (1) year from the date the order is placed to enroll students in licensed Global School Courses or Global School-Credit Recovery Courses. If not activated within 1 year, the Global School Course or Global School-Credit Recovery license will be deemed expired. If a Global School Course or Global School- Credit Recovery Course is offered as part of a specific term offering with

specified dates, for example Summer School, then Customer/Licensee must fully utilize the licenses, meaning students must have completed the course(s) in which they were enrolled, by the last day of the specified term, otherwise the licenses will be deemed expired, and Customer/Licensee will not be eligible for a refund. In order for Customer/Licensee to enroll a student in a Global School-Credit Recovery Course, the student must have previously taken the equivalent course prior to enrolling.

1.3 Withdrawals. Unless otherwise stated in the Order Documentation, during the first fourteen (14) consecutive days after enrolling a student or prior to a student’s completion of fifteen (15) percent, whichever occurs first, in a Global School Course or Global School-Credit Recovery Course, Customer/Licensee may withdraw the student at no charge. A withdrawal request must be received from Customer/Licensee in writing to FLVS by email before the end of the fourteen (14) consecutive day period or prior to the student’s completion of fifteen (15) percent, whichever occurs first, for a Global School Course or Global School- Credit Recovery Course. After the fourteen (14) consecutive day period or upon the student’s completion of fifteen (15) percent of the half credit course segment, whichever occurs first, Customer/Licensee will be invoiced as per the terms outlined in section “1.2 License/Payment Terms.” If payment is made in advance, Customer may withdraw the student and enroll another student at no additional charge during the first fourteen (14) consecutive day period or prior to the student’s completion of fifteen (15) percent of the half credit course segment, whichever occurs first, for a Global School Course or Global School- Credit Recovery Course. After the fourteen (14) day period or upon student’s completion of fifteen (15) percent or more of the half credit course segment, whichever occurs first, there is no credit or refund for not completing a course.

1.4 Training. FLVS may provide, at its discretion, online training via asynchronous videos for Customer/Licensee personnel (e.g., Facilitators, as defined in Section 1.5 below, guidance counselors, or others) who will be supporting Customer/Licensee’s students taking a Global School Course or Global School-Credit Recovery Course.

1.5 Course Maintenance; Administrative and Teacher Support. Upon enrollment in a Global School Course or Global School-Credit Recovery Course, students will have access to the most current version of that course. A FLVS administrator will be designated as Customer/Licensee’s point of contact for administrative and support issues, and the FLVS teachers assigned to Customer/Licensee’s students will assess and evaluate student progress and provide monthly progress reports that will be made available to Customer/Licensee.

1.6 Facilitator. Customer/Licensee must designate one or more Customer/Licensee personnel to act as a “Facilitator.” The Facilitator will be the primary contact between Customer/Licensee and FLVS with respect to the students taking Global School Courses or Global School- Credit Recovery Courses. The Facilitator will generally perform the following functions: (a) reviewing progress reports for each student at least once a month; (b) overseeing students to ensure participation in coursework and completion of assignments; (c) acting as a liaison between students or parents and FLVS teachers as needed; (d) assisting students in registering for AP exam reviews and exams, if applicable; (e) proctoring exams as necessary; (f) providing data and responses to surveys and other inquiries about students taking the Global School Courses or Global School-Credit Recovery Courses as

may be reasonably requested by FLVS; and (g) communicating with the designated FLVS school administrator if questions or problems arise.

1.7 Grading; Credit. Upon completion of a Global School Course or Global School-Credit Recovery Course, the teacher will issue a grade to the student. Although FLVS has obtained accreditation as a provider of virtual courses, by one or more recognized accreditation organizations, certain Global School Courses may not fall under FLVS' accreditation. Regardless of whether a Global School Course or Global School-Credit Recovery Course falls under FLVS' accreditation, however, FLVS may not grant credit to Customer/Licensee's students. It is ultimately Customer/Licensee's decision whether to issue credit for successful completion of a Global School Course or Global School-Credit Recovery Course as part of Customer/Licensee's official records for such student. Additional information regarding FLVS's accreditation is available upon request.

1.8 NCAA Restrictions. The National Collegiate Athletic Association (NCAA) has specific guidelines regarding the acceptance of distance learning or credit recovery courses for student athletes. **Global School- Credit Recovery Courses do not meet the current NCAA eligibility criteria. To ensure time for comprehension and mastery, FLVS requires students to work in a course segment for fourteen (14) days at minimum; twenty-eight (28) days of work is required, at minimum for a two (2) segment course.** Pursuant to section 15.14 of the FLVS Licensed Product Agreement, Customer/Licensee is responsible for ensuring any Global School Course satisfies the National Collegiate Athletic Association's (NCAA) eligibility criteria.

1.9 Individualized Education Programs (IEP) To the extent required by law, Customer/Licensee is responsible for providing any required services to support a student, such as the student's IEP and Section 504 plan. For all students for whom Customer/Licensee submits a Global School enrollment request, Customer/Licensee must provide FLVS with an electronic copy of any IEPs and Section 504 plans within 2 weeks of request submission. All IEP and 504 plans shall be submitted to FLVS by email at globalschool@FlexPointEducation.com. Any new IEP's or updated IEPs obtained after enrollment must be submitted within two (2) weeks of receipt.

1.10 Disciplinary History. With regard to any student who desires to enroll in a Global School Course or Global School-Credit Recovery Course, Customer/Licensee will, upon request, disclose the students' disciplinary background to FLVS. Customer/Licensee shall notify FLVS of any student that Customer/Licensee is seeking to enroll who has been expelled or is being considered for expulsion from one of Customer/Licensee's schools. FLVS shall have the sole authority and discretion to accept or deny a student's participation therein. Further, any student enrolled in a Global School Course or Global School-Credit Recovery Course shall have the obligation while so enrolled to self-report any arrest and/or convictions for criminal activity.

2. FLVS HOSTED COURSEWARE PACKAGES (FLVS HOSTED COURSES WITHOUT TEACHER INSTRUCTION). FLVS offers a license to certain Licensed Products in which Customer/Licensee is granted access to a specific bundle of courses hosted by FLVS or its designee, but for which Customer/Licensee is responsible to provide its own teachers. Licensed Products licensed in this fashion are referred to herein as "FLVS Hosted Courseware Packages," and each course within a FLVS Hosted Courseware Package is referred to as a "FLVS Hosted Course." A FLVS Hosted Courseware Package may be limited to a particular set of courses (e.g., middle school courses; electives; or AP courses) or may include the entire catalog of available courses. For FLVS Hosted Courseware Packages, the following terms shall apply (in addition to the terms of the Agreement to which this Supplement is attached):

2.1 Access. FLVS will provide Customer/Licensee with access for the loading of students and teachers into the applicable LMS that is used to host the FLVS Hosted Courseware Package via the use of student and teacher codes, unless otherwise provided with additional administrative access that may be made available at an additional cost. Customer/Licensee's Authorized Users will be provided a unique identity for access to FLVS hosted systems, for which Customer/Licensee must implement reasonable security measures to protect access to the FLVS hosted system.

2.2 License Model and Term. FLVS Hosted Courseware Packages are available in a variety of licensing models. The Order Documentation will include specific information on the type of license Customer/Licensee is purchasing for the FLVS Hosted Courseware Package, any license use restrictions, as well as the length of the license term.

2.3 Content Modifications. For each FLVS Hosted Courseware Package, the LMS functionality permits Customer/Licensee personnel to add new pages of content to the FLVS Hosted Courses or hide content that Customer/Licensee chooses to skip. However, other than adding new content or hiding content in this manner, modification or editing of a FLVS Hosted Course is prohibited. Customer/Licensee is prohibited from adding course content that is derived from FLVS or its Licensors course content in appearance, wording, style, or framework.

Data associated with any Customer/Licensee content additions may not exceed fifty (50) percent of the original master course size.

2.4 Training. Upon initial license, for each FLVS Hosted Courseware Package, FLVS will provide a product orientation session which includes basic training on the use of the third party LMS platform that is used by FLVS to facilitate the hosting of the applicable FLVS Hosted Courseware Package. Additional teacher training options are available at an additional cost.

2.5 Support. Customer/Licensee's license to a FLVS Hosted Courseware Package includes access to FLVS's Support Plan (as described in the Support and Services Policies) for the duration of Customer/Licensee's license.

2.6 Record Retention. As each state has specific guidelines regarding the retention of student educational records, the Customer/Licensee is responsible for retaining its own student records for permanent retrieval in accordance with their State and District requirements. The FLVS Hosted Courseware Package permanently retains all student data; however, the FLVS Hosted Courseware Package should not be considered the system of record for Customer/Licensee student data. FLVS is not responsible for records deleted by clients that prove to be irretrievable through reasonable efforts.

2.7 OneRoster. Customer/Licensees using OneRoster assumes responsibility for Customer/Licensee's data integration and management of Customer/Licensee student data. FLVS will assist with troubleshooting in collaboration with the applicable LMS but is not liable for data lost as a result of a OneRoster sync error.

3. CLIENT HOSTED COURSES (CUSTOMER/LICENSEE HOSTED COURSES WITHOUT TEACHER INSTRUCTION). FLVS offers a license to certain Licensed Products in which Customer/Licensee is provided the Licensed Product for use within an LMS that Customer/Licensee has licensed separately from a third party. Licensed Products licensed in this fashion are referred to herein as "Non- Hosted Courses" or "Client Hosted Courses." For a Client Hosted Course, FLVS provides no LMS services. For Client Hosted Courses, FLVS's default deployment method includes delivery of LTI links to FLVS-Hosted lesson content as well as delivery of assessments, assignments, and discussion prompts to a Customer/Licensee's FLVS-approved LMS. If

Customer/Licensee wishes to have the Client Hosted Courses deployed via any other method, then additional fees may apply. Except for the lesson content components for which FLVS may provide hosting, managing the Client Hosted Course within Customer/Licensee's LMS is Customer/Licensee's responsibility. In addition, FLVS does not provide teacher instruction with Client Hosted Courses. For Client Hosted Courses, the following terms shall apply (in addition to the terms of the Agreement to which this Supplement is attached):

3.1 Approved LMS Providers. For quality assurance purposes, FLVS requires that Customer/Licensee procure and maintain a licensing relationship with a FLVS-approved LMS provider as well as utilize a specified LMS version where applicable in order to license a Client Hosted Course, unless FLVS has agreed in writing to the use of an unapproved LMS provider in a particular instance. Use of an approved LMS provider and version will allow FLVS to deploy Client Hosted Courses into Customer/Licensee's LMS. The FLVS approved LMS providers are subject to change and can be made available upon request. Ultimately, however, Customer/Licensee (and not FLVS) is responsible for any issues related to the functionality or use of Customer/Licensee's chosen LMS. If FLVS agrees to permit Customer/Licensee to license a Client Hosted Course for use with an unapproved LMS provider, then FLVS will not be responsible for importing the Client Hosted Course into Customer/Licensee's LMS, unless FLVS agrees to do so, nor shall it be responsible for the performance of Licensed Product as it relates to issues caused or created by any unapproved LMS. "Customer/Licensee is strictly prohibited from transferring, conveying, or migrating FLVS courses, course content, and/or assessments to a location other than the original agreed upon location of delivery. If Customer/Licensee desires to change Customer/Licensee's LMS or LMS version, Customer/Licensee shall be responsible for notifying FLVS in writing (120) days prior to the change so as to provide FLVS with sufficient time to determine if Licensed Product can be supported in the new LMS or LMS version and provide Customer/Licensee with a price quotation to move Licensed Product to the new LMS. If FLVS determines additional work is required beyond what is included in the support plan to make Licensed Product operational in the Customer/Licensee systems, this work will be priced and quoted by FLVS at its then applicable rates. In addition, FLVS reserves the right to remove an LMS or LMS version from its approved list at its sole discretion, in which case FLVS will provide notice to Customer/Licensee of such removal. FLVS will provide support of the now unapproved LMS or LMS Version to Customer/Licensee for 90 days following notification.

3.2 Security. Customer/Licensee must implement reasonable security measures to protect courses within Customer/Licensee's LMS environment. Such measures include, but are not limited to, the LMS environment being hosted on a Secure Sockets Layer (SSL) secure server with forced HTTPS (server converts any http:// to https://) in a secure facility, behind an Internet firewall, with role-based password protection (student, teacher, administrator) for access to the Client Hosted Course.

3.3 Content Modifications. Customer/Licensee is permitted to make revisions to the course content included in a Client Hosted Course and also may be allowed to combine other content with a FLVS Hosted or Client Hosted Course (collectively, "Revisions"). Customer/Licensee may develop Revisions itself or may request that FLVS assist Customer/Licensee in developing Revisions, in which case, if FLVS agrees to develop such Revisions, additional fees will apply.

(a) Customer/Licensee is prohibited from making Revisions to any master FLVS Course copy. Customer/Licensee may make Revisions to any copy other than Customer/Licensee master FLVS Course copy. If Customer/Licensee makes Revisions to Customer/Licensee master FLVS Course copy, Support for the

modified course shall be void. Florida Virtual School will have no obligation to Support, alter, or retrofit any such modifications.

(b) If Customer/Licensee creates Revisions, then any such Revisions are Customer/Licensee's sole responsibility. Neither FLVS nor its licensors will have any responsibility or liability for any reason with respect to Customer/Licensee Revisions. Customer/Licensee represents and warrants that any Revisions will not infringe any patent, copyright, trade secret, or other proprietary right of any other party, and that such Customer/Licensee shall, to the extent permitted by law, indemnify and defend FLVS and its licensors, their parents, affiliates and subsidiaries, and their respective officers, directors, employees, contractors, and agents and their successors and assigns from any and all claims, actions, damages, expenses, obligations, losses, liabilities, and liens imposed on, incurred from, or asserted regarding the Revisions. Customer/Licensee shall be prohibited from distributing any course or any Revisions based on or derived from a licensed course to any third parties, and shall use such materials strictly for internal purposes within the authorized sites during the license term. Customer/Licensee will not provide any such Revisions to a third party (other than an Authorized Third Party, solely in connection with such Authorized Third Party's support of Customer/Licensee's use of the Client Hosted Course). If FLVS makes subsequent modifications to any course that are incompatible with Customer/Licensee-created Revisions, FLVS will have no obligation to alter or retrofit any such modifications to make them compatible with such Customer/Licensee-created Revisions.

In an effort to minimize the infrastructure impact of custom course development changes, data associated with any Customer/Licensee content additions or Revisions may not exceed fifty (50) percent of the original master course size or exceed twenty-five (25) percent of files in the course. Failure to adhere to this limit may result in additional fees being assessed. Customer/Licensee is responsible for ensuring that Customer/Licensee staff responsible for making revisions to the FLVS-hosted content has reviewed the FLVS training for such revisions.

In addition to the terms of this section, any course designated as an "eDynamic Learning Course (EDL)," which is defined as a course developed by a FLVS licensor, whereby FLVS is authorized to distribute such courses to its customers, the following additional terms apply; (i) All course content included, or incorporated into any Revisions by Customer/Licensee into any eDynamic Learning Course (EDL) and all rights, rights of authorship, copyrights, trademarks and all other intellectual property rights arising therefrom or otherwise associated therewith shall remain exclusively with eDynamic Learning Inc. (ii) Upon termination of the Customer/Licensee license, Customer/Licensee shall cease using the courses, including any courses containing Revisions, and any Revisions based on or derived from any eDynamic Learning (EDL) Course content.

(c) If Customer/Licensee requests, and FLVS agrees to, assist in creating Revisions to a Client Hosted Course, then other than content specifically provided by Customer/Licensee to FLVS for inclusion in any Revisions, FLVS retains all copyrights and other intellectual property rights in and to all content and materials included in any Revisions, and all ideas, processes, procedures and know-how embodied or used in any Revisions. Accordingly, FLVS shall have the right to use any Revisions it develops at Customer/Licensee's request for any purpose whatsoever, including, but not limited to, providing all or any portion of such Revisions to other Customer/Licensees and/or reusing all or any portion of such Revisions in other products. Notwithstanding the foregoing, FLVS shall not, without Customer/Licensee's written permission, use any Confidential Information provided by Customer/Licensee in any materials that it licenses to other Customer/Licensees or includes in other products; provided, however, that Customer/Licensee's

permission shall not be required in the case of FLVS's reuse of such Customer/Licensee- provided content if such content is freely available for FLVS to use (e.g., public domain content), or if FLVS has obtained the right to use such content independently from a source other than Customer/Licensee. If FLVS develops Revisions for Customer/Licensee as described herein, then after those Revisions have been developed and made available to Customer/Licensee for use within the Client Hosted Course, FLVS shall have no obligation to update or modify such Revisions. If FLVS makes subsequent modifications to any course for its user base generally that are incompatible with Revisions previously developed by FLVS for Customer/Licensee, FLVS will have no obligation to alter or retrofit any such modifications to make them compatible with such Revisions previously created for Customer/Licensee.

(d) For any content that Customer/Licensee includes in any Customer/Licensee-created Revisions, or provides to FLVS for inclusion in any Revisions that Customer/Licensee engages FLVS to create, Customer/Licensee represents and warrants that it has sufficient right, title and interest in and to such content to allow FLVS, its licensors and service providers, to reproduce such content within the Revisions. Customer/Licensee further represents and warrants that the inclusion of such content in the Revisions will not infringe any patent, copyright, trade secret or other proprietary right of any other party. Customer/Licensee shall defend, indemnify, and hold harmless FLVS, its directors, officers, employees and agents from and against any and all damages, losses, expenses, costs (including, without limitation, attorneys' fees), claims, suits, actions, judgments, or other liabilities arising out of or in any way related to any breach or alleged breach of the foregoing warranty, or any claim that any such content infringes any proprietary right of any third party. FLVS may suspend access in any FLVS or Customer/Licensee system to any Revisions and/or remove any such Customer/Licensee-provided content from any Revisions upon FLVS's determination, in its sole discretion, that such content is or may be infringing upon or misappropriating the intellectual property rights of a third party. Customer/Licensee will provide FLVS access to any Authorized Third-Party system in order to execute the terms of this section.

3.4 Course Access and Other Fees. Customer/Licensee may be

required to pay a course access fee for each Client Hosted Course being deployed into Customer/Licensee's LMS in addition to the applicable license fees for the Client Hosted Course. The Order Documentation will contain specific information on the type of license the Customer/Licensee is purchasing to include course access fees if applicable. Upon initial license, FLVS will provide a product orientation session at no charge; additional teacher training options are available at an additional cost.

3.5 License Model and Term. Client Hosted Courses are available in a variety of licensing models. The Order Documentation will include specific information on the type of license Customer/Licensee is purchasing for the Client Hosted Courses, any license use restrictions, as well as the length of the license term. For any model whereby pricing is determined based on the population of the Authorized Sites, as described in the Order Documentation, pricing of the license fee is based on the population at the time of the license, or its renewal. The scope of the license is limited to the Authorized Sites that were in place at the time of the license purchase. Therefore, if the population of the Authorized Sites grows or additional sites are annexed, the Customer/Licensee may be required to pay additional license fees. For example, if Customer/Licensee purchased a license for its school district, and the district annexes a neighboring school district, the license will not encompass the schools and population added by the annexation; additional license fees must be paid to expand the license to cover this additional population. Customer/Licensee may be audited by FLVS at any time and may be required to report population or enrollment/seat numbers either quarterly, semi- annually, or annually at FLVS's discretion.

3.6 Support. For Client Hosted Courses, access to a Support Plan (as described in the Support and Services Policies) may be included with the license fees or may be available at an additional cost as stated in the Order Documentation.

3.7 FLVS Maintenance for Inactive Courses. If Customer/Licensee has an active license for a Client Hosted course but is no longer utilizing the course or has not had enrollments in the course for a period of (twelve) 12 months, Customer/Licensee shall immediately notify FLVS. Customer/Licensee agrees to FLVS's shut down of said course.

ARTICLE C: SUPPORT AND SERVICE POLICIES

These Support and Services Policies (“Policies”) supplement the terms of the Licensed Product Agreement between Florida Virtual School and Customer/Licensee to which they are attached. Capitalized terms not defined in these Policies shall have the same meanings ascribed to them elsewhere in the Agreement.

1. DEFINITIONS. For purposes of these Policies, the following additional definitions shall apply:

1.1 “Error” shall mean a reproducible failure of Licensed Product to operate in accordance with its standard Documentation, despite the proper installation and use of Licensed Product in a proper operating environment and on hardware and system software sufficient to meet FLVS’s minimum requirements, which are subject to change from time to time as Updates are released. User mistakes are not Errors as defined herein. Errors may be due to problems with the Licensed Product, the Documentation, or both.

1.2 “Update” shall mean a modification to a Licensed Product that FLVS, at its discretion, deems ready for distribution and makes generally available to Customer/Licensees who are currently maintaining a subscription to a Support Plan described below. Updates may include product fixes to any software hosted by FLVS to remedy Errors in the software, and updates to course content to fix Errors or to provide additional or enhanced material. Updates do not include New Courses or New Versions of an existing course.

2. SUPPORT PLAN. For FLVS Hosted Courseware Packages, as described in Section 2 of the Supplement, access to FLVS’s Support Plan is included in the price of the Licensed Product. For Client Hosted Courses, as described in Section 3 of the Supplement, FLVS offers two kinds of product models with regard to support: those models for which support is included with the annual licensing fee and those models that require a support plan at an additional cost. The Order Documentation will include specific information on the license model and whether support is included with the license fee or is available at an additional cost. The Support Plan may be renewed annually at FLVS’s then-current rates for as long as FLVS continues to offer the plan. Plan prices and terms may vary depending on the Customer/Licensee’s chosen deployment method. Support Plan includes call center support and Updates, as described below. The plan is also subject to the exclusions and Customer/Licensee responsibilities described below.

2.1 Call Center Support. Call center support services are limited to Monday through Friday, during FLVS’s normal business hours, exclusive of FLVS holidays. Call center support services include a variety of methods of contact, including telephone, and online help ticket submission. Call center support services for Licensed Product are limited to program administrative and technical staff. Call center support is not available to Customer/Licensee’s teachers, students, or student parents or guardians except for Global School Courses. Call center support is limited to support for technical issues that Customer/Licensee experiences in use of a Licensed Product. Call center support is not a substitute for training, nor is it intended to provide curriculum or other instructional support (e.g., suggestions for how best to teach a topic in a virtual environment). Customer/Licensee personnel with such questions should contact FLVS regarding potential professional development options.

2.2 Updates. For as long as Customer/Licensee maintains an active subscription to a Support Plan, whether it is included as part of the Customer/Licensee annual license fees, or is licensed at an additional cost, Customer/Licensee will be entitled to receive notifications of all Updates to the Licensed Products licensed by Customer/Licensee. If required by Customer/Licensee’s chosen method of course deployment and as specified in the Order Documentation, Customer/Licensee will provide FLVS continuous access to Customer/Licensee Master Course Copies to apply updates. Loss or removal of access will result in

discontinuation of support and course updates. If Customer/Licensee reinstates access, courses may require redeployment for Customer/Licensee to receive missed updates. Customer/Licensee will be required to pay course access fees for the redeployed courses. Updates will not be made to Customer/Licensee teacher copies or any other copy other than Customer/Licensee master FLVS Course copy. Updates do not include New Courses or New Versions of an existing course (as described in the next sentence). If FLVS or its licensors have built a new version of an existing course, or have significantly redesigned an existing course by adding significant new features and content, FLVS reserves the right at its discretion to designate such course as a “New Course” or “New Course Version” rather than an “Update,” in which case, depending on the Customer/Licensee’s designated support plan, additional license fees may apply if Customer/Licensee desires to license such New Course or New Course Version. FLVS will only provide a support plan to Customer/Licensees using the most current course version and one version prior. Customer/Licensees using one course version prior to the most current course version and who have a current support plan will only receive support for a period of 12 months from the most current course version release date, unless FLVS at its discretion deems there are circumstances beyond its control or unless FLVS deems that the prior course version no longer meets industry education standards (i.e. Advanced Placement) or is no longer in the best interest of Customer/Licensee students, which would require FLVS to discontinue support for a course before the 12 month period. In this circumstance, FLVS will notify Customer/Licensee of the support end date and provide Customer/Licensee options.

2.3 Course Retirement. During its normal course of business or as New Courses or New Course Versions are released, and at its sole discretion, FLVS may find it necessary to retire course versions or entire courses titles and may cease to make the courses, updates, and support for these courses available to Customer/Licensee. Upon retiring of a course, and if Customer/Licensee has a current support plan, FLVS may provide Customer/Licensee with support for the retired course for a maximum of 12 months from the retire date, unless FLVS at its discretion deems there are circumstances beyond its control or unless FLVS deems that the retired course no longer meets industry education standards (i.e. Advanced Placement) or is no longer in the best interest of Customer/Licensee students, which would require FLVS to discontinue support for a course before the 12 month period. In this circumstance, FLVS will notify Customer/Licensee of the support end date and provide Customer/Licensee options.

2.4 Exclusions. FLVS shall not be required to provide any support in connection with (i) any Revisions made to any Licensed Product by Customer/Licensee pursuant to Section 3.3 of the Supplement; (ii) any failure of any Revisions created by Customer/Licensee, or by FLVS or its designee for Customer/Licensee, pursuant to Section 3.3 of the Supplement to be compatible with future releases of the applicable Licensed Product; or (iii) any problems or issues that Customer/Licensee encounters with any LMS or other system not licensed to Customer/Licensee by FLVS as part of the applicable Licensed Product.

2.5 Customer/Licensee Responsibilities. In order to receive support services under a Support Plan, Customer/Licensee shall:

(a) supply FLVS with sufficient information and data to reproduce any Error or problem that is the subject of a support request; and

(b) procure, install, operate and maintain computer systems and operating systems that are compatible with and meet the minimum requirements for the version of Licensed Product to be supported; and

(c) maintain an operating environment free of any programming that might interfere with the functioning of Licensed Product as supplied by FLVS; and

(d) notify FLVS in writing (120) days prior to migrating to a new LMS or LMS version so as to provide FLVS with sufficient time to determine if Licensed Product can be supported in the new LMS or LMS version. If FLVS determines additional work is required beyond what is included in the support plan to make Licensed Product operational in the Customer/Licensee systems, this work will be priced and quoted by FLVS at its then applicable rates.

3. RENEWALS OF THE SUPPORT PLAN. For Client Hosted Courses, access to a Support Plan may be available at an additional charge depending on the license model and must be renewed annually for continued access to the plan. With respect to such renewals, the following terms shall apply:

3.1 Terms and Conditions. If FLVS offers to renew the Support Plan for subsequent periods, then the components of the plan will continue to be as described in these Policies, unless FLVS provides new terms and conditions to Customer/Licensee at the time of renewal, in which case such new terms and conditions shall apply.

3.2 Rates. All renewals of the Support Plan shall be at FLVS's then-current rates.

4. PROVISION OF PROFESSIONAL SERVICES.

4.1 Professional Services. In addition to those services that comprise a Support Plan, FLVS will provide such other training, consulting or other professional services that are specified in the Order Documentation, or subsequently requested by Customer/Licensee and agreed to be performed by FLVS, provided that FLVS may, at its option, arrange for any such services to be performed by another entity on behalf of FLVS. Customer/Licensee agrees to pay for such services at the rates and charges specified in the Order Documentation. FLVS reserves the right to require a purchase order or equivalent documentation from Customer/Licensee prior to performing any services, or to require prepayment of certain services. Unless otherwise specified, all rates quoted are for services to be performed during FLVS's normal business hours; additional charges may apply for evenings, weekends or holidays. The rates and charges specified in the Order Documentation shall apply to those services originally ordered; however, FLVS reserves the right to change service rates or other terms as a condition of entering into any subsequent service engagement. FLVS reserves the right to limit the number of participants in any service engagement, whether delivered on-site or remotely, as FLVS deems appropriate in order to deliver the service effectively. All services ordered must be scheduled and delivered within twelve (12) months of purchase; any portion of amounts prepaid for such services that have not actually been rendered within this twelve (12) month period shall be forfeited.

4.2 On-Site Services. For any professional services to be delivered at Customer/Licensee's location (or in person at such other Customer/Licensee-selected location as the parties may agree), Customer/Licensee agrees to the following:

(a) Customer/Licensee agrees to provide, at Customer/Licensee's expense, utilities, workspace and other on-site

accommodations reasonably necessary to enable FLVS to perform such services, and shall provide unencumbered access to all servers, workstations and other equipment with respect to which any work is to be performed.

(b) If specified in writing by FLVS in the Order Documentation, Customer/Licensee shall, in addition to the fees charged for performance of services hereunder, pay FLVS for travel expenses, lodging, meals and other related expenses incurred in the performance of such services. All such additional charges will be due and payable concurrently with payment for services.

4.3 Remotely Delivered Services. FLVS may deliver certain services remotely (e.g., via webinar), in which case Customer/Licensee is responsible for providing its participants with appropriate access to the necessary technology to participate.

4.4 Service Packages. FLVS offers a variety of service packages in connection with the Licensed Products. Specific descriptions for the available services packages are available upon request. Additional terms and/or restrictions may apply to certain packages. For example, with certain training packages, Customer/Licensee may be required to schedule consecutive training days; for other packages, Customer/Licensee may be allowed to schedule training days consecutively or separately, subject to a cap on the total number of trips by FLVS to deliver the total number of days of training.

4.5 Cancellation. Once scheduled, any on-site service days may be cancelled only with the written consent of FLVS, and only upon payment of reasonable cancellation charges that take into account expenses already incurred and commitments made by FLVS.

5. CONFIDENTIALITY. To the extent that, in performing any support or services pursuant to these Policies, FLVS has access to any Customer/Licensee confidential information, FLVS agrees to use commercially reasonable efforts to maintain the confidentiality of such Customer/Licensee confidential information, and to use such information solely for purposes of performing services hereunder. FLVS shall require its employees, agents and subcontractors performing work hereunder to do likewise. For purposes of this Section, "Customer/Licensee confidential information" shall mean any of Customer/Licensee's student or personnel data or records, and any other Customer/Licensee information or data labeled or identified as confidential at the time of disclosure; provided, however, that this definition and the obligations of this Section shall not extend to any information that: (a) is or becomes publicly known through no fault or negligence of FLVS, its employees, agents or subcontractors; (b) is or becomes lawfully available from a third party without restriction; (c) is independently developed by FLVS, its employees, agents or subcontractors at any time; or (d) is disclosed without restriction by Customer/Licensee to any third party at any time; (e) or is required to be disclosed by law.

6. Public Records. FLVS is a public agency subject to Chapter 119, Florida Statutes. The Customer/Licensee shall comply with Florida's Public Records Law including: (a) keeping and maintaining public records that ordinarily and necessarily would be required by the FLVS Board of Trustees in order to perform the service; (b) providing the public with access to public records on the same terms and conditions that the FLVS Board of Trustees would provide the records and at a cost that does not exceed the cost provided in chapter or as otherwise provided by law; (c) ensuring that public records that are exempt or that are confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law; and (d) meeting all requirements for retaining public records and transfer at no cost to the FLVS Board of Trustees, all public records in possession of the Customer/Licensee upon termination of the Agreement and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the FLVS Board of Trustees in a format that is compatible with the information technology

systems of the FLVS Board of Trustees. The parties agree that if the Customer/Licensee fails to comply with a public records request, then FLVS must enforce the contract provisions in accordance with the contract and as required by Section 119.0701, Florida Statutes.

IF THE CUSTOMER/LICENSEE HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CUSTOMER/LICENSEE’S DUTY TO

PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT CustodianofRecords@flvs.net OR BY PHONE 407-490-2879, OR BY MAIL TO: 5422 CARRIER DRIVE, SUITE 201, ORLANDO, FL 32819.

ARTICLE D: MARKETING TERMS AND CONDITIONS

1. MANAGEMENT RESPONSIBILITY. FLVS will provide to Customer/Licensee certain tools, methods and resources that are intended to help Customer/Licensee grow and build its business. However, Customer/Licensee is fully and exclusively responsible for its own business performance and Customer/Licensee satisfaction. In addition, Customer/Licensee has full and exclusive responsibility for understanding and ensuring compliance with any regulatory, legal or contractual obligations related to Customer/Licensee’s business, including without limitation, data held by Customer/Licensee and its clients, information provided by Customer/Licensee to its clients and/or other third parties and any safeguarding and security measures that may be required. Customer/Licensee is solely responsible for the final outcomes, actions taken, and results produced by use of the products delivered by FLVS.

2. INTELLECTUAL PROPERTY. All content produced by FLVS within the scope of Services rendered, including software and web code, contents, graphics and design, or material developed or licensed by FLVS for Customer/Licensee as part of the Services is copyrighted by FLVS and remains the exclusive property of FLVS. Upon termination of this Agreement, all copyrights and other intellectual property rights shall remain with FLVS. This use will be restricted to the Customer/Licensee use only, and Customer/Licensee does not have any rights to resell, license or otherwise allow third party use of the content.

All Content included on the FLVS Website is the property of FLVS, our affiliates, or other relevant third parties. By continuing to use the Website, Users acknowledge that such Content is protected by copyright, trademarks, database rights and other intellectual property rights. Nothing on the site shall be construed as granting, expressly or by implication, estoppel, or otherwise, any license or right to use any trademark, logo or service mark displayed on the site without the owner's prior written permission.

Customer/Licensees are expressly forbidden to download, store, reproduce, transmit, display (including without limitation via an intranet or extranet site), copy, sell, publish, distribute or provide access to Content for any purposes other than as set out herein or to sub-license, rent, lease, transfer or assign any rights in Content, to any other person or to commercially exploit Content or to use Content for any unlawful purpose.

The Customer/Licensee shall include the registered trademark ® symbol after the first mention of Florida Virtual School or FLVS on all marketing pieces and include the following trademark statement: “Florida Virtual School and FLVS are registered trademarks of Florida Virtual School, a public school district of the State of Florida.” The Customer/Licensee should also link to the FLVS website (www.flvs.net) in digital marketing and promotional activities.

Any specific use of FLVS trademarks or trade names in any advertising copy, Web copy, marketing materials, literature, and promotional material or on Customer/Licensee letterhead shall be submitted in advance to the Customer/Licensee’s FLVS Account Manager for written approval.

ARTICLE E: DEMO ACCESS – MUTUAL NONDISCLOSURE AGREEMENT

Florida Virtual School (“FLVS”) and the Company agree as follows:

1. **Purpose.** The parties wish to explore a business opportunity of mutual interest and in connection with this opportunity, each party may disclose to the other certain confidential technical and business information that the disclosing party desires the receiving party to treat as confidential.
2. **"Confidential Information"** means any information disclosed by either party to the other party, either directly or indirectly, in writing, orally or by inspection of tangible objects (including without limitation documents, prototypes, samples, plant and equipment), which is designated as "Confidential," "Proprietary" or some similar designation. Information communicated orally shall be considered Confidential Information if such information is confirmed in writing as being Confidential Information within a reasonable time after the initial disclosure. Confidential Information may also include information disclosed to a disclosing party by third parties. Confidential Information shall not, however, include any information which: (i) was publicly known and made generally available in the public domain prior to the time of disclosure by the disclosing party; (ii) becomes publicly known and made generally available after disclosure by the disclosing party to the receiving party through no action or inaction of the receiving party; (iii) is already in the possession of the receiving party at the time of disclosure by the disclosing party as shown by the receiving party's files and records immediately prior to the time of disclosure; (iv) is obtained by the receiving party from a third party without a breach of such third party's obligations of confidentiality; (v) is independently developed by the receiving party without use of or reference to the disclosing party's Confidential Information, as shown by documents and other competent evidence in the receiving party's possession; or (vi) is required by law to be disclosed by the receiving party, provided that the receiving party gives the disclosing party prompt written notice of such requirement prior to such disclosure and assistance in obtaining an order protecting the information from public disclosure. For the avoidance of doubt, the term 'Confidential Information' specifically includes, but is not limited to, any and all demo products and/or courses to which Customer/Licensee is granted access at any time during the term of this Agreement, including all components, course content, software, and other materials.
3. **Non-use and Non-disclosure.** Each party agrees not to use any Confidential Information of the other party for any purpose except to evaluate and engage in discussions concerning a potential business relationship between the parties. Each party agrees not to disclose any Confidential Information of the other party to third parties or to such party's employees, except to those employees of the receiving party who are required to have the information in order to evaluate or engage in discussions concerning the contemplated business relationship. Neither party shall reverse engineer, disassemble or decompile any prototypes, software or other tangible objects which embody the other party's Confidential Information, and which are provided to the party hereunder. Nothing in this section shall be construed as permitting access for purposes of demonstration or evaluation to student or parents.
4. **Maintenance of Confidentiality.** Each party agrees that it shall take reasonable measures to protect the secrecy of and avoid disclosure and unauthorized use of the Confidential Information of the other party. Without limiting the foregoing, each party shall take at least those measures that it takes to protect its own most highly confidential information and shall ensure that its employees who have access to Confidential Information of the other party have signed a non-use and non-disclosure agreement in content similar to the provisions hereof, prior to any disclosure of Confidential Information to such employees. Neither party shall make any copies of the Confidential Information of the other party unless the same are previously approved in writing by the other party. Each party shall reproduce the other party's proprietary rights notices on any such approved copies, in the same manner in which such notices were set forth in or on the original.
5. **No Obligation.** Nothing herein shall obligate either party to proceed with any transaction between them, and each party reserves the right, in its sole discretion, to terminate the discussions contemplated by this Agreement concerning the business opportunity.
6. **No Warranty.** ALL CONFIDENTIAL INFORMATION IS PROVIDED "AS IS". EACH PARTY MAKES NO WARRANTIES, EXPRESS, IMPLIED OR OTHERWISE, REGARDING ITS ACCURACY, COMPLETENESS OR PERFORMANCE.
7. **Return of Materials.** All documents and other tangible objects containing or representing Confidential Information which have been disclosed by either party to the other party, and all copies thereof which are in the possession of the other party, shall be and remain the property of the disclosing party and shall be promptly returned to the disclosing party upon the disclosing party's written request.
8. **No License.** Nothing in this Agreement is intended to grant any rights to either party under any patent, mask work right or copyright of the other party, nor shall this Agreement grant any party any rights in or to the Confidential Information of the other party except as expressly set forth herein.
9. **Term.** The obligations of each receiving party hereunder shall survive until such time as all Confidential Information of the other party disclosed hereunder becomes publicly known and made generally available through no action or inaction of the receiving party.
10. **Remedies.** Each party agrees that any violation or threatened violation of this Agreement may cause irreparable injury to the other party, entitling the other party to seek injunctive relief in addition to all legal remedies.
11. **Miscellaneous.** This Agreement may be executed in one or more counterparts, each of which shall be an original and all of which together shall constitute one instrument. This Agreement shall bind and inure to the benefit of the parties hereto and their successors and assigns. This Agreement shall be governed by the laws of the State of Florida, without reference to conflict of laws principles. In any action arising out of or related to this Agreement, the parties hereto consent to the exclusive jurisdiction and venue in the courts located in the Orange County of Florida. This document contains the entire agreement between the parties with respect to the subject matter hereof, and neither party shall have any obligation, express or implied by law, with respect to trade secret or proprietary information of the other party except as set forth herein. Any failure to enforce any provision of this Agreement shall not constitute a waiver thereof or of any other provision. This Agreement may not be amended, nor any obligation waived, except by a writing signed by both parties hereto.



Legacy Virtual School Preliminary Assessment Schedule (2025–2026)

This schedule provides the testing windows for all state-required assessments, ensuring flexibility for both students and instructional time. Since Legacy Virtual School does not directly administer state assessments, we will coordinate with local schools to ensure our students participate in all required state tests. Below is the general schedule, detailing the windows for state assessments and our process for student registration and participation:

Fall 2025 Assessment Schedule

- **August 4 – September 26, 2025**
FAST PM1
 - **Grades K–2:** FAST English Language Arts (ELA) Reading & Mathematics
 - **Grades 3–10:** FAST ELA Reading
 - **Grades 3–8:** FAST Mathematics
 - **September 8 – October 3, 2025**
FAST Retake
 - **Grade 10:** ELA Reading Retake
 - **End-of-Course (EOC) Assessments:** Algebra 1, Geometry, Biology 1, Civics, U.S. History
-

Winter 2025-2026 Assessment Schedule

- **December 1, 2025 – January 23, 2026**
FAST PM2
 - **Grades K–2:** FAST Reading & Mathematics
 - **Grades 3–10:** FAST ELA Reading
 - **Grades 3–8:** FAST Mathematics
- **December 1–19, 2025**
EOC Assessments
 - Algebra 1, Geometry, Biology 1, Civics, U.S. History**FAST Retake**
 - Grade 10 ELA Reading Retake

Spring 2026 Assessment Schedule

- **March 30 – April 10, 2026**
Writing Assessment
 - **Grades 4–10**
- **April 13 – May 29, 2026**
FAST PM3
 - **Grades K–2:** FAST Reading & Mathematics
 - **Grades 3–10:** FAST ELA Reading
 - **Grades 3–8:** FAST Mathematics
 - **Statewide Science Assessment**
 - **Grades 5 & 8 Science**
 - **EOC Assessments**
 - Algebra 1, Geometry, Biology 1, Civics, U.S. History
 - **FAST Retake**
 - Grade 10 ELA Reading Retake

Summer 2026 Assessment Schedule

- **July 13–24, 2026**
EOC Assessments
 - Algebra 1, Geometry, Biology 1, Civics, U.S. History
- **FAST Retake**
- Grade 10 ELA Reading Retake

Voluntary Prekindergarten (VPK) FAST Assessment Schedule

- **PM1 (First Administration):** Within the first 30 instructional days
- **PM2 (Second Administration):** When at least 40% but no more than 60% of instructional hours have been completed
- **PM3 (Third Administration):** Within the last 30 instructional days

Florida Alternate Assessment (FAA) Schedule

- **September 22–October 10, 2025**
FAA Performance Task
 - Grade 10 ELA Makeup

- Algebra 1 Makeup
- **March 2–April 10, 2026**
FAA Performance Task
 - **Grades 3–8:** ELA & Mathematics
 - **Grades 4–8:** Writing
 - **Grades 5 & 8:** Science
 - **EOC Assessments:** Civics
- **March 9–April 24, 2026**
FAA Performance Task
 - **Grades 9 & 10:** ELA, Writing
 - **EOC Assessments:** Algebra 1, Biology 1, Geometry, U.S. History
- **September–October 2025**
- **November–December 2025**
- **February–March 2026**
- **March–April 2026**

FAA Datafolio Periods:

- **Grades 3–10:** ELA (Reading & Writing), Mathematics
- **Grades 5 & 8:** Science
- **EOC Assessments:** Algebra 1, Biology 1, Civics, Geometry, U.S. History

Other Statewide Assessments

- **October 2025–April 2026**
Preliminary ACT (PreACT)
- **October 2025**
Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
- **November 3–December 19, 2025**
Florida Civic Literacy Exam
- **January–March 2026**
National Assessment of Educational Progress (NAEP)
 - Reading (Grades 4, 8)
 - Mathematics (Grades 4, 8)
 - Civics (Grade 8)
 - U.S. History (Grade 8)
- **January 19–March 13, 2026**
ACCESS for ELLs
Alternate ACCESS
- **March–April 2026**
ACT
SAT
Classic Learning Test (CLT)

- **May 2026**
Advanced Placement (AP) Exams

LEGACY VIRTUAL SCHOOL GOVERNING BOARD BY-LAWS

ARTICLE I: DEFINITIONS

1. "School" refers to Legacy Virtual School.
 2. "Board" refers to the Governing Board of Legacy Virtual School.
 3. "Director" refers to a member of the Board.
 4. "Officer" refers to an individual serving in an executive capacity on the Board.
 5. "Committees" refer to groups formed by the Board to address specific school-related matters.
 6. "Corporation" refers to the legally established non-profit entity governing Legacy Virtual School.
 7. "President" refers to the Chairperson of the Governing Board, responsible for presiding over meetings and ensuring alignment with the school's mission.
-

ARTICLE II: MISSION

Legacy Virtual School is committed to providing a high-quality, equitable, and innovative virtual education to students of diverse backgrounds. The school fosters academic excellence, critical thinking, and lifelong learning through technology-driven instruction and individualized support.

ARTICLE III: CORPORATION

1. The corporation shall be established as a non-profit entity under Florida law and shall be located in Pinellas County, Florida.
2. The corporation shall comply with all applicable state and federal regulations, including Section 1002.33 of the Florida Statutes, which governs charter schools in the state.
3. The corporation shall be non-sectarian in its programs, admission policies, employment practices, and operations.
4. The corporation shall have no members, and all powers shall reside in the Board of Directors.
5. The purpose of the corporation shall be to operate a high-quality virtual school that aligns with the mission and goals outlined herein.
6. The corporation shall have the power to:
 - a. Receive and manage funds for school operations.
 - b. Enter into contracts and agreements necessary to fulfill its mission.
 - c. Hire and manage school personnel.

- d. Implement educational programs in compliance with Florida laws and regulations.
 - e. Acquire, lease, or dispose of property to further its educational objectives.
-

ARTICLE IV: GOVERNING BODY

1. Definition of Board of Directors

- a. The Board of Directors serves as the governing authority of Legacy Virtual School.
- b. The Board is responsible for setting policies, overseeing financial and operational decisions, and ensuring the school meets its mission and objectives.

2. Qualifications of Directors

- a. Directors shall possess expertise in education, business, finance, law, technology, or related fields beneficial to the school's governance.
- b. Directors shall demonstrate a commitment to the mission of Legacy Virtual School.
- c. No employee of the school shall serve as a Director.

3. Number of Directors

- a. The Board shall consist of no fewer than three members.
- b. The Board may expand as needed, subject to majority approval.

4. Terms of Directors

- a. Directors shall serve staggered terms of three years.
- b. Terms shall begin on July 1 of each school year.
- c. Directors may serve consecutive terms upon reappointment.

5. Resignation and Removal

- a. A Director may resign by submitting written notice to the Chairperson.
- b. A Director may be removed by a two-thirds majority vote of the Board if deemed necessary for the best interests of the school.
- c. Directors being considered for removal shall receive at least two weeks' notice and shall have the opportunity to address the Board before a final decision is made.

6. Vacancies on the Board

- a. Vacancies shall be filled by nomination and majority vote of the remaining Directors.
- b. The newly appointed Director shall serve the remainder of the unexpired term.

7. Powers and Duties

- a. Establish and oversee policies for the operation of the school.
- b. Approve budgets and financial statements.
- c. Ensure compliance with state and federal laws, including financial and academic accountability.
- d. Hire and evaluate the Principal/Executive Director.
- e. Set strategic goals and review academic performance.
- f. Monitor school operations, enrollment, and student performance metrics.
- g. Maintain transparency in decision-making processes.
- h. Oversee compliance with accreditation standards.
- i. Develop long-term financial and strategic plans.
- j. Act in the best interests of the students and school community.

8. **Compliance with Florida's Sunshine Law**
 - a. Notice of meeting time and place must be provided in advance.
 - b. Agendas must be publicly accessible.
 - c. Notices shall be displayed in multiple locations to ensure visibility.
 - d. Emergency sessions and Executive Committee meetings require at least 24 hours' notice to the public.
 - e. The use of press releases is recommended for public awareness.
 - f. All meetings shall be open to the public.
9. **Compensation**
 - a. Directors shall not receive compensation for their service on the Board.
 - b. Reimbursement may be provided for reasonable expenses incurred while conducting Board business.
10. **Regular Board Meetings**
 - a. The Board shall meet monthly to review school operations and policies.
 - b. Meetings shall be publicly announced and comply with Florida's Sunshine Law.
11. **Special Board Meetings**
 - a. Special meetings may be called by the Chairperson or a majority of the Board.
 - b. Notice of special meetings shall be provided at least 48 hours in advance.
12. **Executive Committee**
 - a. The Executive Committee shall consist of the Chairperson, Vice Chairperson, Treasurer, and Secretary.
 - b. This committee may convene to address urgent matters between full Board meetings and report decisions at the next meeting.
13. **Annual Meeting**
 - a. An annual meeting shall be held in June in conjunction with the Board's strategic planning session.
 - b. Board members shall be sworn in at this meeting.
 - c. Elections of Officers shall occur during the annual meeting.
14. **Attendance**
 - a. Directors are expected to attend all meetings.
 - b. Failure to attend three consecutive meetings without valid cause may result in removal.
15. **Quorum of Directors**
 - a. A quorum, defined as a majority of the Board, must be present for official decisions.

ARTICLE V: OFFICERS

Designation of Officers

- a. The officers of the Board shall include a **President (Chairperson)**, **Vice President (Vice Chairperson)**, **Secretary**, and **Treasurer**.
- b. The officers shall be elected by the Board from among its members.

Selection of Officers

- a. Officers shall be elected during the annual meeting by a majority vote of the Board.
- b. Nominations for officer positions may be made by any Board member or through a nominating committee.
- c. Officers shall serve a term of one year, beginning on July 1, with the possibility of re-election to consecutive terms.
- d. In the event of a vacancy in any officer position, the Board shall elect a new officer to serve the remainder of the term at the next regular meeting.

Multiple Officeholders

- a. A Director may hold more than one office, except for the roles of **President** and **Vice President**, which must be held by separate individuals.
- b. However, in the event that the office of **President** or **Vice President** becomes vacant, the Board may temporarily assign the duties to another officer until a new election can be held.

President (Chairperson)

- a. The **President (Chairperson)** shall preside over all meetings of the Board and ensure that the meetings are conducted in an orderly and efficient manner.
- b. The President shall represent the school in dealings with external organizations and stakeholders and perform all other duties as outlined in the bylaws.
- c. The President shall ensure that the mission and goals of the school are adhered to and guide the Board in its strategic planning efforts.
- d. The President may delegate responsibilities to other officers or committees as necessary to fulfill the functions of the Board.

Vice President (Vice Chairperson)

- a. The **Vice President (Vice Chairperson)** shall assume the duties of the President in their absence.
- b. The Vice President shall support the President in all Board activities and may be tasked with special projects or assignments as needed.
- c. The Vice President shall also serve as the Chairperson of the Nominating Committee, if applicable, and oversee the process of selecting new Board members.

Secretary

- a. The **Secretary** shall be responsible for keeping accurate records of all Board meetings, including minutes, attendance, and any official documents or resolutions passed by the Board.
- b. The Secretary shall ensure that all Board members receive timely and accurate information, including meeting agendas and relevant materials.
- c. The Secretary shall maintain all records and documents related to Board business and make them available to the public, as required by law.
- d. The Secretary shall coordinate with the President to ensure that notices of meetings are properly distributed in accordance with the law.

Treasurer

- a. The **Treasurer** shall oversee the financial affairs of the school and ensure that all financial

- operations are carried out in compliance with the school's budget and state regulations.
- b. The Treasurer shall review financial statements and reports and present them to the Board at regular meetings.
 - c. The Treasurer shall monitor the school's cash flow, expenditures, and investments and ensure that financial records are maintained accurately.
 - d. The Treasurer shall serve as a member of the Finance Committee, if applicable, and assist in the development of the school's budget and long-term financial strategies.

Removal of Officers

- a. Any officer may be removed by a two-thirds majority vote of the Board for just cause, including but not limited to failure to perform their duties or a breach of the school's Code of Conduct.
- b. Prior to a vote on removal, the officer facing removal shall be provided at least two weeks' notice of the proposed action and shall have an opportunity to address the Board.
- c. In the event of the removal of an officer, the Board shall elect a new officer to serve for the remainder of the term.

ARTICLE VI: COMMITTEES

Establishment of Committees

- a. The Board may establish committees as deemed necessary to fulfill the work of the school.
- b. Committees shall be advisory in nature and shall report their findings and recommendations to the Board for final approval.
- c. Committees may include, but are not limited to, a Finance Committee, Academic Committee, Governance Committee, and Enrollment Committee.

Types of Committees

- a. **Standing Committees:** These are permanent committees established to oversee specific ongoing areas of school operations, such as finance, governance, or academic performance.
- b. **Ad Hoc Committees:** These are temporary committees formed to address specific issues or projects that require focused attention. Ad hoc committees shall dissolve once their work is completed.
- c. **Executive Committee:** As described in Article IV, the Executive Committee shall consist of the officers of the Board and may be called to address urgent matters between regular meetings.

Committee Membership

- a. Committee members shall be appointed by the Board President (Chairperson) with input from other Board members.
- b. Each committee shall include at least one Director, though committees may also include non-Board members with relevant expertise or experience.
- c. Committee members are expected to attend all meetings and actively participate in committee tasks.
- d. No committee shall have the authority to make final decisions; all recommendations must be brought to the full Board for approval.

Committee Chairs

- a. Each committee shall have a Chairperson who is appointed by the Board President (Chairperson).
- b. The Chairperson of each committee shall be responsible for scheduling meetings, preparing agendas, and reporting back to the full Board on the committee's activities and recommendations.
- c. In the absence of the Committee Chairperson, a Committee Vice-Chair or other designated member shall assume the duties.

Powers and Duties

- a. Committees shall assist the Board in its work by conducting detailed research, gathering information, and making recommendations related to their specific areas of focus.
- b. Committees may hold meetings as needed, subject to the availability of members.
- c. Committees shall ensure that their work is aligned with the school's mission, strategic goals, and policies.
- d. Committee decisions or actions that require immediate implementation or that are outside of the committee's advisory role must be brought before the full Board for approval.

Committee Meetings

- a. All committee meetings shall be open to the public unless the committee is discussing matters in closed session as allowed by law.
- b. Notice of committee meetings, including time, date, and location, shall be posted in accordance with Florida's Sunshine Law.
- c. A quorum for committee meetings shall consist of a majority of the members on that committee.
- d. Committees may meet in person or via teleconference or videoconference, as appropriate.

Reports and Recommendations

- a. Each committee shall submit a written report to the Board at each regular meeting detailing its activities, discussions, and recommendations.
- b. Committees shall provide any supporting materials, documents, or data necessary for the Board to make informed decisions.
- c. The full Board may approve, amend, or reject committee recommendations during Board meetings.

Committee Records

- a. Each committee shall maintain accurate records of its meetings, including minutes, actions taken, and recommendations made.
- b. Committee records shall be available for public inspection in accordance with state laws.

Committee Dissolution

- a. The Board may dissolve any committee when its work has been completed or if the committee is no longer necessary.
- b. Dissolution shall be determined by a majority vote of the Board.

ARTICLE VII: OPERATIONS

Fiscal Year

- a. The fiscal year of Legacy Virtual School shall begin on July 1 and end on June 30 of the following year.
- b. The fiscal year shall be consistent with the school's budgeting and financial reporting cycle.

Contracts

- a. The Board shall have the authority to enter into contracts on behalf of the corporation as necessary for the operation of Legacy Virtual School.
- b. All contracts shall be reviewed and approved by the Board or the appropriate Board committee before execution.
- c. Any contracts that obligate the school for a significant financial commitment or extend beyond one year shall be specifically approved by the full Board.

Loans

- a. The corporation may not obtain loans or incur debt without prior approval from the Board.
- b. Any loan agreement entered into by the corporation must be reviewed by legal counsel to ensure compliance with all applicable laws and regulations.
- c. The Board must approve the terms and conditions of any loan, including the repayment schedule, interest rates, and collateral, if applicable.

Checks, Drafts, and Notes

- a. All checks, drafts, or notes drawn on the corporation's bank accounts shall be signed by at least two individuals designated by the Board, one of whom must be an officer of the corporation.
- b. The Board shall establish policies to ensure that funds are disbursed in accordance with budgetary guidelines and approved expenditures.

Execution of Documents

- a. The Board shall authorize specific individuals to execute legal documents on behalf of the corporation, including contracts, agreements, and other formal documents.
- b. All documents executed by authorized individuals must be consistent with Board-approved policies and objectives.
- c. The President (Chairperson) or another designated officer shall have the authority to execute documents in the normal course of business, subject to the approval of the Board for significant matters.

Books and Records

- a. The corporation shall maintain accurate and complete books and records reflecting all financial transactions, operations, and other pertinent matters related to the school.
- b. These records shall include financial statements, budgets, contracts, meeting minutes, personnel files, and other documentation required by law.

c. The Board shall establish policies to ensure that books and records are maintained in accordance with applicable laws and accounting standards.

Inspection of Books and Records

a. The books and records of the corporation shall be open for inspection by any Director at reasonable times.

b. The corporation shall comply with all applicable laws requiring disclosure of information to the public, including financial statements and meeting records.

c. Any member of the public may request access to the corporation's books and records, subject to appropriate procedures for safeguarding confidential information.

Nonprofit Operations

a. Legacy Virtual School shall operate as a nonprofit entity under Florida law. The corporation shall not distribute any profits or dividends to its Directors, officers, or employees.

b. The corporation's operations shall be exclusively for educational purposes, in accordance with its mission and goals, and consistent with applicable nonprofit laws and regulations.

Compensation

a. Directors shall not receive any compensation for serving on the Board, except for reimbursement of reasonable expenses incurred in connection with their duties as Directors, subject to Board approval.

b. The compensation of any employees, including the Executive Director or Principal, shall be set by the Board, ensuring that compensation is reasonable and in line with industry standards for similar roles in nonprofit educational institutions.

c. The Board shall approve all contracts of employment, including the terms and conditions of compensation, before any employee is hired.

Loans to Management

a. The corporation shall not make loans to any Director, officer, or employee of the school.

b. The Board shall ensure that any business transactions involving employees or officers comply with applicable conflict-of-interest policies and state laws.

c. Any violation of this policy shall result in immediate corrective action, including possible removal from the Board or termination of employment.

Dissolution of Corporation

a. In the event of the dissolution of Legacy Virtual School, the Board shall take all necessary actions to wind down the operations of the corporation in compliance with applicable state and federal laws.

b. Upon dissolution, the corporation's assets shall be distributed to one or more nonprofit organizations that align with the educational mission of Legacy Virtual School, as determined by the Board, provided that such organizations are recognized as tax-exempt under Section 501(c)(3) of the Internal Revenue Code.

c. No portion of the assets or property of the corporation shall be distributed to any individual, Director, officer, or employee upon dissolution.

ARTICLE VIII: AMENDMENTS

Power to Amend

a. The Board of Directors shall have the authority to amend, alter, or repeal these Bylaws, in whole or in part, at any regular or special meeting, provided that the proposed amendment(s) are presented in writing to all Directors at least ten (10) days prior to the meeting at which the vote is to take place.

Procedure for Amendments

a. Any proposed amendment must be approved by a two-thirds (2/3) majority vote of the Board of Directors present at a duly convened meeting.

b. Amendments shall be adopted by the Board when the majority of Directors present vote in favor, provided a quorum is present.

Notice of Amendments

a. All amendments to the Bylaws shall be communicated to the school community, including employees and relevant stakeholders, in a timely manner.

b. Copies of the amended Bylaws shall be made available to all Directors, staff, and other interested parties as appropriate.

Consistency with Mission and Laws

a. Any amendment to the Bylaws shall comply with all applicable federal and state laws, regulations, and the mission and goals of Legacy Virtual School.

b. In the event that any amendment conflicts with legal requirements or is inconsistent with the school's mission, such amendment shall be void and unenforceable.

ADOPTION OF BYLAWS

These Bylaws, as amended, were adopted by the Governing Board of Legacy Virtual School on [Date].

By signing below, the undersigned members of the Board of Directors certify that they have reviewed, agreed upon, and adopted these Bylaws as the governing document of Legacy Virtual School.

Signature of Chairperson (President):

[Name]

Date: _____

Signature of Vice Chairperson:

[Name]

Date: _____

Signature of Secretary:

[Name]

Date: _____

Signature of Treasurer:

[Name]

Date: _____

Signature of Director:

[Name]

Date: _____

Signature of Director:

[Name]

Date: _____



Governing Board Code of Ethics and Conflict of Interest Policy

Introduction

The Governing Board of Legacy Virtual School is dedicated to upholding the highest ethical standards in all of its operations. This Code of Ethics and Conflict of Interest Policy provides a framework for ensuring that all board members act with integrity, transparency, and accountability. It is the responsibility of each board member to understand and adhere to these guidelines to promote the best interests of the school and its stakeholders.

Code of Ethics

Legacy Virtual School expects its board members and employees to commit to the highest standards of ethical, professional behavior, supporting the mission of the school. To this end, board members and employees shall:

1. Integrity and Honesty

- Conduct themselves with integrity and honesty in all actions and decisions.
- Personal and professional conduct must reflect positively on the school, its students, and the community.
- Avoid actions that could be perceived as deceptive, misleading, or unethical.

2. Confidentiality

- Maintain the confidentiality of all sensitive information related to the school, including but not limited to student records, personnel matters, and proprietary information.
- Use confidential information solely for legitimate school business and not disclose it to unauthorized individuals.

3. Safety, Health, and Welfare

- Be mindful of and honor the safety, health, and welfare of students, staff, and the community in the performance of professional duties.
- Treat with respect and consideration all individuals, regardless of race, religion, gender, sexual orientation, marital or family status, disability, age, or national origin.

4. Respect and Fairness

- Treat all individuals with respect and fairness, fostering an inclusive environment where diverse perspectives are valued.

- Avoid discrimination, harassment, and other behaviors that could harm individuals or create an unwelcoming atmosphere.
- 5. Commitment to Excellence**
- Demonstrate a commitment to the continuous improvement of the school.
 - Support initiatives that enhance educational quality and student outcomes.
 - Strive for personal and professional excellence, encourage the professional development of others, and stay informed on emerging issues.
- 6. Collaboration and Teamwork**
- Work collaboratively with other board members, school leadership, and stakeholders.
 - Contribute positively to discussions and decision-making processes, respecting the collective decisions of the board.
 - Support the implementation of those decisions with enthusiasm and dedication.
- 7. Professional Competence and Fairness**
- Stay informed about emerging educational issues and conduct themselves with professional competence, fairness, impartiality, efficiency, and effectiveness.
 - Uphold and implement policies adopted by the Board of Directors.
- 8. Positive Leadership**
- Conduct organizational and operational duties with positive leadership exemplified by open communication, creativity, dedication, and compassion.
 - Foster an environment of positive, collaborative engagement within the school community.
- 9. Integrity and Trust**
- Demonstrate the highest standards of personal integrity, truthfulness, honesty, and fortitude in all activities, inspiring confidence and trust in those the school serves.
- 10. Confidentiality and Discretion**
- Respect and protect privileged information to which they have access in the course of their official duties, including student and staff records.
 - Exercise discretion and professionalism in all communications and actions related to the school.
- 11. Avoidance of Conflicts of Interest**
- Avoid any interest or activity that conflicts with the conduct of official duties.
 - Disclose any potential conflicts of interest promptly, as outlined in the Conflict of Interest Policy.
- 12. Commitment to Mission**
- Recognize that the mission of Legacy Virtual School is the effective education of children and the development of an environment to foster that mission.
 - Act in a manner that upholds and enhances the school's values and vision, prioritizing the best interests of students.

Misconduct

All school instructional personnel will be required to adhere to the **Principles of Professional Conduct for the Education Profession in Florida**, as defined in **FAC Rule 6A-10.081**.

Violation of any principles detailed therein shall subject the individual to revocation or suspension of the educator's certificate, or other penalties as provided by law.

In addition, any employee may be disciplined or discharged for misconduct, including but not limited to the following:

- **Dishonesty**
- **Insubordination**
- **Theft**
- **Discourtesy** (to students, parents, peers, supervisors, etc.)
- **Misusing or destroying school property or the property of another**
- **Disclosing or using confidential or proprietary information without authorization**
- **Falsifying or altering school records**, including the application for employment
- **Interfering with the work performance of others**
- **Harassing other employees or students**
- **Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances** on school property or while conducting school business or supervising students
- **Possessing a firearm or other dangerous weapon on school property or while conducting school business**
- **Conduct that raises a threat to the safety and well-being** of the school, its employees, students, or property, including being charged or convicted of a crime that indicates unfitness for the job
- **Failing to report to the school any charge or conviction under any criminal, drug, state, or felony arrests:**
 - *Employees must self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, employees must self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment.*
 - *When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.*
- **Failing to immediately report suspicion or knowledge of child abuse, abandonment, or neglect:**
 - The school will follow district policy regarding procedures for reporting child abuse, abandonment, or neglect. All employees who know or have reasonable cause to suspect that a child is an abused, abandoned, or neglected child must

report such knowledge or suspicion immediately to the Department of Children and Families Florida Abuse hotline. The employee should immediately notify the school principal and follow the district's procedures, including completion of appropriate reporting documentation. Failure to immediately report suspected child abuse, abandonment, or neglect may result in termination by the school and criminal penalties by law enforcement authorities.

The school may proceed directly to a written reprimand or termination for misconduct or performance deficiency without resorting to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal, the principal will propose such dismissal at a meeting of the Board of the School. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action.

CONFLICT OF INTEREST POLICY

Legacy Virtual School

SECTION I: DEFINITIONS

1.1 Interested Person

An "Interested Person" is any individual serving as a member of the Board of Legacy Virtual School or an employee who, as of the date of discussion or action by the Board, either:

- (i) has a direct or indirect Financial Interest, as defined in Section 1.2 below, or
- (ii) intends, or understands it to be more probable than not, that they will acquire such a direct or indirect Financial Interest at any time during the pendency of the proposed transaction or arrangement.

1.2 Financial Interest

A "Financial Interest" is an interest, whether through business, investment, or immediate family (spouse, children, and parents), that may involve one or more of the following:

- (i) an ownership or investment interest in any entity with which the organization has a transaction or arrangement,
- (ii) a Compensation Arrangement with the organization or with any entity or individual with which the organization has a transaction or arrangement,
- (iii) a potential ownership or investment interest in, or Compensation Arrangement with, any entity or individual with which the organization is negotiating a transaction or arrangement.

A Financial Interest need not be held as of the date of discussion or action by the Board; it is sufficient if, as of the date of discussion or action, the Interested Person intends or understands that they will acquire a Financial Interest during the proposed transaction or arrangement.

1.3 Compensation Arrangement

Any agreement or understanding pursuant to which a person may or shall receive, either directly or indirectly, money or property from another person or organization, regardless of whether such money or property is paid in consideration for the performance of services or provision of other value.

1.4 Conflict of Interest

A "Conflict of Interest" arises when an Interested Person, by virtue of a Financial Interest, may be influenced or appear to be influenced by a purpose or motive other than the success and well-being of Legacy Virtual School and the achievement of its educational purposes.

SECTION II: DISCLOSURE OF FINANCIAL INTEREST AND DETERMINATION OF CONFLICT

2.1 Disclosure of Financial Interest

If an Interested Person becomes aware that the Board may discuss or act upon a transaction or arrangement that may relate to their Financial Interest, the Interested Person must disclose the Financial Interest as follows:

- (i) Provide written disclosure to the Board prior to the discussion or action, or
- (ii) Verbally inform the Board of the existence, nature, and extent of their Financial Interest during the Board meeting.

These disclosures should be documented in the minutes of the meeting.

An Interested Person is not required to disclose any Financial Interest that, in their reasonable judgment, is so de minimis that it would not influence their actions regarding the proposed transaction.

2.2 Recusal by Interested Person

Upon disclosure, the Interested Person may voluntarily recuse themselves from the discussion or action on the proposed transaction if they believe their Financial Interest creates a Conflict of Interest.

2.3 Determination of Conflict of Interest

If an Interested Person provides advance written disclosure but does not voluntarily recuse themselves, the Board shall determine whether the Financial Interest creates a Conflict of Interest. The Interested Person may only participate to explain the nature of the Financial Interest. The President may also require the Interested Person to leave the room during the determination process.

SECTION III: PROCEDURES UPON DETERMINATION OF A CONFLICT OF INTEREST

3.1 Exclusion from Discussion and Vote

When a Conflict of Interest is determined, the Interested Person shall not participate in the discussion or vote on the matter. They must leave the meeting room during any discussion or vote related to the matter.

3.2 Action by Board

The Board shall discuss the matter but shall not approve the transaction unless the non-interested members determine, by majority vote, that the transaction is in the best interests of Legacy Virtual School and is fair and reasonable. Under certain circumstances, this may involve considering alternative transactions or arrangements.

SECTION IV: DOCUMENTATION OF DISCLOSURE AND PROCEDURES

4.1 Meeting Minutes

Minutes of the meeting shall include copies of all written disclosures of Financial Interests and descriptions of verbal disclosures. The minutes should reflect the Board's determination regarding whether a Conflict of Interest exists, and if so, the procedures followed to address the situation.

SECTION V: WRITTEN ASSENT BY MEMBERS

5.1 Written Acceptance

At the first meeting after election, or at least once per year, each member of the Board must sign a statement certifying:

- (i) they have received and read the Conflict of Interest Policy,
- (ii) they understand the policy and agree to comply,
- (iii) they acknowledge the policy applies to all committees with board-delegated powers, and
- (iv) they understand the importance of the organization maintaining its tax-exempt status under Section 501(c)(3).

Failure to sign such a statement will prohibit participation in Board discussions or actions.

5.2 Failure to Disclose Financial Interests

If an Interested Person fails to disclose a Financial Interest, the Board may impose sanctions, as it deems appropriate.

Applicability

This Policy applies to all Board members and employees of Legacy Virtual School.

Fraud Prevention Policy

General Policy and Responsibilities

Legacy Virtual School is committed to investigating any suspected acts of fraud, misappropriation, or other irregularities. An objective and impartial investigation will be conducted as necessary, regardless of the position, title, or relationship with the organization.

The Board is responsible for confirming that a system of internal control exists within the organization to provide reasonable assurance for the prevention and detection of fraud and other irregularities.

Where reasonable grounds to suspect fraud exist, Legacy Virtual School may report the incident to the appropriate authorities and pursue legal remedies, including recovering losses from the offender.

Reporting Fraud

Any person who has knowledge of fraudulent conduct or suspects fraud must immediately notify the Board.

Investigation

Upon discovery of suspected fraud, the Board will promptly investigate the issue. Confidentiality will be maintained during the investigation, and appropriate legal counsel will be involved as necessary.

Security of Evidence

Immediate action will be taken to secure relevant records, preventing theft, alteration, or destruction.

Confidentiality

All participants in a fraud investigation must maintain confidentiality until the Board decides otherwise.

Personnel Actions

If fraud is substantiated, disciplinary action, including dismissal, will be taken.

Vasilii Kiselev

Statement of Assurance

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

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

Will be nonsectarian in its programs, admission policies, employment practices and operations.

Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.

Will adhere to the antidiscrimination provisions of section 1000.05, F.S.

Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

Will participate in the statewide assessment program created under section 1008.22, F.S.

Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.

Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.

Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Vasilii Kiselev (name), Vice Chairperson (title) to sign as the legal correspondent for the school.

Kiselev

05/05/2025

Signature

Date

Vasilii Kiselev

Printed Name

III. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve _____ as Governing Board Member, Vice Chairperson _____
2. Full name _____ Vasilii Kiselev _____
Business Name and Address _____ Legacy School Inc. 5922 9th Ave North, St Petersburg, FL, 33710
Phone Number _____ 9293668246 _____
E-mail address _____ admin@legacyonlineschool.com _____

Resume and professional bio are attached elsewhere in the application (specify). _____ added _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No

At Legacy Online School, we're proud of the strides we've made with our student body of over 200 learners. Our academic performance is a testament to our commitment to excellence. We've achieved a notable 85% of students performing at or above grade level in crucial subjects like mathematics and language arts. Our course completion rate of 92% reflects the effectiveness of our educational programs and support services.

5. Why do you wish to serve on the board of the proposed charter school?

I wish to serve on the board of Legacy Charter School because I am deeply committed to expanding educational opportunities for all students, particularly those in underserved communities. I believe that the innovative and student-centered approach of Legacy Charter School can make a significant difference in students' lives. Serving on the board would allow me to contribute my experience and skills to ensure that the school fulfills its mission and provides a high-quality education to every student.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member is to provide governance and oversight, ensuring that the school adheres to its mission, complies with legal and regulatory requirements, and operates in a financially and academically sound manner. Board members should focus on setting strategic direction, approving budgets, and monitoring the school's performance. Importantly, board members should support the school leadership while holding them accountable for meeting established goals.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the boards of several educational organizations, where I gained experience in governance, strategic planning, and financial oversight. My work in education, particularly in curriculum development and school administration, has given me a deep understanding of the challenges and opportunities in the educational sector. This experience, coupled with my commitment to educational equity, equips me to be an effective board member for Legacy Charter School.

8. Describe the specific knowledge and experience that you would bring to the board.

I bring a wealth of experience in virtual education, curriculum design, and school management. My expertise in these areas will be valuable in overseeing the school's educational program and ensuring that it meets the needs of all students. Additionally, my background in non-profit governance and financial management will contribute to the board's ability to provide effective oversight and strategic direction.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Legacy Charter School is to provide a high-quality, personalized education that empowers students to achieve academic excellence and prepares them for future success. The guiding beliefs center on equity, innovation, and a commitment to meeting the needs of all students, regardless of their background or circumstances.

2. What is your understanding of the school's proposed educational program?

Legacy Charter School's educational program is designed to be flexible, student-centered, and aligned with rigorous academic standards. The program includes a blend of synchronous and asynchronous learning, with a strong emphasis on personalized instruction, STEM education, and reading proficiency. The curriculum is supported by multiple accredited providers, ensuring a comprehensive and diverse educational experience.

3. What do you believe to be the characteristics of a successful school?

A successful school is one where all students are engaged, challenged, and supported in their learning. It fosters a positive school culture, has high academic expectations, and provides the resources necessary for students to meet those expectations. Success is also measured by student achievement, graduation rates, and the overall well-being of the student body.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

As a board member, I will monitor progress by regularly reviewing performance data, financial reports, and progress toward strategic goals. I will work closely with the school leadership to set clear, measurable objectives and ensure that there are effective systems in place for tracking and reporting progress. Additionally, I will participate in board meetings and committees focused on academic and financial oversight.

5. What do you see as your role regarding the school leaders?

My role regarding the school leaders is to provide support, guidance, and oversight. I will work collaboratively with the leadership team to ensure they have the resources and direction needed to implement the school's mission and vision. At the same time, I will hold them accountable for achieving the school's goals and maintaining high standards of performance.

Governance

1. Describe the role that the board will play in the school's operation.

The board will play a critical role in the governance of the school, setting strategic priorities, approving policies and budgets, and overseeing the school's overall performance. The board will also ensure that the school adheres to its mission and complies with all legal and regulatory requirements. While the board will not be involved in day-to-day operations, it will provide the leadership team with the necessary support and oversight to manage the school effectively.

2. How will you know if the school is successful at the end of the first year of operation?

Success at the end of the first year will be measured by several key indicators, including student enrollment numbers, academic performance data, financial stability, and feedback from students, parents, and staff. Achieving set benchmarks for these indicators will suggest that the school is on track to fulfill its mission and goals.

3. How will you know at the end of four years of the school is successful?

By the end of four years, success will be evident through sustained academic achievement, high graduation rates, and strong financial health. The school should also demonstrate growth in student enrollment, positive school culture, and continued adherence to its mission and vision. Long-term success will be reflected in the school's ability to adapt and improve based on data-driven decisions and stakeholder feedback.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to establish clear strategic goals, maintain rigorous oversight of academic and financial performance, and ensure that the school leadership has the resources and support necessary to implement the school's programs. Regular board training, effective communication with stakeholders, and a commitment to continuous improvement will also be crucial for the school's success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If I believed that a board member was acting unethically or not in the best interests of the school, I would address the issue directly and professionally. I would first seek to understand the situation and, if necessary, bring the matter to the attention of the full board for discussion and resolution. It is essential to maintain transparency and uphold the integrity of the board's work.

6. If your school intends to contract with a third-party ESP:
 - a. Summarize your involvement in the selection process;
 - b. Explain your understanding of the legal relationship between yourself as a board member and

the ESP; and
c. Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosures

1. Indicate whether you or your spouse is an employee of a charter management organization.
 Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

N/A

Resume

Vasilii Kiselev

LinkedIn Profile: <https://www.linkedin.com/in/kiselev3d/>

Email: admin@legacyonlineschool.com

Phone: 9293668246

Location: California, United States

Objective

Seeking the role of Vice Chairperson on the Governing Board of Legacy Virtual School, leveraging over 10 years of experience in business management, strategic planning, and education technology to contribute to the successful governance and expansion of the school.

Professional Experience

Legacy Online School

Co-Founder & Adviser

June 2023 – Present | Remote, Florida, United States

- Spearheaded the development and execution of growth strategies, leading to substantial organizational improvements.
- Managed and approved the company's budget, ensuring financial stability and strategic allocation of resources.
- Played a pivotal role in HR operations, including staff training and motivation system implementation.

- Optimized workflow management through the introduction of new technologies, ensuring business continuity.

Top 3D Shop Inc

Founder & CEO

June 2019 – Present | California, United States

- Founded and scaled the company to achieve \$4.3 million in annual revenue.
 - Successfully managed contracts with high-profile clients including NASA, Qualcomm, Nissan, and major universities.
 - Led strategic planning and business operations, driving continuous growth and market expansion.
-

Education

Yale University

Financial Markets

2016 – 2017

Netology University

Diploma in Online Marketing Direction

September 2017 – May 2018

Internet Initiatives Development Fund Accelerator

Diploma in VC Markets

July 2017 – September 2017

St. Petersburg State Institute of Machine Engineering

Master of Engineering - Urbomachinery, Gas Turbine, Steam Turbine Units, and Engines

September 2007 – June 2011

Skills

- **Business Management:** Extensive experience in managing and scaling businesses, with a focus on strategic planning and operational efficiency.
- **New Business Development:** Proven ability to identify and capitalize on new business opportunities, driving growth and innovation.
- **Strategic Planning:** Expertise in long-term planning, ensuring alignment with organizational goals.
- **HR Management:** Skilled in employee motivation, training, and compliance with internal regulations.

- **Project Management:** Strong foundation in managing complex projects from inception to completion.
 - **Education Technology:** Deep understanding of integrating technology into education for optimized learning outcomes.
-

Languages

- **English:** Full professional proficiency
 - **Russian:** Native or bilingual proficiency
-

Certifications

- **Python Developer**
 - **Chief Digital Marketing Officer**
-

References

Available upon request.

Peter Crawford Deal

Statement of Assurance

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

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

Will be nonsectarian in its programs, admission policies, employment practices and operations.

Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.

Will adhere to the antidiscrimination provisions of section 1000.05, F.S.

Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

Will participate in the statewide assessment program created under section 1008.22, F.S.

Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.

Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.

Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Peter Crawford Deal (name), Chairperson (title) to sign as the legal correspondent for the school.

PC Valentino

05/05/2025

Signature

Date

Peter Crawford Deal
Printed Name

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

Name of charter school on whose Board of Directors you intend to serve Legacy Virtual School as Governing Board Member, Chairperson

Full name Peter Crawford Deal

Business Name and Address Legacy School Inc. 5922 9th Ave North, St Petersburg, FL, 33710

Phone Number 8557254985

E-mail address admin@legacyonlineschool.com

Resume and professional bio are attached elsewhere in the application (specify). added

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No

Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes No

Legacy Online School, with its robust enrollment of over 400 students, has shown remarkable academic achievements. We also consistently achieve above-average scores on standardized tests, and our students are well-prepared for the next steps in their educational or vocational journeys. These accomplishments underscore our ongoing commitment to academic excellence and student success.

Why do you wish to serve on the board of the proposed charter school?

I'm passionate about creating more educational options for students, particularly those who might not thrive in traditional settings. Serving on the board of Legacy Charter School gives me the opportunity to contribute to a school that emphasizes innovation and personalized learning. I'm eager to help guide the school in fulfilling its mission to offer a high-quality education to every student, regardless of their background.

What is your understanding of the appropriate role of a public charter school board member?

A board member's role is primarily one of governance and oversight. This means ensuring that the school stays true to its mission, complies with legal and regulatory standards, and remains financially and academically healthy. Board members should set the strategic vision, approve the budget, and monitor the school's performance, while also supporting the school leadership in their operational roles.

Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the

capability to be an effective board member.

While I haven't served on a charter school board before, I have extensive experience in the education sector, including roles in school administration and curriculum development. My background has given me a solid understanding of what makes schools successful, and I'm confident that this knowledge, combined with my commitment to equity in education, will make me an effective board member.

Describe the specific knowledge and experience that you would bring to the board.

I bring a deep understanding of virtual education and curriculum design, which are central to Legacy Charter School's model. Additionally, my experience in managing educational programs and understanding the nuances of school operations will be invaluable in providing the board with the insights needed to oversee the school's progress and ensure it meets its goals.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?

Legacy Charter School is committed to providing an education that is both high-quality and personalized, helping students achieve academic success and preparing them for future opportunities. The school's guiding beliefs emphasize equity, innovation, and the importance of meeting each student's unique needs.

What is your understanding of the school's proposed educational program?

The educational program at Legacy Charter School is designed to be flexible and student-focused, integrating rigorous academic standards with personalized instruction. The program includes a mix of synchronous and asynchronous learning, with a strong emphasis on STEM education and developing strong reading skills. The use of multiple accredited curriculum providers ensures that students receive a well-rounded education.

What do you believe to be the characteristics of a successful school?

A successful school is one where students are engaged, challenged, and supported throughout their educational journey. It has a strong academic program, a positive and inclusive culture, and the resources needed to help students succeed. Success is also reflected in measurable outcomes like student achievement, graduation rates, and overall student well-being.

As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

I would monitor progress by regularly reviewing key performance indicators, including academic performance data, financial reports, and strategic milestones. I would work closely with school leadership to ensure that goals are clearly defined and that there are effective mechanisms for tracking progress. Regular board meetings and committee work focused on oversight will be crucial in this process.

What do you see as your role regarding the school leaders?

My role is to provide guidance, support, and oversight to the school leaders. I'll ensure they have the resources and direction needed to carry out the school's mission while also holding them accountable for meeting the school's goals and maintaining high standards.

Governance

Describe the role that the board will play in the school's operation.

The board's role is to govern the school by setting strategic direction, approving policies, and monitoring the school's performance. The board will provide oversight and ensure that the school operates in line with its mission and legal obligations, while the day-to-day management of the school is the responsibility of the school leadership.

How will you know if the school is successful at the end of the first year of operation?

At the end of the first year, success will be measured by key indicators such as student enrollment, academic outcomes, financial health, and feedback from the school community. Meeting these benchmarks will be a sign that the school is on track to achieve its mission and objectives.

How will you know at the end of four years of the school is successful?

Four years into the school's operation, success will be evident through sustained academic achievement, a strong and growing student body, financial stability, and a positive school culture. Long-term success will also be reflected in the school's ability to continuously improve and adapt to the needs of its students.

What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to establish clear and measurable goals, provide rigorous oversight of academic and financial performance, and ensure that the school leadership has the resources and support necessary to implement the school's programs. Ongoing board training, strong communication with stakeholders, and a commitment to accountability will be key steps in ensuring the school's success.

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

In such a situation, I would address the issue directly by first trying to understand the context and then, if necessary, bringing it to the attention of the full board. It's important to maintain transparency and uphold the highest ethical standards to protect the integrity of the board and the school.

If your school intends to contract with a third-party ESP:

Summarize your involvement in the selection process;
Explain your understanding of the legal relationship between yourself as a board member and the
ESP; and
Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosures

1. Indicate whether you or your spouse is an employee of a charter management organization.
Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

N/A

Resume

Peter Crawford Deal

Location: Los Angeles, California, United States

LinkedIn Profile: <https://www.linkedin.com/in/peter-valentino-3rd/>

Objective

Passionate filmmaker, director, and educator with over 16 years of experience in the entertainment industry. Seeking to contribute creative leadership and industry expertise as Chairperson on the Governing Board of Legacy Virtual School.

Professional Experience

PV Productions

President and Director

January 2008 – Present | Los Angeles, CA

- Spearheaded the creation and direction of various short and feature-length films, including *The Interview* (2011), *Catwoman's Ransom* (2012), *Guardian Angel* (2013), *Women Who Dance* (2014), and *Sophia* (2016).
- Managed all aspects of film production, including writing, producing, and directing.
- Developed innovative film projects that gained recognition and showcased storytelling skills.

Neon Venus Art Theaters

Owner and Manager

April 2008 – October 2015 | Hollywood, CA; Las Vegas, NV

- Owned and operated popular art theaters in Hollywood and Las Vegas, providing platforms for music and acting performances.
- Instructed students in theater arts, focusing on Stanislavski method acting, vocal performance, and stage presence.
- Curated and directed monthly talent shows and singing performances, enhancing the artistic community.

Valentino Voice

Owner

April 2011 – November 2014 | Greater Los Angeles Area

- Offered private and group vocal and music lessons, focusing on performance techniques and vocal training.
 - Empowered students of various ages to develop their musical talents and gain confidence in public performances.
-

Education

University of California, Los Angeles (UCLA)

Bachelor's Degree

Skills

- **Film Production:** Experienced in all phases of filmmaking from conceptualization to post-production.
 - **Acting:** Proficient in teaching and directing actors, with a focus on method acting techniques.
 - **Entertainment Industry:** Extensive knowledge of film, television, and music industries.
 - **Photography:** Skilled in capturing creative visuals for film and promotional materials.
 - **Art and Music:** Background in arts education and vocal training, with experience in curating performances.
 - **Social Media Marketing:** Expertise in promoting artistic projects and engaging audiences online.
-

Egor Driagin

Statement of Assurance

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

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

Will be nonsectarian in its programs, admission policies, employment practices and operations.

Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.

Will adhere to the antidiscrimination provisions of section 1000.05, F.S.

Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

Will participate in the statewide assessment program created under section 1008.22, F.S.

Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.

Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.

Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Egor Driagin (name), Treasurer (title) to sign as the legal correspondent for the school.

Driagin

05/05/2025

Signature

Date

Egor Driagin

Printed Name

V. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

Name of charter school on whose Board of Directors you intend to serve _____ Legacy Virtual School
as Governing Board Member, Treasurer _____

Full name _____ Egor Driagin _____

Business Name and Address _____ Legacy School Inc. 5922 9th Ave North, St Petersburg, FL, 33710
Phone Number _____ (855) 725 4985 _____
E-mail address _____ admin@legacyonlineschool.com _____

Resume and professional bio are attached elsewhere in the application (specify). _____ added _____

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No

Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes No

1. Why do you wish to serve on the board of the proposed charter school?

I wish to serve on the board of **Legacy Virtual School** because I believe in the transformative power of virtual education to provide **accessible, high-quality learning opportunities** to students across diverse backgrounds. As Treasurer, I am committed to ensuring the **financial stability and long-term sustainability** of the school by implementing **sound financial management practices, budget oversight, and compliance with state and federal regulations**. My goal is to support the

school in delivering **innovative, technology-driven education** while maintaining financial accountability and transparency. I see this role as an opportunity to contribute my expertise in financial planning, nonprofit governance, and strategic resource allocation to help **Legacy Virtual School thrive and positively impact students' academic success**.

2. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member is responsible for **governance, oversight, and strategic decision-making** to ensure that the school operates effectively and meets its mission. Board members do not engage in **day-to-day operations**, as that responsibility lies with the school administration. Instead, the board focuses on setting **policies, approving budgets, ensuring compliance with state and federal regulations, and holding school leadership accountable** for meeting academic and operational goals. As Treasurer, my primary duty is to **oversee financial management**, ensure transparency in budgetary decisions, and align resources with the school's educational objectives. The board also plays a **crucial role in stakeholder engagement**, working with parents, the community, and regulatory bodies to maintain trust and ensure the school's success.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have extensive experience in **financial management, strategic planning, and nonprofit governance**, which equips me to serve effectively as a charter school board member. My background includes serving on **finance committees for educational organizations and nonprofits**, where I have developed **budget frameworks, monitored financial sustainability, and ensured compliance with funding regulations**. Additionally, I have worked on **fundraising initiatives, grant acquisitions, and financial audits**, helping organizations allocate resources effectively. These experiences have strengthened my ability to **navigate complex financial landscapes, oversee large budgets, and ensure fiscal responsibility**—all of which are critical to the role of Treasurer in a charter school setting.

4. Describe the specific knowledge and experience that you would bring to the board.

As Treasurer, I bring **deep financial expertise in budget management, compliance, risk assessment, and strategic financial planning**. My experience in **nonprofit financial oversight** ensures that I can help maintain **transparent reporting, responsible fund allocation, and effective financial planning**. Additionally, I have knowledge of **funding mechanisms for public and charter schools**, as well as experience with **grants, donor relations, and financial audits**. My background in **technology-driven financial management** also aligns well with the school's virtual model, enabling me to implement **efficient, cloud-based financial systems** that support operational success.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Legacy Virtual School is committed to **providing high-quality, accessible virtual education** that meets the needs of students from **diverse backgrounds, including English Language Learners (ELLs) and academically underserved students**. The school's guiding beliefs emphasize **equity, academic excellence, flexibility, and technology-driven instruction**. By ensuring that all students have access to a **rigorous, personalized learning experience**, the school fosters **independent thinking, innovation, and readiness for future academic and career opportunities**.

2. What is your understanding of the school's proposed educational program?

The school's **educational program** is built on a **technology-enhanced curriculum** that integrates **synchronous and**

asynchronous learning. The curriculum is **state-approved, accredited, and standards-based**, ensuring that students receive high-quality instruction. **STEM education, literacy development, dual enrollment options, and AP courses** are core components of the program, preparing students for **college and career pathways**. Additionally, the program prioritizes **student engagement, data-driven instruction, and academic support services** to ensure that all learners receive the necessary guidance to succeed.

3. What do you believe to be the characteristics of a successful school?

A successful school is characterized by **strong academic performance, financial sustainability, student engagement, and community involvement**. Academically, a school must **demonstrate high student achievement**, meet or exceed **state assessment benchmarks**, and provide **effective intervention programs for struggling students**. Financially, a successful school maintains **budget discipline, resource efficiency, and compliance with state funding requirements**. **High student retention and graduation rates, positive parent satisfaction, and a strong reputation within the community** further define a thriving school.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

I will monitor academic and financial progress by reviewing **financial reports, audit findings, student performance data, and compliance audits**. As Treasurer, I will work closely with the **Finance Committee and school leadership** to ensure that budget allocations align with strategic objectives. Monthly financial statements, quarterly academic performance reviews, and annual audits will serve as key indicators of progress. I will also participate in **board meetings, data analysis sessions, and discussions with the school administration** to ensure financial and operational accountability.

5. What do you see as your role regarding the school leaders?

My role is to **support, advise, and hold school leadership accountable** for financial and operational performance. As Treasurer, I will **ensure that school leaders manage the budget responsibly, allocate resources effectively, and comply with financial regulations**. While I will provide governance oversight, I will respect the **autonomy of school administrators in managing daily operations**.

Governance

1. Describe the role that the board will play in the school's operation.

The board provides **governance, oversight, and strategic direction** while ensuring that the school remains **financially sustainable and academically successful**. It establishes **policies, approves budgets, ensures compliance, and evaluates school leadership performance**. The board **does not manage daily school operations** but instead **sets the vision and ensures accountability**.

2. How will you know if the school is successful at the end of the first year of operation?

Success in the first year will be measured by **student enrollment numbers, financial stability, academic progress, and compliance with regulatory requirements**. The school should demonstrate **a balanced budget, high student engagement, and positive assessment outcomes**. Additionally, successful stakeholder engagement—including **parent and student satisfaction surveys**—will indicate strong school performance.

3. How will you know at the end of four years of the school is successful?

At the four-year mark, the school should have **demonstrated academic growth, financial sustainability, strong student retention, and community trust**. Key indicators will include **consistent improvements in state assessments, financial stability, increasing enrollment, and expanded educational offerings**.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board must **implement strong financial policies, maintain compliance with regulations, support leadership development, and actively engage stakeholders. Regular assessments, budget reviews, and performance audits** will be essential in ensuring continued success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If I observed unethical behavior, I would **document the concern and bring it to the attention of the Board Chair and Governance Committee**. If necessary, I would escalate the matter to **legal counsel or the appropriate oversight authorities** to ensure **integrity and transparency** in governance. The board must operate with **accountability, ethical leadership, and commitment to the school's mission**.

6. If your school intends to contract with a third-party ESP:
 - a. Summarize your involvement in the selection process;
 - b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - c. Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosures

1. Indicate whether you or your spouse is an employee of a charter management organization.
 Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

N/A

Resume

Egor Driagin

Bakersfield, California, United States

LinkedIn: [linkedin.com/in/egordriagin](https://www.linkedin.com/in/egordriagin)

Professional Summary

Results-driven **Marketing Consultant** and **Business Development Expert** with extensive experience in scaling businesses, strategic marketing, and financial oversight. Proven track record in **growing revenue, leading teams, and securing high-profile contracts**. Recognized for analytical skills and strategic insights, with accolades from industry leaders including Rand Fishkin, Roger Dooley, and Dr. Robert

Cialdini. Passionate about using data-driven marketing and innovative business strategies to drive measurable impact.

Professional Experience

Top 3D Shop Inc., Bakersfield, CA

Business Development Officer

June 2019 – Present

- Built and scaled the **California branch** from ground zero to **\$4 million in revenue**.
- Led the recruitment and management of a **team of 25 professionals** in sales, marketing, and operations, doubling team size annually.
- Secured high-value contracts with major clients, including **NASA, Toyota, Nissan, Qualcomm, Mayo Clinic, and multiple universities**.
- Developed **strategic marketing campaigns** that drove significant customer acquisition and retention.

3D Rep, Additive Manufacturing Center, BCclinic, Bath, UK

Marketing and Startup Consultant

June 2014 – September 2018

- Increased revenue of a **3D Printing E-Commerce Store by 2X** within the first year.
- Developed a **medical lead generation platform**, contributing **12.2% top-line growth**.
- Established a **3D Modeling Online School**, successfully branding and launching a **fully booked course** within 12 months.

Conversion.com, London, UK

Content Strategist

June 2016 – June 2017

- Translated **complex digital marketing strategies** into actionable insights for **CRO specialists**.
- Recognized by industry leaders such as **Rand Fishkin, Roger Dooley, Brian Dean, and Dr. Robert Cialdini** for research contributions.
- Published industry-leading insights on **Conversion.com blog** and egordriagin.com.

Enactus Bath, Bath, UK

Project Leader, Insight Consulting

November 2014 – May 2016

- Expanded consulting services from **2 to 7 clients**, providing **digital marketing, fundraising, and employee training**.
- Led a digital marketing strategy that **increased website conversion rates by 3.9%** in just 31 days.
- Organized and led training sessions for **20+ nonprofit organizations**, educating them on **digital marketing and volunteer retention**.
- Selected to pitch social enterprise projects at the **UK National Competition**, reaching the semi-finals.

Onno Media Limited, Bath, UK

Web Marketing Analyst

June 2015 – August 2015

- Conducted **quantitative and qualitative analysis** to improve website performance and conversion rates.
 - Ran digital experiments that resulted in a **6.22% reduction in bounce rate** on a core landing page.
 - Led website redesign efforts that contributed to a **three-fold increase in profits per click**.
 - Awarded **"Top Gun" student title** for the highest score in the Market Motive Web Analytics Master Course.
-

Education

University of Bath, Bath, UK

BSc Management with Marketing

2014 – 2018

- Modules include **Business Analytics, Strategic Marketing, Consumer Psychology, and Project Management**.
- Active member of **Enactus Bath and Management Society**.

Brentwood School, UK

International Baccalaureate (IB)

2011 – 2013

- Achieved **42/45 IB Score (93%)**, among the top 1% of students globally.
 - Led **student news team** and won **Brentwood Gazette's competition**.
-

Certifications

- **Web Analytics Certified Master**, Market Motive (*Issued Sep 2015*)
 - **Google Analytics Individual Qualification**, Google (*Issued May 2015*)
-

Skills & Expertise

- Business Development & Sales Strategy
 - Digital Marketing & Conversion Optimization
 - Data Analysis & Web Analytics
 - SEO & Content Strategy
 - Strategic Planning & Financial Oversight
 - Leadership & Team Management
 - Contract Negotiation & B2B Sales
 - Growth Hacking & Lead Generation
-

Volunteer Experience

Habitat for Humanity International

Volunteer (*2012 – Present*)

- Assisted in **fundraising initiatives, pricing strategy, and food stall planning**.
- Participated in **home renovation projects**, specializing in **woodworking and flooring installation**.

Enactus Bath

Vice President (*2015 – 2016*)

- Managed social enterprise projects that empowered **local and international communities** through **entrepreneurship**.
 - Oversaw **marketing, training, and team sustainability** efforts.
-

Publications & Thought Leadership

- **"How to Make Reciprocity Work Online: 14 Surprising Insights"** – Conversion.com (*2019*)
- **"A Guide on How To Stop Overwhelming Visitors with Too Much Choice"** – Conversion.com (*2017*)

Languages

- **English** – Full Professional Proficiency
- **Chinese** – Elementary Proficiency

Egor Driagin is an accomplished **business strategist, marketing expert, and financial consultant**, bringing a wealth of **experience in sales, marketing, and business development** to any organization. His ability to **scale businesses, lead teams, and execute data-driven strategies** makes him a valuable asset to any entrepreneurial or corporate venture.

Dana Sultanbekova

Statement of Assurance

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

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

Will be nonsectarian in its programs, admission policies, employment practices and operations.

Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.

Will adhere to the antidiscrimination provisions of section 1000.05, F.S.

Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

Will participate in the statewide assessment program created under section 1008.22, F.S.

Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.

Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.

Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Dana Sultanbekova (name), Secretary (title) to sign as the legal correspondent for the school.

D Sultanbekova

05/05/2025

Signature

Date

Dana Sultanbekova

Printed Name

VI. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

Name of charter school on whose Board of Directors you intend to serve _____
Legacy Virtual School as Governing Board Member, Secretary _____

Full name Dana Sultanbekova _____

Business Name and Address Legacy School Inc. 5922 9th Ave North, St Petersburg, FL, 33710

Phone Number (727) 513-00-16 _____

E-mail address lss@legacyonlineschool.com _____

Resume and professional bio are attached elsewhere in the application (specify). _____ added _____

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No

Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes No

With over 400 students enrolled, Legacy Online School has demonstrated strong academic performance and a commitment to high educational standards. We are pleased to report that 85% of our students perform at or above grade level in core subjects like language arts and mathematics. Our course completion rate of 92% and our students' above-average standardized test scores are clear indicators of the effectiveness of our programs. Furthermore, our track record of students successfully advancing to higher grades or pursuing further education and training highlights our school's role in fostering academic and career readiness.

5. Why do you wish to serve on the board of the proposed charter school?

I have had the privilege of working in educational environments that prioritize innovation and adaptability, such as Skyeng and Legacy Online School. These experiences have shown me the transformative power of education when it is student-centered and technologically enhanced. Serving on the board of Legacy Virtual School represents an opportunity to contribute to an educational model that not only meets students where they are but also challenges them to reach their highest potential. My passion for fostering academic excellence and my commitment to continuous learning make me eager to support the school's mission and ensure its success.

6. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member plays a critical role in ensuring the school's mission is faithfully executed. This involves setting strategic goals, overseeing the school's financial health, and holding the school leadership accountable for educational outcomes. However, it's essential to strike a balance between governance and management; the board should empower the school leaders to execute day-to-day operations while providing oversight and support. I understand that board members must also act as ambassadors for the school, engaging with the community, and advocating for the school's needs and successes.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have not served on a school board before, my experience working with schools like Skyeng and Legacy Online School has given me a deep understanding of educational program development, curriculum implementation, and the unique challenges of operating in a virtual environment. At Legacy Online School, I was involved in the early stages of program development, which required strategic thinking, problem-solving, and collaboration with various stakeholders. My ability to navigate complex educational landscapes and my dedication to student achievement equip me with the skills necessary to be an effective and insightful board member.

8. Describe the specific knowledge and experience that you would bring to the board.

My experience in online education, particularly at Legacy Online School, has given me a comprehensive understanding of the challenges and opportunities within virtual learning environments. I have hands-on experience with curriculum design, student engagement strategies, and data-driven decision-making, which are critical for the success of a virtual charter school. Additionally, I bring a strong background in educational technology and a passion for using innovative tools to enhance learning experiences. My commitment to professional development and staying current with educational trends will enable me to contribute valuable insights to the board's discussions and decisions.

School Mission and Program

6. What is your understanding of the school's mission and guiding beliefs?

Legacy Virtual School is committed to providing a rigorous, flexible, and inclusive educational experience that prepares students for success in a rapidly changing world. The school's mission is rooted in the belief that every student deserves access to high-quality education that is tailored to their individual needs and learning styles. The guiding beliefs emphasize academic excellence, innovation, and a supportive learning environment that fosters both intellectual and personal growth.

7. What is your understanding of the school's proposed educational program?

The educational program at Legacy Virtual School is designed to offer a comprehensive, standards-aligned curriculum that is

delivered through a virtual platform. The program includes a variety of core and elective courses, with opportunities for honors and Advanced Placement (AP) classes. The school utilizes six different curriculum providers, all accredited by the Florida Department of Education, to ensure a diverse and robust educational experience. The program is structured to support students at all levels, providing personalized instruction, targeted interventions, and enrichment opportunities to ensure that all students can achieve their full potential.

8. What do you believe to be the characteristics of a successful school?

A successful school is one where students are not only academically proficient but also engaged, motivated, and prepared for future challenges. Key characteristics include a strong, supportive school culture; a commitment to equity and inclusion; high expectations for all students; and a curriculum that is both rigorous and relevant. Additionally, a successful school fosters strong partnerships with families and the community, ensuring that students receive the support they need both inside and outside the classroom.

9. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

As a board member, I would prioritize the use of data to monitor progress towards the school's goals. This includes reviewing academic performance metrics, financial reports, and operational benchmarks regularly. I would advocate for setting clear, measurable goals at the beginning of each academic year and ensuring that there are systems in place to track progress consistently. Regular communication with the school leadership and stakeholders would be essential to stay informed and provide timely support or intervention when necessary.

10. What do you see as your role regarding the school leaders?

My role as a board member would be to provide strategic guidance and oversight to the school leaders, ensuring that they have the resources and support needed to implement the school's mission effectively. I believe in maintaining a collaborative relationship with school leaders, one that is based on trust, transparency, and mutual respect. While it's important to hold school leaders accountable for meeting the school's goals, it's equally important to empower them to make decisions and lead the school's day-to-day operations.

Governance

7. Describe the role that the board will play in the school's operation.

The board's role in the school's operation is primarily one of governance, providing strategic direction, oversight, and support to ensure that the school meets its mission and goals. The board is responsible for approving the budget, setting policies, and holding the school leadership accountable for academic and operational performance. While the board does not manage the school's day-to-day operations, it plays a crucial role in ensuring that the school is financially viable, compliant with regulations, and aligned with its mission.

8. How will you know if the school is successful at the end of the first year of operation?

Success at the end of the first year would be indicated by several key factors, including student enrollment numbers meeting or exceeding projections, positive academic outcomes as measured by assessments and benchmarks, strong student and parent satisfaction, and financial stability. Additionally, I would look for evidence of a positive school culture, effective teaching and learning practices, and strong community engagement.

9. How will you know at the end of four years of the school is successful?

By the end of four years, success would be demonstrated through sustained academic achievement, consistent enrollment growth, and the establishment of a strong school culture that supports student well-being and success. The school should also be financially sound, with a proven track record of meeting or exceeding its academic and operational goals. Long-term success

would also be reflected in the school's reputation within the community and its ability to attract and retain high-quality staff.

10. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure the school's success, the board will need to establish clear goals and expectations, provide ongoing support and resources to the school leadership, and maintain rigorous oversight of academic and financial performance. It will also be important for the board to engage with the community, build strong partnerships, and advocate for the school's needs at the local and state levels. Regular self-assessment and professional development for board members will also be key to ensuring that the board remains effective and responsive to the school's needs.

11. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If I believed that a board member was acting unethically or not in the best interests of the school, I would address the situation directly by raising my concerns with the board chair or through the appropriate channels. It's important to ensure that all actions taken by the board are transparent, ethical, and aligned with the school's mission. If necessary, I would advocate for an investigation and appropriate corrective action to protect the integrity of the board and the school.

12. If your school intends to contract with a third-party ESP:
- Summarize your involvement in the selection process;
 - Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosures

1. Indicate whether you or your spouse is an employee of a charter management organization.
- Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

N/A

Resume

Dana Sultanbekova

Location: Macerata, Marches, Italy

Contact Information: lss@legacyonlineschool.com

LinkedIn Profile: <https://www.linkedin.com/in/dana-sultanbekova/>

Objective

Motivated and analytical professional with a background in political science and international relations, combined with experience in business development and education. Eager to leverage my skills in communication, operations management, and strategic planning as Secretary on the Governing Board of Legacy Virtual School.

Professional Experience

Legacy Online School **Business Development Associate** **July 2023 – Present | Remote**

- Supported the growth and expansion of Legacy Online School by identifying new opportunities and developing strategies to enhance student enrollment.
- Played a key role in streamlining communication and operations within the organization, ensuring efficient workflow and collaboration.
- Engaged in cross-functional projects to improve overall business performance, applying strong analytical and problem-solving skills.

Skyeng **English as a Second Language Teacher** **November 2019 – Present | Remote**

- Delivered high-quality English language instruction to students, utilizing personalized teaching methods to accommodate diverse learning styles.
 - Managed and developed curriculum materials, ensuring alignment with educational standards and student goals.
 - Provided constructive feedback and support, fostering a positive and motivating learning environment.
-

Education

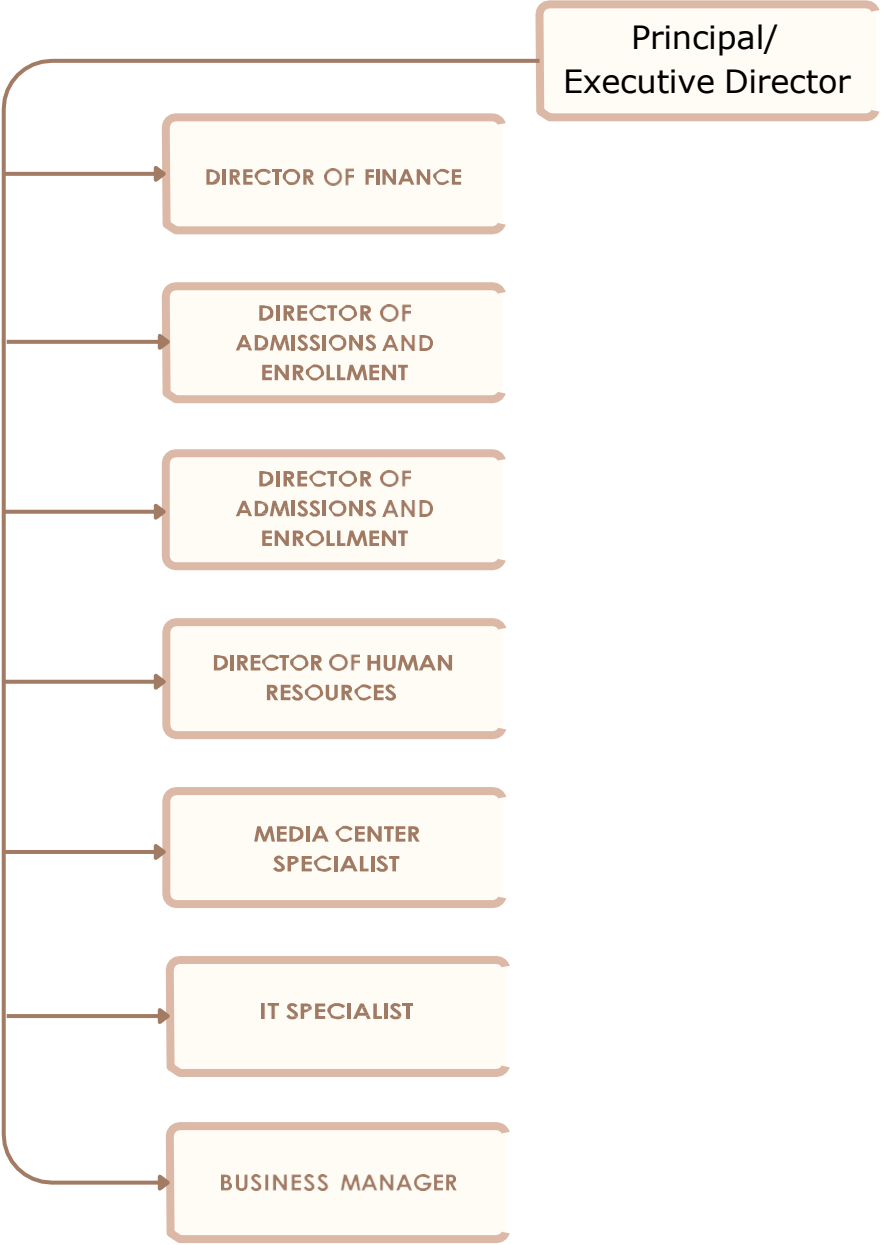
Nazarbayev University *Bachelor's Degree in Political Science and International Relations* **2018 – 2023**

Università degli Studi di Macerata *Master of Arts in International Relations and Affairs* **September 2023 – Present**

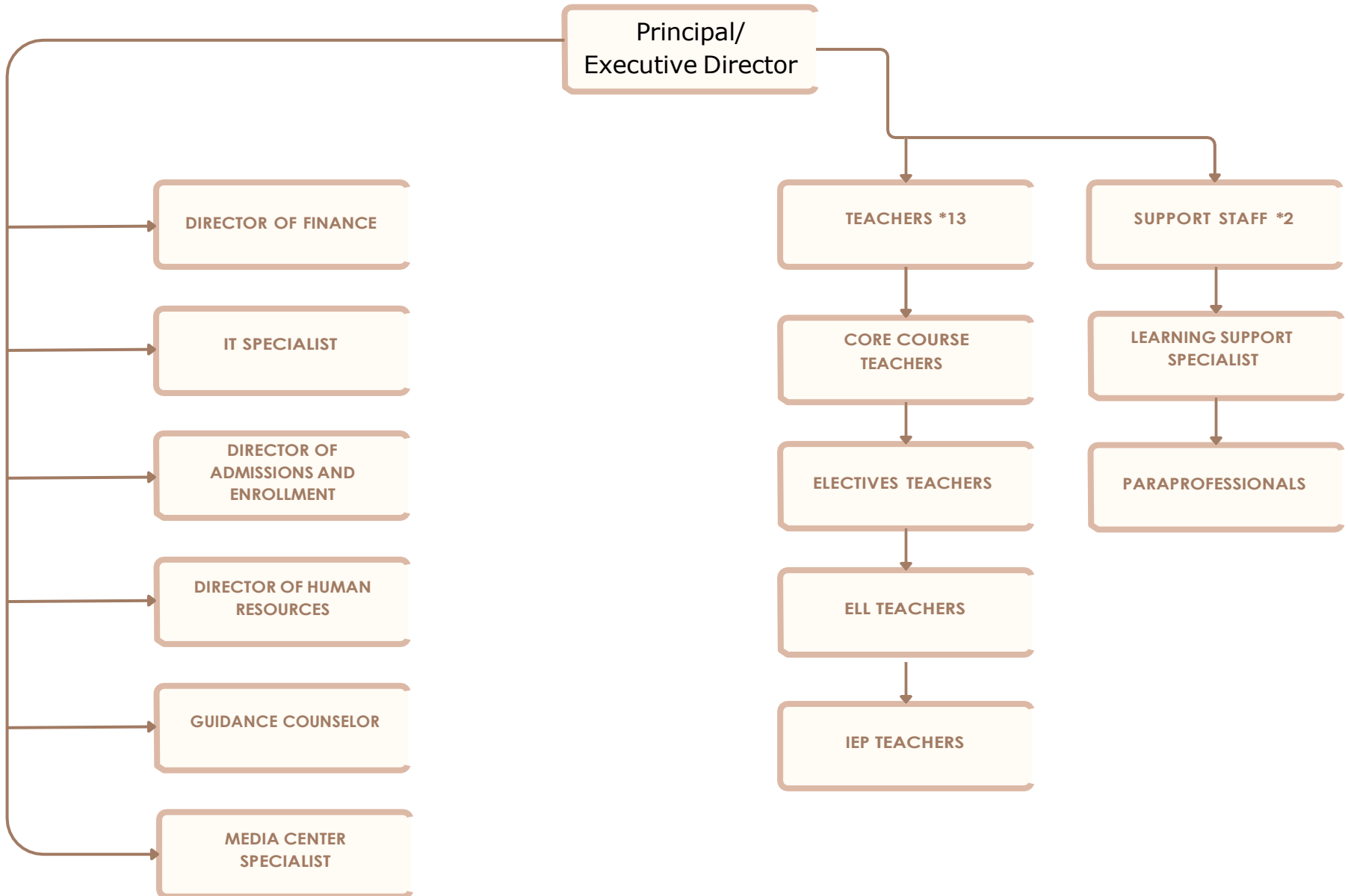
Skills

- **Communication:** Expertise in facilitating clear and effective communication within teams and with external stakeholders.
- **Operations Management:** Proficient in overseeing and optimizing business operations to improve efficiency and productivity.
- **Analytical Skills:** Strong ability to analyze data, identify trends, and develop actionable insights for strategic decision-making.
- **Language and Editing:** Experienced in text editing, transcription, and translation, with a focus on accuracy and clarity.
- **Teaching:** Skilled in teaching English as a second language, with a focus on individualized instruction and student engagement.

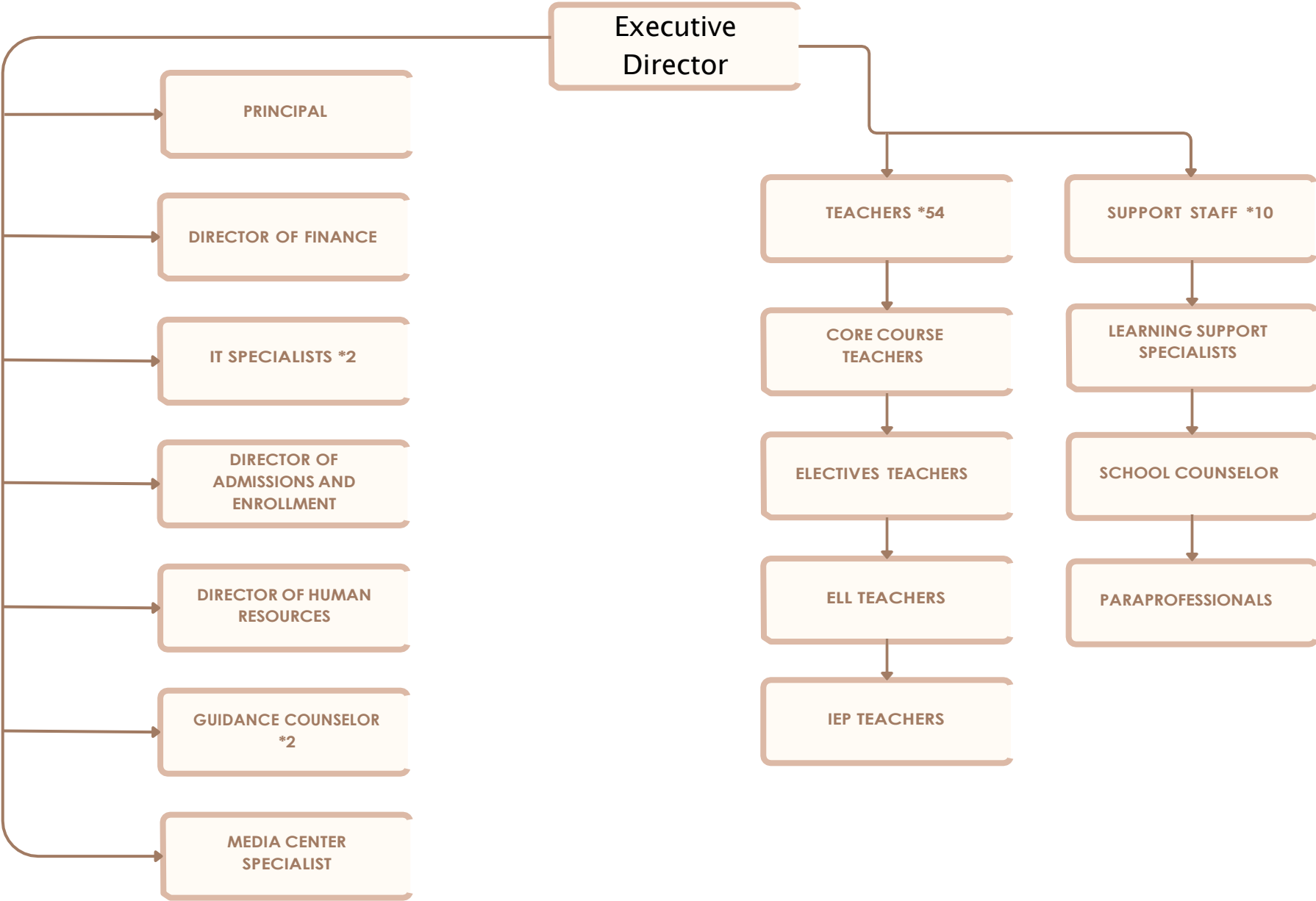
LEGACY VIRTUAL SCHOOL. PRE-OPERATIONAL YEAR



LEGACY VIRTUAL SCHOOL. THE FIRST YEAR OF SCHOOL OPERATIONS



LEGACY VIRTUAL SCHOOL. THE END OF CHARTER TERM/ FULL CAPACITY





Job Title: School Leader

Location: Legacy Virtual School (Remote Position)

Reports to: Board of Directors

Job Summary:

The School Leader at Legacy Virtual School will serve as the chief executive officer of the school, responsible for the overall leadership, management, and success of the school. This role requires a visionary leader who is passionate about education, innovative in their approach, and dedicated to providing a high-quality virtual learning experience. The School Leader will oversee all aspects of the school's operations, including academic programs, student services, staff development, community relations, and compliance with state and federal regulations.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

LEADERSHIP:

- Administer, control, and supervise the instructional program of the school operations and school personnel.
- Encourage teachers and pupils to perform to the best of their ability.
- Interpret the educational program of the school and school system to the community.
- Provide leadership and direction for all aspects of the school's operation.
- Facilitate frequent communication with parents of the school community.
- Coordinate and adapt school curricular programs and policies.
- Develop, implement, and evaluate the School Improvement Plan.
- Keep accurate account of all money paid to the school and record the purpose for which it was paid.
- Supervise and coordinate the budgetary process.
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff.
- Develop and supervise New Teacher programs.
- Compile and prepare all student achievement outcomes.
- Report directly to the Governing Board for all purposes.
- Coordinate, supervise, and conduct the evaluations of all staff.
- Oversee the School Advisory Council.
- Supervise all students and staff.
- Coordinate and supervise the testing and assessment program.

- Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior.
- Establish, actively pursue, and monitor a school mission, vision, and goals in collaboration with staff, parents, students, and other stakeholders that are aligned with the Board's mission and goals.
- Supervise and coordinate school-wide programs, curricula, and course options.
- Supervise and coordinate student registration, scheduling, and master scheduling construction.
- Oversee the grade reporting system.
- Monitor substitute teachers and the class coverage process.
- Supervise school activities and special events, and initiate fundraising activities.
- Establish business partnerships and positive relationships with community leaders.
- Maintain a master schedule of all school activities and events, including extracurricular trips.
- Coordinate and schedule the use of facilities for all events.
- Implement and enforce attendance and tardy policies and procedures for all students.
- Exercise proactive leadership in promoting the vision and mission of the school.
- Model and maintain high standards of professional conduct.
- Set high standards and expectations for self, others, and school.
- Demonstrate satisfactory or above performance on the Florida Principal Competencies while performing all duties required by the job description.
- Provide leadership in the implementation of the Florida Standards Assessment (FSA) and other state-mandated assessments designed and adapted to measure student achievement.
- Maintain active involvement in the school improvement planning process with the School Advisory Council by providing resources for decision-making and priority setting.
- Use quality improvement principles and processes in daily administration of school.
- Implement procedures and policies that ensure a safe and orderly learning environment.
- Anticipate difficult situations and develop plans to handle them.
- Manage and administer the development, implementation, and assessment of the instructional program at the assigned school so as to ensure student growth and achievement is continuous and appropriate.
- Provide leadership and direction for all aspects of the school's operation.
- Build teams to accomplish plans, goals, and priorities.
- Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Communicate effectively both orally and in writing with parents, students, teachers, and the community.
- Communicate school information, goals, student learning, and behavior expectations to stakeholders.
- Develop and maintain a school atmosphere conducive to learning and student achievement.

- Provide leadership to involve the school in quality initiatives.
- Establish procedures for an accreditation program and monitor standards to ensure they are met.
- Provide for the articulation of the school's instructional program among school personnel.
- Use effective communication techniques with students, teachers, parents, and stakeholders.
- Communicate, through proper channels, to keep the Board of Directors informed of impending problems or events of an unusual nature.

INFORMATION & ANALYSIS:

- Address the diverse needs of the school population consistent with the Board's policies and Strategic Plan.
- Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction.
- Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the school.
- Analyze and use data for decision-making to improve actions, plans, and processes.
- Access, analyze, interpret, and use data in decision-making.
- Use key information such as benchmarks and comparison data in the analysis of results to effectively measure performance.
- Make data accessible to all stakeholders.

STRATEGIC PLANNING:

- Develop long- and short-term plans and goals within the School Improvement Plan, aligned with the strategic plan of the Board.
- Collaborate and provide resources to ensure the development of the School's Improvement Plan.
- Communicate overall School Improvement Plan requirements to all staff so each employee can understand how the goals and plans relate to his/her work.
- Allocate resources consistent with implementation of the School Improvement Plans.
- Utilize a systematic process for collecting input from stakeholders and incorporates customer requirements in the development of School Improvement Plan.
- Establish procedures to monitor processes, activities, and responsibilities and respond to feedback.
- Establish and coordinate procedures for student, teacher, parent, and community evaluation of curriculum.
- Direct the development of the master schedule and assign teachers according to identified needs.
- Collect input and analyze data to develop goals.
- Provide recognition and celebration for student, staff, and school accomplishments.

COMMUNITY ENGAGEMENT:

- Facilitate a program of family and community involvement.
- Develop positive relationships with students, parents, teachers, and the community.
- Work with parents to resolve complaints or concerns.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Promote/market the school and its priorities to the community.
- Establish processes and methods to respond to valid customer requirements.
- Facilitate, coordinate, and monitor the implementation of Student Education programs and services.
- Establish processes to determine customer needs and level of satisfaction.
- Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures.
- Take appropriate reporting and/or referral action whenever abuse situations are recognized.
- Provide leadership support for community involvement programs and business partnerships at the school level.
- Direct and develop the recruitment of Business Partners to benefit the school and community.
- Develop activities with business partners that promote student achievement.

HUMAN RESOURCES:

- Manage appropriately and professionally personnel issues, including hiring, evaluations, staff deficiencies, and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- Interview and select qualified personnel.
- Establish job assignments, supervise all assigned personnel, and conduct performance evaluations in accordance with current board policies and legislation.
- Delegate responsibilities to appropriate staff members.
- Make difficult personnel decisions according to policy when necessary including dealing with ineffective teacher or other staff performance.
- Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.
- Assign tasks and supervise personnel in task accomplishment including special projects.
- Analyze data and information to plan staff development to accomplish school goals.
- Complete annual Needs Assessment to determine staff development needs.
- Lead and manage development of personnel through staff development, in-service, and other developmental activities that are linked to student achievement gains and the school improvement plan.
- Facilitate the development and implementation of an effective staff development program.
- Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.
- Build a school community and environment, which supports learning and growth for everyone toward realization of the school's mission.

- Participate in Governing Board management meetings and other activities to enhance professional development.
- Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification.
- Review current developments, literature, and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and providing frequent feedback to those involved in improvement efforts.
- Consider data and results from action research when solving problems and improving processes.
- Contribute to positive staff morale through flexibility, support, and recognition of groups and individuals working toward school improvement.
- Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

OPERATIONS:

- Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts.
- Establish and manage student accounting and attendance procedures at the school.
- Coordinate and manage the extracurricular student activities and funds at the school.
- Show positive trends in the achievement of improvement goal results in the areas of Operation, business practices (efficiency), and customer satisfaction.
- Demonstrate readiness and confidence in making and/or sharing decisions with those involved in a timely fashion.
- Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.
- Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.

Qualifications:

Education and Experience:

- Master's degree in Education, Educational Leadership, or a related field required; Doctorate preferred.
- Minimum of 5 years of experience in educational leadership, with a proven track record of success in a school leadership role.
- Experience in virtual or online education is highly preferred.

- Strong knowledge of K-12 curriculum, instruction, and assessment practices.
- Experience managing school operations, including budgeting, staffing, and compliance.

Skills and Competencies:

- Visionary leadership with the ability to inspire and motivate others.
- Strong organizational and management skills with the ability to prioritize and manage multiple tasks.
- Excellent communication and interpersonal skills, with the ability to build relationships with diverse stakeholders.
- Strategic thinking and problem-solving abilities with a focus on achieving results.
- Commitment to equity, diversity, and inclusion in education.

Working Conditions:

- Remote position with occasional travel required for meetings, conferences, and school events.
- Flexible working hours, including some evenings and weekends as needed.



Assistant School Leader/Principal

Job Description: The Assistant School Leader supports the School Leader in managing the day-to-day operations of the school, including overseeing academic programs, coordinating with faculty, and ensuring that school policies are effectively implemented. The Assistant School Leader also assists in strategic planning, faculty development, and student services, ensuring that the school's vision and mission are carried out consistently.

Key Responsibilities:

- Support the School Leader in managing the academic and operational aspects of the school.
- Oversee the implementation of curriculum and instructional programs.
- Assist in the recruitment, training, and evaluation of faculty and staff.
- Coordinate with department heads and teachers to ensure curriculum alignment and instructional quality.
- Address student, parent, and faculty concerns promptly and effectively.
- Assist in developing and monitoring school budgets and resources.
- Lead school initiatives in the absence of the School Leader.

Qualifications:

- Master's degree in Education, Educational Leadership, or a related field.
- Minimum of 3-5 years of experience in educational leadership, preferably in a virtual or charter school setting.
- Strong understanding of online learning environments and educational technology.
- Excellent communication, organizational, and leadership skills.
- Ability to work collaboratively with a diverse team of educators and administrators.
- Knowledge of state and federal education regulations.

Director of Student Services

Job Description: The Director of Student Services oversees all aspects of student support, including special education, counseling, student discipline, and student wellness programs. This role ensures that all students receive the necessary resources and support to succeed academically and personally.

Key Responsibilities:

- Manage and supervise student support services, including special education, counseling, and wellness programs.
- Develop and implement policies and procedures for student support services.
- Coordinate with teachers, parents, and external agencies to ensure students receive appropriate interventions.
- Oversee the development of Individualized Education Programs (IEPs) and 504 plans.
- Monitor and evaluate the effectiveness of student services programs.
- Ensure compliance with state and federal regulations related to student services.

Qualifications:

- Master's degree in Education, Counseling, Social Work, or a related field.
 - Minimum of 5 years of experience in student services, special education, or a related area.
 - Deep knowledge of special education laws and regulations.
 - Strong interpersonal and communication skills.
 - Experience working with diverse student populations, including students with disabilities.
 - Ability to manage multiple programs and staff effectively.
-

Director of Curriculum and Instruction

Job Description: The Director of Curriculum and Instruction is responsible for developing, implementing, and evaluating the school's curriculum and instructional programs. This role ensures that the curriculum is aligned with state standards and meets the needs of all students.

Key Responsibilities:

- Lead the development and implementation of the school's curriculum and instructional strategies.
- Ensure curriculum alignment with state standards and school goals.
- Provide support and training to teachers on effective instructional practices.
- Monitor and assess the effectiveness of instructional programs and student outcomes.
- Collaborate with faculty to develop innovative teaching methods and materials.
- Oversee the selection and implementation of instructional materials and technology.
- Lead professional development initiatives related to curriculum and instruction.

Qualifications:

- Master's degree in Curriculum and Instruction, Educational Leadership, or a related field.
- Minimum of 5 years of experience in curriculum development and instructional leadership.
- Strong understanding of curriculum design, instructional strategies, and assessment.

- Experience with online education and technology integration.
 - Excellent leadership, communication, and organizational skills.
 - Ability to analyze data to inform instructional practices and decision-making.
-

Director of Technology

Job Description: The Director of Technology is responsible for overseeing the school's technology infrastructure, ensuring that all digital tools and platforms are effectively integrated into the educational process. This role supports teachers, students, and staff in utilizing technology to enhance learning and administrative functions.

Key Responsibilities:

- Manage and maintain the school's technology infrastructure, including hardware, software, and networks.
- Ensure the security and integrity of school data and digital resources.
- Provide support and training for teachers, students, and staff on the use of educational technology.
- Oversee the implementation of new technology initiatives and upgrades.
- Develop and enforce technology policies and procedures.
- Collaborate with other departments to integrate technology into curriculum and instruction.
- Monitor and evaluate the effectiveness of technology in enhancing learning and operations.

Qualifications:

- Bachelor's or Master's degree in Information Technology, Educational Technology, or a related field.
 - Minimum of 5 years of experience in technology management, preferably in an educational setting.
 - Strong knowledge of IT infrastructure, network management, and cybersecurity.
 - Experience with educational software and online learning platforms.
 - Excellent problem-solving, communication, and project management skills.
 - Ability to lead and support technology integration in a virtual school environment.
-

Director of Enrollment and Admissions

Job Description: The Director of Enrollment and Admissions is responsible for managing the student recruitment, enrollment, and admissions processes. This role develops and implements strategies to attract and retain students, ensuring that enrollment goals are met.

Key Responsibilities:

- Develop and implement student recruitment and enrollment strategies.
- Oversee the admissions process, including application review and student placement.
- Coordinate outreach efforts to prospective students and families.
- Manage the enrollment database and maintain accurate records of student admissions.
- Collaborate with marketing and communication teams to promote the school.
- Analyze enrollment data and trends to inform decision-making.
- Provide guidance and support to students and families during the admissions process.

Qualifications:

- Bachelor's or Master's degree in Education, Marketing, Business Administration, or a related field.
 - Minimum of 3-5 years of experience in admissions, enrollment management, or marketing, preferably in an educational setting.
 - Strong understanding of student recruitment strategies and enrollment processes.
 - Excellent communication, interpersonal, and organizational skills.
 - Ability to analyze data and develop actionable insights.
 - Experience with CRM systems and enrollment management software.
-

Director of Finance

Job Description: The Director of Finance is responsible for overseeing the financial operations of the school, including budgeting, financial reporting, and ensuring compliance with financial regulations. They manage the school's financial resources to support educational goals and operational needs.

Key Responsibilities:

- Develop and monitor the school's annual budget.
- Prepare financial reports for stakeholders, including school leadership and the board.
- Ensure compliance with state and federal financial regulations.
- Manage payroll, accounts payable, and accounts receivable processes.
- Conduct financial analysis to support decision-making and strategic planning.
- Coordinate with external auditors for annual audits.

Qualifications:

- Bachelor's or Master's degree in Finance, Accounting, or a related field.
- Minimum of 5 years of experience in financial management, preferably in an educational setting.
- Strong knowledge of accounting principles and financial regulations.

- Proficiency in financial software and tools.
 - Excellent analytical, organizational, and communication skills.
-

Director of Human Resources

Job Description: The Director of Human Resources manages all HR functions, including recruitment, onboarding, employee relations, benefits administration, and compliance with labor laws. They ensure a positive and productive work environment for all staff members.

Key Responsibilities:

- Develop and implement HR policies and procedures.
- Oversee recruitment, hiring, and onboarding processes.
- Manage employee relations and address concerns or conflicts.
- Administer employee benefits, payroll, and performance evaluations.
- Ensure compliance with state and federal employment laws.
- Develop professional development programs and opportunities for staff.

Qualifications:

- Bachelor's or Master's degree in Human Resources, Business Administration, or a related field.
 - Minimum of 5 years of experience in HR management, preferably in education.
 - Knowledge of HR laws, practices, and software.
 - Strong interpersonal, communication, and problem-solving skills.
 - Ability to handle sensitive and confidential information.
-

School Counselor

Job Description: The School Counselor provides support to students in the areas of academic achievement, career planning, and personal/social development. They work with students to address issues such as academic performance, emotional well-being, and college/career planning. The School Counselor also provides crisis intervention and collaborates with teachers, parents, and administrators to support the overall success of students.

Responsibilities:

- Provide counseling services to students dealing with academic, emotional, and social issues.
- Collaborate with parents, teachers, and staff to identify and address student needs.
- Lead individual and group counseling sessions.

- Assist in academic and career planning for students, including college readiness.
- Provide crisis intervention as needed.
- Coordinate and deliver guidance programs to students.
- Keep detailed records of student interactions and progress.

Qualifications:

- Master's degree in School Counseling or a related field.
 - Valid State of Florida Certification as a School Counselor.
 - Experience working as a school counselor or in a similar role.
 - Knowledge of counseling techniques, educational planning, and student development.
 - Strong communication and interpersonal skills.
 - Ability to work collaboratively with staff, students, and parents.
-

Media Center Specialists

Job Description: Media Center Specialists manage the school's library and digital resources, support literacy and research skills, and assist students and staff in accessing materials.

Key Responsibilities:

- Manage library resources, including books, digital media, and databases.
- Assist students and staff in locating and using resources.
- Promote literacy and research skills through workshops and programs.
- Maintain the organization and cataloging of materials.

Qualifications:

- Bachelor's degree in Library Science, Education, or a related field.
 - Experience in library management or media services.
 - Knowledge of digital resources and research tools.
 - Strong organizational and communication skills.
-

IT Specialist

Job Description: The IT Specialist supports the school's technology needs, including maintaining hardware and software, troubleshooting technical issues, and ensuring the security of digital resources.

Key Responsibilities:

- Install, maintain, and troubleshoot hardware and software.

- Provide technical support to students, teachers, and staff.
- Manage user accounts and network access.
- Ensure data security and backup procedures.
- Assist with the integration of educational technology.

Qualifications:

- Associate's or Bachelor's degree in Information Technology, Computer Science, or a related field.
 - Experience in IT support or network management.
 - Knowledge of hardware, software, and network troubleshooting.
 - Strong problem-solving and communication skills.
-

Learning Support Specialist (LSS)

Job Description: The Learning Support Specialist (LSS) at our school is responsible for providing personalized support to all students to enhance their academic success. They will work with students who need additional assistance, offering interventions, accommodations, and strategies to ensure that every student reaches their full potential. LSS personnel collaborate with teachers to create a supportive learning environment that caters to the diverse needs of students, whether they require additional practice or differentiated instruction.

Responsibilities:

- Provide individualized support to students to help them meet academic standards.
- Work with students in small groups or one-on-one to reinforce concepts and skills taught in class.
- Collaborate with teachers to design and implement differentiated instruction and accommodations.
- Identify students who need additional support and create tailored strategies to meet their needs.
- Monitor students' academic progress and adjust interventions as needed.
- Assist in the implementation of strategies for students struggling with specific subjects or skills.
- Communicate regularly with parents and guardians about student progress and concerns.
- Assist in tracking and documenting student performance and progress.
- Stay informed on current educational practices, strategies, and tools that can support student success.
- Foster a positive, inclusive, and supportive environment where all students feel valued and encouraged to succeed.

Qualifications:

- Bachelor's degree in Education, Special Education, or a related field.

- Experience in working with students who require additional academic support.
- Strong knowledge of differentiated instruction strategies and classroom accommodations.
- Excellent communication skills, both with students and parents.
- Ability to work collaboratively with teachers, staff, and parents to support student success.
- Familiarity with educational technologies and tools to assist students in their learning.
- Ability to assess student needs and adjust teaching methods to improve academic performance.
- A strong commitment to fostering an inclusive learning environment.



JOB DESCRIPTION

POSITION TITLE: Teacher

REPORTS TO: Principal

CONTRACT YEAR: Ten-Month Salaried - Annual Contract

POSITION GOAL

To create and maintain a virtual classroom atmosphere that generates high expectations and enthusiasm for learning by integrating critical thinking, application skills, interpersonal communication, and technology into an aligned curriculum and assessment process, resulting in measurable achievement gains for all students.

SKILLS AND ABILITIES

The teacher shall:

- Possess knowledge of Florida Standards curriculum in the appropriate subject area.
- Adapt, design, and implement curriculum to meet the needs of individual students in an online setting.
- Suggest educational and virtual classroom management strategies, materials, and techniques to parents and support personnel working with students.
- Utilize observation techniques to identify student progress, re-evaluate instructional methods, and adjust lesson plans accordingly.

QUALIFICATIONS

EDUCATION:

- Bachelor's degree from an accredited college or university.

CERTIFICATIONS:

- Valid Florida teaching certification in the assigned subject area.

EXPERIENCE PREFERRED:

- Two (2) years of successful classroom experience in the appropriate subject area, preferably in an online or blended learning environment.
-

ESSENTIAL PERFORMANCE RESPONSIBILITIES

DEMONSTRATE PROFICIENCY

- Demonstrate mastery of all state competencies.
- Exhibit proficiency in the twelve teacher practice benchmarks for 21st-century teaching.
- Demonstrate deep knowledge of subject matter and the ability to adapt instruction to a virtual setting.
- Foster measurable student achievement gains through pre/post-assessment comparisons, standardized test scores, and portfolio reviews.
- Support administration and staff in developing and implementing a school-wide behavior management system aligned with board policies.
- Provide supportive virtual classroom management strategies and academic interventions.

DEMONSTRATE INITIATIVE

- Exhibit efficiency in virtual classroom management and instructional planning.
- Maintain punctuality and consistent attendance for scheduled live sessions and office hours.
- Stay informed on the latest developments in education, technology, and online teaching best practices.
- Take initiative in leading virtual projects, school events, extracurricular activities, and student clubs.
- Seek and participate in professional development opportunities related to virtual instruction.
- Provide additional support through tutoring, asynchronous guidance, and individualized feedback.

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT

- Demonstrate strong oral and written communication skills in virtual interactions.
- Engage in training programs designed to improve online instructional effectiveness.
- Pursue further education, supplemental credentials, and certifications in digital teaching methodologies.

UNDERSTAND AND EMPLOY A VARIETY OF EDUCATIONAL TECHNOLOGIES, STRATEGIES, AND TEACHING STYLES

- Utilize differentiated instructional strategies to maximize learning outcomes.
- Implement best practices for virtual instruction aligned with state competencies.
- Maintain and update student learning portfolios to document progress and growth.

SERVE AS ROLE MODELS FOR STUDENTS AND FUTURE EDUCATORS

- Demonstrate professionalism, digital citizenship, and effective online communication.
- Promote problem-solving, independent learning, and character development.
- Reinforce digital etiquette and school policies to create a positive virtual learning environment.

ADVISE PARENTS

- Maintain open communication with parents through progress reports, emails, and virtual meetings.
- Encourage and facilitate parental involvement in student learning.
- Document parent-teacher interactions regarding student progress and interventions.
- Work collaboratively with parents to develop individualized learning plans and monitor student progress.
- Offer flexible virtual conferencing options to accommodate family needs.

DEMONSTRATE AWARENESS OF EACH STUDENT'S EDUCATIONAL NEEDS

- Continually assess student progress using defined rubrics and digital assessment tools.
- Establish, maintain, and adjust individualized learning plans based on data-driven insights.
- Identify and accommodate diverse learning styles through targeted instructional methods.
- Assist in data collection and preparation of reports for tracking student progress.

WORK COOPERATIVELY AND PRODUCTIVELY WITH CO-WORKERS

- Maintain professionalism in all virtual interactions with administrators, colleagues, students, and parents.
- Collaborate effectively in a virtual team environment to enhance student learning experiences.
- Take initiative in instructional improvements and school-wide initiatives.
- Foster a positive online community that values teamwork, inclusion, and respect.
- Demonstrate flexibility and adaptability in addressing technical challenges or instructional adjustments.

PARTICIPATE ACTIVELY IN SCHOOL FUNCTIONS

- Attend and engage in virtual parent-teacher meetings and conferences.
- Plan, organize, and participate in virtual events, school-wide projects, and student engagement activities.
- Perform additional duties as assigned by the school administration to support a collaborative and engaging learning environment.

1. Science Teacher

Job Description: The Science Teacher is responsible for delivering engaging and effective science instruction to students in a virtual learning environment. The teacher will develop lesson plans aligned with state standards, utilize a variety of instructional strategies to accommodate diverse learning styles, and foster a positive and interactive classroom environment. The Science Teacher will be responsible for assessing student progress, providing timely feedback, and encouraging critical thinking and scientific inquiry.

Key Responsibilities:

- Develop and implement science curriculum, including biology, chemistry, physics, and environmental science, in alignment with state standards.
- Deliver engaging online lessons that incorporate interactive elements and promote hands-on learning experiences.
- Assess student performance through quizzes, exams, lab reports, and projects.
- Provide regular feedback to students and communicate progress with parents and guardians.
- Foster a collaborative online classroom environment that encourages student participation and inquiry.
- Integrate technology and digital resources into the science curriculum.
- Participate in professional development to stay current with best practices in science education and online teaching.

Qualifications:

- Bachelor's degree in Science Education, Biology, Chemistry, Physics, or a related field; Master's degree preferred.
- Valid teaching certification in Science.
- Minimum of 3 years of teaching experience, preferably in an online or virtual school setting.
- Strong knowledge of science content and state standards.
- Proficiency in using educational technology and online learning platforms.
- Excellent communication, organizational, and interpersonal skills.

2. Mathematics Teacher

Job Description: The Math Teacher is responsible for planning and delivering high-quality mathematics instruction to students in a virtual classroom. The teacher will create lesson plans that align with state standards, employ various teaching methods to reach students at different levels, and support students in developing critical mathematical skills. The Math Teacher will assess student progress, provide individualized support, and encourage a growth mindset toward math learning.

Key Responsibilities:

- Design and implement a comprehensive math curriculum, covering topics such as algebra, geometry, calculus, and statistics.
- Teach engaging and interactive online math lessons that accommodate different learning styles.
- Assess student understanding through quizzes, tests, projects, and other assessments.
- Provide constructive feedback and additional support to students as needed.
- Maintain regular communication with students, parents, and guardians regarding academic progress.
- Utilize technology and digital tools to enhance math instruction and student engagement.
- Participate in ongoing professional development to refine teaching practices and stay updated on math education trends.

Qualifications:

- Bachelor's degree in Mathematics Education, Mathematics, or a related field; Master's degree preferred.
- Valid teaching certification in Mathematics.
- Minimum of 3 years of teaching experience, preferably in an online or virtual school setting.
- Strong knowledge of math content and state standards.
- Proficiency in using educational technology and online learning platforms.
- Excellent problem-solving, communication, and interpersonal skills.

3. English/Language Arts Teacher

Job Description: The English/Language Arts (ELA) Teacher is responsible for delivering a rigorous and engaging English curriculum that promotes literacy, critical thinking, and effective communication. The teacher will develop lesson plans aligned with state standards, use various instructional strategies to address diverse learning needs, and support students in mastering reading, writing, and analytical skills. The ELA Teacher will assess student progress, provide feedback, and foster a love for literature and language.

Key Responsibilities:

- Develop and implement an ELA curriculum that includes reading, writing, grammar, and literature.
- Teach online lessons that engage students and promote active participation in discussions and activities.
- Assess student progress through essays, exams, presentations, and other assessments.
- Provide regular feedback to students and communicate with parents about academic performance.
- Encourage students to develop strong writing skills and a deep appreciation for literature.
- Integrate technology and digital resources to enhance the ELA curriculum.

- Participate in professional development to stay current with best practices in English education and online instruction.

Qualifications:

- Bachelor's degree in English Education, English, or a related field; Master's degree preferred.
- Valid teaching certification in English/Language Arts.
- Minimum of 3 years of teaching experience, preferably in an online or virtual school setting.
- Strong knowledge of ELA content and state standards.
- Proficiency in using educational technology and online learning platforms.
- Excellent communication, writing, and analytical skills.

4. Social Studies Teacher

Job Description: The Social Studies Teacher is responsible for delivering a comprehensive and engaging social studies curriculum that covers history, geography, civics, and economics. The teacher will create lesson plans aligned with state standards, utilize a variety of instructional strategies to address different learning styles, and foster critical thinking and informed citizenship among students. The Social Studies Teacher will assess student understanding, provide feedback, and encourage discussions on current events and social issues.

Key Responsibilities:

- Develop and implement a social studies curriculum that includes history, geography, civics, and economics.
- Teach interactive and engaging online lessons that encourage critical thinking and active participation.
- Assess student progress through exams, projects, essays, and presentations.
- Provide feedback and support to students to help them achieve academic success.
- Encourage students to engage with current events and social issues in a thoughtful and informed manner.
- Use technology and digital resources to enhance social studies instruction.
- Participate in professional development to stay updated on best practices in social studies education and online teaching.

Qualifications:

- Bachelor's degree in Social Studies Education, History, Political Science, or a related field; Master's degree preferred.
- Valid teaching certification in Social Studies.
- Minimum of 3 years of teaching experience, preferably in an online or virtual school setting.
- Strong knowledge of social studies content and state standards.

- Proficiency in using educational technology and online learning platforms.
- Excellent communication, analytical, and organizational skills.

5. Electives Teacher (e.g., Art, Music, Physical Education, Technology)

Job Description: The Electives Teacher is responsible for delivering specialized instruction in elective subjects such as Art, Music, Physical Education, Technology, or other areas of interest. The teacher will develop lesson plans that align with state standards and provide engaging and hands-on learning experiences that inspire creativity, physical activity, or technical skills. The Electives Teacher will assess student progress, provide individualized support, and encourage students to explore their interests and talents.

Key Responsibilities:

- Develop and implement curriculum for elective courses in areas such as Art, Music, Physical Education, Technology, or other subjects.
- Teach engaging online lessons that foster creativity, physical health, or technical skills.
- Assess student progress through projects, performances, physical assessments, or technical tasks.
- Provide feedback and support to students to help them develop their skills and interests.
- Encourage student participation in extracurricular activities and clubs related to their elective subject.
- Use technology and digital tools to enhance the elective curriculum.
- Participate in professional development to stay current with trends and best practices in elective education and online teaching.

Qualifications:

- Bachelor's degree in the relevant subject area (e.g., Art Education, Music Education, Physical Education, Technology Education); Master's degree preferred.
- Valid teaching certification in the relevant subject area.
- Minimum of 3 years of teaching experience, preferably in an online or virtual school setting.
- Strong knowledge of the subject area content and state standards.
- Proficiency in using educational technology and online learning platforms.
- Excellent communication, creativity, and organizational skills.

6. ESE Teacher

Job Description:

The ESE (Exceptional Student Education) Teacher is responsible for providing specialized instruction and support to students with disabilities in a virtual learning environment. The teacher will develop and implement Individualized Education Programs (IEPs) in compliance with federal, state, and school policies. The ESE Teacher will work collaboratively with general

education teachers, parents, and service providers to ensure students receive appropriate accommodations, modifications, and services that support their academic and social-emotional development. This role requires a commitment to fostering an inclusive and supportive virtual classroom that empowers students with disabilities to succeed.

Key Responsibilities:

- Develop and implement IEPs in accordance with federal and state regulations and school policies.
- Deliver individualized and small-group instruction aligned with students' IEP goals in a virtual setting.
- Collaborate with general education teachers to provide accommodations and modifications that support student access to the curriculum.
- Monitor and document student progress toward IEP goals, and participate in annual reviews and eligibility meetings.
- Maintain regular communication with students, parents, and other stakeholders regarding student performance and support needs.
- Utilize a variety of instructional strategies and digital tools to engage students with diverse learning needs.
- Ensure compliance with IDEA (Individuals with Disabilities Education Act) and maintain accurate and confidential student records.
- Participate in professional development related to special education and virtual instruction best practices.

Qualifications:

- Bachelor's degree in Special Education or a related field; Master's degree preferred.
- Valid Florida teaching certification in Exceptional Student Education (K–12).
- Minimum of 3 years of teaching experience, preferably including experience in an online or virtual school setting.
- Thorough understanding of IDEA, Section 504, and other relevant laws and regulations.
- Experience writing and implementing IEPs and working with diverse populations of students with disabilities.
- Strong proficiency with educational technology and online learning platforms.
- Excellent communication, collaboration, and organizational skills.
- Demonstrated commitment to equity, inclusion, and the academic success of all students.

7. ESE Paraprofessional

Job Description:

The ESE Paraprofessional supports certified ESE teachers in providing instructional and behavioral support to students with disabilities in a virtual learning environment. Working under

the supervision of the ESE teacher, the paraprofessional assists with the implementation of Individualized Education Programs (IEPs), helps adapt instructional materials, provides small group or one-on-one support, and ensures students remain engaged and on-task. The ESE Paraprofessional plays a key role in fostering an inclusive online classroom environment where all students can succeed.

Key Responsibilities:

- Assist ESE teachers in the delivery of virtual instruction and implementation of IEP goals and accommodations.
- Provide direct support to students individually or in small groups through virtual breakout rooms or one-on-one sessions.
- Help students stay organized, manage time effectively, and complete assignments in alignment with IEP requirements.
- Support student engagement and monitor progress during live online lessons and asynchronous work periods.
- Assist in the adaptation and modification of instructional materials and activities as directed by the ESE teacher.
- Maintain confidentiality of student records and uphold all school and legal requirements related to special education.
- Communicate regularly with the supervising teacher and participate in virtual team meetings or IEP reviews when requested.
- Attend professional development sessions related to special education practices and virtual instruction strategies.

Qualifications:

- High school diploma or equivalent required; Associate's degree or higher preferred.
- Completion of a paraprofessional training program or two years of college coursework preferred.
- Experience working with students with disabilities, particularly in a virtual or online setting, is highly desirable.
- Basic understanding of special education services, IEPs, and accommodations.
- Strong organizational skills and the ability to work independently in a remote setting.
- Proficiency in using technology tools for communication, instruction, and documentation.
- Patience, empathy, and strong interpersonal skills to support diverse learners effectively.



Student Enrollment Application

PLEASE SUBMIT A SEPARATE APPLICATION FOR EACH STUDENT

1. Student Information

- **Student's Full Name:**
 - First Name: _____
 - Middle Name: _____
 - Last Name: _____
- **Date of Birth (MM/DD/YYYY): //_____**
- **Gender:**
 - Male Female Non-binary Prefer not to say
- **Grade Level Applying For:**
 - K 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th
 - 12th
- **Primary Language:**
 - English Spanish Other: _____
- **Ethnicity (Optional):**
 - Hispanic/Latino Not Hispanic/Latino
- **Race (Optional) – Check all that apply:**
 - American Indian or Alaska Native Asian Black or African American
 - Native Hawaiian or Other Pacific Islander White
- **Has the student ever attended a public school in Florida?**
 - Yes No
- **Current or Previous School Name: _____**

- **Type of School:** Public Private Homeschool
-

2. Parent/Guardian Information

- **Parent/Guardian 1:**

- Full Name: _____
- Relationship to Student: Mother Father Legal Guardian
 Other: _____
- Street Address: _____
- City: _____ State: _____ Zip Code: _____
- Primary Phone: (____) ____ - _____
- Alternate Phone: (____) ____ - _____
- Email Address: _____

- **Parent/Guardian 2 (Optional):**

- Full Name: _____
 - Relationship to Student: Mother Father Legal Guardian Other:

 - Primary Phone: (____) ____ - _____
 - Alternate Phone: (____) ____ - _____
 - Email Address: _____
-

3. Emergency Contact Information

- **Emergency Contact Name:** _____
- **Relationship to Student:** Mother Father Legal Guardian Other:

- **Primary Phone:** (____) ____ - _____
- **Alternate Phone:** (____) ____ - _____
- **Email Address:** _____

4. Additional Information

- Does the student require English Language Learner (ELL) support?
 Yes No
- Has the student ever been retained in any grade?
 Yes No (If yes, specify grade: _____)
- How did you hear about Legacy Virtual School?

- Reason for choosing Legacy Virtual School:

-

5. Enrollment Agreement

By signing this application, I/we acknowledge that all information provided is accurate and complete to the best of my/our knowledge. I/we understand that providing false information may result in the denial of enrollment or dismissal from Legacy Virtual School. I/we agree to adhere to the school's policies, procedures, and code of conduct as outlined in the school's handbook. I/we understand that enrollment is contingent upon meeting the school's admission criteria and that space may be limited.

I/we give consent for Legacy Virtual School to request and receive my/our child's educational records from previous schools or institutions as needed.

- Parent/Guardian 1 Signature: _____ Date: // _____
 - Parent/Guardian 2 Signature (Optional):
_____ Date: // _____
-

6. For School Use Only

- **Date Application Received:** // _____
- **Application Status:** Accepted Waitlisted Denied
- **Enrollment Start Date:** // _____
- **Assigned Grade Level:** _____
- **Comments:** _____



Legacy Virtual School

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Justification for Establishing Legacy Virtual School in Pinellas County

Demographics of Pinellas County

Pinellas County Schools is a large and diverse district, serving around 91,000 students as of 2023 ([Pinellas County district student body primarily comprised of white students in 2023-24 school year | Pinellas Times](#)) ([Pinellas County district student body primarily comprised of white students in 2023-24 school year | Pinellas Times](#)). The student population reflects a mix of racial and socioeconomic backgrounds. White students make up roughly half of enrollment (about 50.3% in 2023-24), with Black students about 19% and Hispanic students about 20% ([Pinellas County district student body primarily comprised of white students in 2023-24 school year | Pinellas Times](#)). In total, **44% of Pinellas students are nonwhite** ([Miseducation | Pinellas County School District | ProPublica](#)), making it a majority-minority district. Socioeconomically, a significant portion of families face economic challenges – approximately **51% of students qualify for free or reduced-price lunch** ([Miseducation | Pinellas County School District | ProPublica](#)), a common indicator of low-income status. This means roughly half of Pinellas County's students come from economically disadvantaged households, highlighting the need for equitable educational support.

Student Performance Trends: In recent years Pinellas County Schools have shown improvement on key outcomes like graduation rates. The *federal graduation rate* for Pinellas reached **91.5% in 2019-20**, slightly above the Florida state average of 90% and well above the national average (~86.5% in 2020) ([National Public High School Graduation Rate at 86.5 percent in ...](#)). This is a marked rise from just a few years prior (the 2017-18 rate was 86.0% in Pinellas) ([National Public High School Graduation Rate at 86.5 percent in ...](#)). Additionally, Florida's school grading results show Pinellas performing strongly: in 2022-23, **63% of Pinellas schools earned an "A" or "B" grade**, and fully 97% were rated "C" or higher ([Pinellas County Schools continues to accelerate academic excellence](#)). The district itself has been rated an overall "B" for eight consecutive years and came within two points of an "A" in 2023 ([Pinellas County Schools continues to accelerate academic excellence](#)). These trends indicate that traditional schools in Pinellas are generally meeting state standards and improving on average.

However, **achievement gaps persist** beneath these averages. Historically, certain student groups – particularly Black and low-income students – have lagged behind their peers. For example, Black students in Pinellas have been found to be **on average 2.7 grade levels behind white students** academically ([Miseducation | Pinellas County School District | ProPublica](#)). In 2015, only about **24% of Black students were reading-proficient** on state assessments, compared to 56% of non-Black students (). Although the district’s “Bridging the Gap” initiative has led to some improvements (by 2020 the Black student graduation rate rose to 85%, closing much of the gap with white students) (), disparities in test scores and advanced coursework remain a concern. Notably, white students have been **over twice as likely as Black students to enroll in at least one AP class** (Advanced Placement) in Pinellas ([Miseducation | Pinellas County School District | ProPublica](#)), reflecting unequal access to rigorous academics. There are also geographic pockets of low performance: a 2015 investigation identified five high-poverty elementary schools in south St. Petersburg that had deteriorated into “failure factories,” with **8 in 10 students failing reading and 9 in 10 failing math** on state exams ([How the Pinellas County School Board neglected five schools until they became the worst in Florida | Failure Factories | Tampa Bay Times](#)). These schools, serving almost exclusively low-income Black neighborhoods, were ranked among the worst in Florida before reforms were enacted ([How the Pinellas County School Board neglected five schools until they became the worst in Florida | Failure Factories | Tampa Bay Times](#)) ([How the Pinellas County School Board neglected five schools until they became the worst in Florida | Failure Factories | Tampa Bay Times](#)). This context underscores that **Pinellas County has both areas of academic excellence and areas of acute need**, especially correlated with socioeconomic disadvantage and racial segregation. Any new educational program – such as a virtual school – must account for this demographic landscape, aiming to raise overall performance while closing persistent gaps.

Comparison of Traditional Schools vs. Virtual Schools

Establishing a Legacy Virtual School in Pinellas requires understanding how **traditional brick-and-mortar schooling compares to virtual schooling** in terms of key measures. This includes examining current traditional school performance relative to benchmarks, and the potential benefits and challenges of a virtual model.

Traditional School Performance in Pinellas vs. Benchmarks

By many measures, Pinellas’s traditional public schools perform at or above average levels when compared to state and national benchmarks. As noted, the district’s **91.5% graduation rate** exceeds the national public school average of ~86% () ([National Public High School Graduation Rate at 86.5 percent in ...](#)). Pinellas also kept pace with Florida’s educational gains in the past decade. For instance, Florida as a whole has seen rising NAEP scores and graduation rates, and Pinellas has matched these positive trends. In terms of school grades, Pinellas’s distribution of A/B rated schools is strong, and the district narrowly missed an “A” rating in the latest state report ([Pinellas County Schools continues to accelerate academic excellence](#)). This suggests that, on aggregate, traditional schools in Pinellas are competitive academically.

However, **traditional schools have struggled to fully meet the needs of all student groups**, as evidenced by the significant racial and economic achievement gaps. In high-poverty neighborhoods, traditional schools have faced challenges with student outcomes, teacher turnover, and discipline issues ([How the Pinellas County School Board](#)

[neglected five schools until they became the worst in Florida | Failure Factories | Tampa Bay Times](#)). The earlier example of south-county elementary schools is instructive – concentrated poverty and lack of support led to drastic underperformance until interventions were implemented ([How the Pinellas County School Board neglected five schools until they became the worst in Florida | Failure Factories | Tampa Bay Times](#)) ([How the Pinellas County School Board neglected five schools until they became the worst in Florida | Failure Factories | Tampa Bay Times](#)). Even outside those extreme cases, data shows that Black and low-income students in Pinellas’s traditional schools score markedly lower on state assessments than their white and higher-income peers (). These gaps indicate that the one-size-fits-all model of traditional classrooms can leave some students behind, especially in schools that lack sufficient resources or face larger social challenges. In comparison to national benchmarks, Pinellas’s situation is not unique – across the U.S., high-poverty urban schools often underperform relative to suburban schools. Pinellas has made progress (for example, improving its graduation rate for at-risk and minority students in recent years), but **there remains a need for innovative approaches** to ensure all demographic groups succeed. This is where a virtual school could complement traditional schools by offering a different, more personalized model for those who aren’t thriving in the traditional setting.

Benefits of Virtual Schools (Performance and Accessibility)

Virtual schools offer several **performance advantages and accessibility benefits** that can address some challenges of traditional schools:

- **Strong Academic Outcomes:** When well-implemented, virtual schools can match or exceed traditional schools in academic performance. Florida’s own Florida Virtual School (FLVS) provides a case in point – FLVS students consistently outperform state averages on standardized exams. In 2022, FLVS students scored **10.4% higher on AP exams than the statewide average** in the same subjects and also exceeded the global AP average by 5.3% ([Providing the Skills and Knowledge Students Need For Success](#)). They also beat state End-of-Course exam averages in core subjects (for example, FLVS Algebra I students had a 62% proficiency vs 49% statewide) ([Providing the Skills and Knowledge Students Need For Success](#)). These outcomes show that a high-quality virtual curriculum with certified teachers can produce equal or better learning gains than traditional classrooms. Notably, FLVS has achieved a **92.6% graduation rate** for its full-time students in 2023 ([FLVS Graduation Rate Increases, Among Top 10 School Districts](#)), placing it among the top 10 school districts in Florida by this measure. In addition, **achievement gaps are often narrower in the virtual setting** – one analysis found that the proficiency gap between Black and White students was consistently smaller for FLVS Full Time than the state average, especially in math ([Online Learning Helps Narrow Achievement Gaps in Student Performance](#)). The personalized, self-paced nature of online learning can help struggling students catch up and allow advanced students to accelerate, which benefits diverse learners.
- **Flexible Learning and Access:** Virtual schooling provides flexibility that traditional schools cannot. Students can learn from anywhere and often on a more flexible schedule. This is invaluable for students with special circumstances. For example, **hospital-homebound students** or those with chronic illnesses can continue their education online without falling behind. A study of online education for homebound students found that virtual learning helped them **overcome educational and social barriers** that would otherwise hinder their progress. Similarly, students who

experience bullying or anxiety in physical schools may thrive in a virtual environment where they can learn in a safe space at home. The flexibility also helps teen parents or students who need to work part-time – they can adjust their schoolwork around childcare or job schedules. In short, a virtual school extends educational access to students who might be unable to attend a traditional school regularly.

- **Expanded Course Offerings and Personalization:** A district virtual school can offer a **wider range of courses** than many single brick-and-mortar schools can. Advanced Placement, world languages, or specialized electives that may not be available at every high school could be taken online through the virtual school. This is especially beneficial in Pinellas, where not all schools offer the same programs. By enrolling in Legacy Virtual School for certain courses (part-time) or full-time, a student in a high-need school could access the same curriculum as one in a higher-performing school. This helps equalize opportunities. The online model also inherently allows **self-paced learning** – students can move quickly through material they master or take extra time on difficult concepts. Such personalization is harder to achieve in a traditional classroom with 25+ students. This individualized pacing can boost performance: for instance, surveys of K-12 online learners report that **students feel more in control of their learning and can practice time-management and tech skills** that prepare them for college and careers. Many parents and students have “overwhelmingly positive” sentiments about online learning’s effectiveness and future readiness benefits.
- **Continuity of Education and Credit Recovery:** Virtual schooling can reduce disruptions due to mobility or life events. If a student moves within the county or even outside it, they can continue attending the virtual school without interruption, whereas changing physical schools mid-year can set a student back. Online programs are also a proven strategy for **credit recovery** – helping students who failed courses to retake them on a flexible schedule and graduate on time. Florida has leveraged virtual courses for credit recovery for years. In one Florida district, an online curriculum was introduced to help students at risk of dropping out; as a result, a high school in Hendry County raised its special education graduation rate from ~70% to 91% in one year by using online courses to help students catch up ([Special Education Students Achieve Higher Graduation Rates... | Edmentum](#)). This kind of success story shows how a virtual platform can give struggling students a second chance to succeed.

Overall, the **benefits of a virtual school** revolve around *accessibility, individualized learning, and expanded opportunity*. For Pinellas County, launching Legacy Virtual School would mean any student – regardless of zip code, health status, or personal obligations – could access a high-quality education and a broad menu of courses. Academic results from Florida’s virtual programs suggest that performance need not be sacrificed; with proper design, virtual students can excel and even outpace traditional metrics.

Challenges of Traditional vs. Virtual Models

While virtual schools offer many advantages, it is important to acknowledge the **challenges and limitations of both traditional and virtual models** in order to plan effectively:

- **Challenges in Traditional Schools:** Brick-and-mortar schools face issues such as overcrowded classrooms, varying teacher quality, and resource inequities between

schools. In Pinellas, some neighborhood schools have historically suffered from **underfunding and high teacher turnover**, contributing to poor student outcomes ([How the Pinellas County School Board neglected five schools until they became the worst in Florida | Failure Factories | Tampa Bay Times](#)) ([How the Pinellas County School Board neglected five schools until they became the worst in Florida | Failure Factories | Tampa Bay Times](#)). Discipline disparities are another issue – Black students in Pinellas traditional schools have been **4 times more likely to be suspended than white students** ([Miseducation | Pinellas County School District | ProPublica](#)), which interrupts their learning disproportionately. Traditional schools also have rigid schedules and locations, which can be a barrier for students with transportation difficulties or family responsibilities. These challenges can lead to disengagement or dropout for students who don't "fit the mold." The example of the "failure factory" elementary schools illustrates how, when a traditional school fails to meet student needs, those students have had few alternatives in the past ([How the Pinellas County School Board neglected five schools until they became the worst in Florida | Failure Factories | Tampa Bay Times](#)) ([How the Pinellas County School Board neglected five schools until they became the worst in Florida | Failure Factories | Tampa Bay Times](#)).

- **Challenges in Virtual Schools:** Online schools require a different approach to ensure student success. A key challenge is maintaining student **engagement and motivation** in a remote setting. Students must have self-discipline to log in regularly and complete work. Without the physical presence of a teacher, some students struggle. Research on virtual charter schools has found that *if not properly supported, students can fall behind academically*. For example, a study in Indiana found that students who switched from traditional schools to full-time virtual charter schools experienced "**large, negative effects on mathematics and English/language arts achievement**" that persisted over time ([Online schools: Student performance often falls behind regular schools](#)). This underscores that online learning is not automatically successful – it demands good program design and student support. **Parental involvement** (or another learning coach at home) is often crucial, especially for younger students. Yet, not all parents are prepared for this role. Teachers in virtual schools have reported that many parents "**lacked the knowledge and skills to provide students with the necessary instructional support**", particularly in subjects like math and science ([Online schools: Student performance often falls behind regular schools](#)). If a parent cannot assist or supervise, a virtual student might not receive enough guidance.
- **Technology and Infrastructure:** Virtual education is entirely dependent on technology access. A major challenge is ensuring **every student has a suitable device and reliable internet** at home. Without careful planning, virtual schools can inadvertently widen the digital divide – benefiting those with home technology and leaving offline students behind. We address strategies for this in the Equity section, but it suffices to say that a virtual school must commit to providing laptops, software, and connectivity to any student who needs them. Additionally, teachers must be trained in online instructional methods, which differ from in-person pedagogy. There is a learning curve to using learning management systems, tracking student progress remotely, and keeping virtual learners engaged.
- **Socialization and Student Life:** Traditional schools inherently provide face-to-face social interaction, extracurricular activities, and services (meals, counseling, special

education therapies) that are harder to deliver virtually. Some families worry that online students may feel isolated or miss out on the social development that comes from daily in-person contact. Virtual schools need to compensate with virtual clubs, meet-ups, and robust support services to ensure students' social-emotional needs are met. This is a challenge but not insurmountable – many virtual programs (including FLVS) offer online clubs, field trips, and local events to build community.

In summary, **no model is without challenges**. Traditional schools in Pinellas have delivered solid results overall but continue to grapple with inequities and one-size-fits-all constraints that leave some students underserved. Virtual schools promise a more personalized and accessible approach, yet they require self-motivated learners and strong support systems to avoid the pitfall of disengagement. Knowing these challenges, Legacy Virtual School can be designed proactively to combine the best of both worlds: maintaining high academic standards and support (like a traditional school at its best) while leveraging the flexibility and individualization of online learning. The next sections will show how Florida's experience with virtual education provides a roadmap for success and how a Pinellas virtual school can address equity and access.

Virtual School Success in Florida

Florida has been at the forefront of K-12 virtual education for over two decades, and its successes provide a compelling **proof of concept for virtual schools**. Several case studies from around the state illustrate that virtual schooling can yield strong student outcomes. Legacy Virtual School can draw on these examples to replicate and build upon their strategies.

Florida Virtual School (FLVS) – A Statewide Model: Florida Virtual School, founded in 1997, was the nation's first statewide K-12 virtual school and remains one of the largest. FLVS offers over 190 courses to students across Florida ([ERIC - EJ1376412 - Pinellas Virtual School: The FLVS District Franchise and the Ongoing Controversy over Funding, Distance Learning, 2022](#)), from core subjects to electives and AP courses. Students can attend FLVS full-time as their primary school or part-time (taking individual online courses while enrolled in another school). The performance record of FLVS is impressive. As mentioned, FLVS Full Time's high school program achieved a **92.6% graduation rate in 2022-23**, surpassing its previous rate and outpacing most brick-and-mortar districts ([FLVS Graduation Rate Increases, Among Top 10 School Districts](#)). In standardized testing, FLVS students have excelled. Aside from AP and EOC exam stats noted earlier, FLVS reports that its students also outperform state averages on college readiness exams – for instance, FLVS students' average ACT scores have topped both state and national averages in recent years ([Proven Results](#)). FLVS has essentially demonstrated that an online school can be **as effective as a top-ranked traditional district**, given the right resources. It has also grown to scale, educating tens of thousands of students (over 2.7 million course enrollments since inception). This indicates that the virtual model is sustainable and capable of expanding access to quality education statewide.

Importantly, FLVS has shown it can serve a diverse student body. According to FLVS internal analysis, its program has helped **narrow achievement gaps** – for example, the Black-White achievement gap in math proficiency was lower for FLVS Full Time students than the statewide gap ([Online Learning Helps Narrow Achievement Gaps in Student Performance](#)). The combination of a rigorous curriculum, certified teachers, and personalized pacing is

credited with this success ([Online Learning Helps Narrow Achievement Gaps in Student Performance](#)). FLVS has won numerous awards and is often cited as a national leader in online education innovation. Florida's policymakers have embraced virtual learning to the point that the state **requires every high school student to take at least one online course before graduation** ([Virtual Courses: The Introduction and Expansion of Virtual Schooling in Florida and Its Effects on Student Academic Outcomes | IES](#)), ensuring that all students, rich or poor, urban or rural, develop digital learning skills. This policy reflects confidence that virtual schooling is a beneficial part of a 21st-century education. Legacy Virtual School would operate in a state environment that not only supports online learning but has refined best practices over years.

Successful District Virtual Schools: In addition to FLVS, many Florida school districts run their own virtual schools (often in partnership with FLVS). These local virtual schools give families another public school choice. One notable example is **Broward Virtual School** in Broward County (Ft. Lauderdale area). Broward Virtual serves grades 6-12 and has earned acclaim for its performance. It received a **GreatSchools rating of 9 out of 10**, indicating above-average test scores and college readiness compared to other schools ([Broward Virtual School - Coconut Creek, Florida - FL | GreatSchools](#)) ([Broward Virtual School - Coconut Creek, Florida - FL | GreatSchools](#)). In fact, Broward Virtual won the GreatSchools **College Success Award** in multiple years (2018 and 2020) for excellence in preparing students for college-level work ([Broward Virtual School - Coconut Creek, Florida - FL | GreatSchools](#)). According to state data, students at Broward Virtual have high proficiency rates – approximately **77% of its students are proficient in math and 88% in reading**, far exceeding Florida's overall averages ([Broward Virtual School in FL - Niche](#)). These figures are remarkable and on par with some of the best magnet schools. What this shows is that a well-run district virtual school can achieve **top-tier academic results** while serving as a viable alternative to traditional schools. Broward Virtual's success also suggests that students can thrive socially and academically in an online setting with the right support, as evidenced by its high graduation rate and college-going metrics.

Closer to Pinellas, our own district has experience with virtual education through **Pinellas Virtual School (PVS)**, which is a franchise of FLVS. PVS has offered fully online instruction to K-12 students in the county for several years. While relatively small, it has grown steadily. In 2021, Pinellas Virtual had about **1,541 students attending full-time** (about 1-2% of the district's enrollment) and can serve many more on a part-time basis ([ERIC - EJ1376412 - Pinellas Virtual School: The FLVS District Franchise and the Ongoing Controversy over Funding, Distance Learning, 2022](#)). This indicates there is existing demand among Pinellas families for virtual options. The franchise model with FLVS ensures that Pinellas Virtual provides the same course quality as the state program, but with local teachers and the ability to retain FTE funding locally ([ERIC - EJ1376412 - Pinellas Virtual School: The FLVS District Franchise and the Ongoing Controversy over Funding, Distance Learning, 2022](#)). This arrangement has been **financially and academically beneficial** for Pinellas – it keeps education funding within the county and gives students an additional choice without cost to families. The success of Pinellas Virtual (and 66 other district franchises in Florida ([ERIC - EJ1376412 - Pinellas Virtual School: The FLVS District Franchise and the Ongoing Controversy over Funding, Distance Learning, 2022](#))) demonstrates that the virtual school concept is already proven at the local level. Legacy Virtual School could be built upon the foundation of PVS, expanding and enhancing it to reach more students and fill remaining gaps.

Additional Success Stories: Other Florida districts have reported positive outcomes with

virtual or blended learning programs, particularly for at-risk populations. The earlier example from Hendry County (Clewiston High School) showed a dramatic improvement in special education graduation rates after implementing an online learning program for credit recovery ([Special Education Students Achieve Higher Graduation Rates... | Edmentum](#)). Similarly, Florida Virtual School's Flex program has allowed thousands of students across the state to graduate on time by taking needed courses online (whether to catch up or to fit courses into their schedule). During the COVID-19 pandemic, when all schools shifted to remote learning, many educators and families became more adept with online platforms – and while that period had mixed results, it vastly increased the capacity for virtual instruction and spotlighted students who actually fared better online. For instance, some students with social difficulties or intense extracurricular schedules found they achieved more with the flexibility of remote learning. Surveys post-2020 showed a segment of families prefers virtual schooling even beyond the pandemic, which is why many Florida districts kept expanded virtual offerings in place.

In summary, Florida's experience provides **compelling evidence that virtual schools can succeed**. We have seen that students in virtual programs can outperform state averages (FLVS), earn accolades for academic quality (Broward Virtual), and help targeted groups overcome hurdles (credit recovery programs, special education inclusion). These examples give confidence that a new Legacy Virtual School in Pinellas can be a high-quality educational option. By learning from these models – adopting similar curricula, support structures, and engagement strategies – Legacy Virtual School can hit the ground running with proven practices. The next section will delve into how such a school can specifically address issues of equity and access in Pinellas, ensuring that its benefits reach the students who need them most.

Equity and Access Considerations

A key rationale for Legacy Virtual School is to **promote equity and expand access** to excellent education for all Pinellas County students, regardless of their socioeconomic status or personal circumstances. Virtual schooling, if implemented thoughtfully, can be a powerful tool to close achievement gaps and remove barriers that exist in traditional schooling. This section discusses how a Pinellas virtual school could serve economically disadvantaged families, what strategies are needed to provide technology access, and how virtual education might help close persistent achievement gaps.

Serving Economically Disadvantaged Families

For low-income students and families in Pinellas, a virtual school option can address several inequities in the current system. In traditional schools, economically disadvantaged students are often concentrated in certain zoned schools (as was the case with the five “failure factory” elementaries), which historically had fewer resources and lower outcomes ([How the Pinellas County School Board neglected five schools until they became the worst in Florida | Failure Factories | Tampa Bay Times](#)) ([How the Pinellas County School Board neglected five schools until they became the worst in Florida | Failure Factories | Tampa Bay Times](#)). A virtual school is **not limited by geography** – a student from any part of the county can enroll and receive the same quality of instruction as any other. This means a child in a high-poverty neighborhood could escape an underperforming local school by choosing the virtual school, without having to win a magnet lottery or provide their own transportation to a better school. Virtual schooling thus offers *school choice at zero cost*, which is particularly valuable to

families with fewer means. It effectively breaks the link between a student's address and their educational opportunity.

Additionally, many low-income families have work schedules that make it hard to engage fully with a traditional school's timetable. Older students may need to work jobs to support their family, or they may have to care for younger siblings after school. Virtual schooling's flexibility allows these students to adjust their learning schedule. For example, a high schooler could attend to family/job responsibilities in the daytime and do coursework in the evenings. This flexibility can prevent dropouts – rather than quitting school due to outside obligations, students can continue their studies on a schedule that fits their life. Legacy Virtual School could develop individualized learning plans for such students, ensuring they stay on track to graduate.

It's also worth noting that virtual schools can *bring education into the home*, potentially increasing parental involvement in a child's learning. For families that struggle to get involved at brick-and-mortar schools (perhaps due to transportation, multiple jobs, or language barriers), having school take place at home provides more visibility into what the child is learning. Parents or guardians can more easily observe classes or communicate with teachers online. While not all parents have the capacity to be learning coaches, the virtual format at least opens a window into the classroom that didn't exist before. With training and support, many parents in disadvantaged communities could become more active partners in their child's education through the virtual platform. This home-school connection is an asset that Legacy Virtual School can cultivate to help students succeed.

Technology Access: Closing the Digital Divide

A critical equity consideration for any virtual school is ensuring **access to technology and the internet** for students of all income levels. Pinellas County Schools recognized this need during past initiatives and has taken significant steps to close the "digital divide." As far back as 2013, the district launched *Connect for Success*, a program that **distributed 4,000 laptop computers to students in 36 low-income schools** ([Pinellas students get laptops to curb the 'digital divide'](#)). These laptops were provided free to families who had no computer at home, along with discounted internet service arranged through a partner (Bright House Networks) ([Pinellas students get laptops to curb the 'digital divide'](#)). The intent was to allow students to continue learning after school using online educational software and to ensure that poorer students "who don't have computers at home can keep up" with their peers ([Pinellas students get laptops to curb the 'digital divide'](#)). This early program was essentially a pilot in bridging technology gaps, and it treated access to online learning as a necessity, not a luxury.

Fast forward to 2020, and the COVID-19 pandemic forced an accelerated effort in digital access. Pinellas schools moved to remote instruction, and in doing so it became evident that not all students had devices or up-to-date technology at home ([Pinellas schools to get 42,000 laptops for students to take home](#)). The district responded by handing out roughly **26,000 devices** during the spring 2020 remote-learning period ([Pinellas schools to get 42,000 laptops for students to take home](#)). Realizing that patchwork solutions weren't enough, the School Board approved a major investment: **\$21 million to purchase 42,000 new laptops/tablets** so that every student in grades 4–9 would have a device for home use ([Pinellas schools to get 42,000 laptops for students to take home](#)). This initiative, part of a plan called *PCS Connects*, aimed to make Pinellas a 1-to-1 district (one device per student) and was funded largely through federal relief funds ([Pinellas schools to get 42,000 laptops](#)

[for students to take home](#)). As Associate Superintendent Kevin Hendrick put it, “Students will achieve if given the resources,” underscoring that equitable access to technology can directly impact learning outcomes ([Pinellas schools to get 42,000 laptops for students to take home](#)). The district committed to expanding this to all grade levels and sustaining it with annual budget allocations for technology refresh ([Pinellas schools to get 42,000 laptops for students to take home](#)).

Thanks to these efforts, Pinellas is in a strong position to support a full-scale virtual school. **40% of Legacy Virtual School students can be provided a laptop or Chromebook** as part of enrollment, and if a family lacks reliable internet, the school/district can supply a hotspot or work with local providers for free/low-cost broadband (strategies already employed during the pandemic). The cost of devices and connectivity is an important consideration, but it is one the district has largely addressed through its existing programs. By leveraging these programs, Legacy Virtual School can ensure that no student is left out due to inability to get online. This is crucial for serving low-income communities – the virtual school must come with the infrastructure to include them. Encouragingly, the distribution of technology in 2020 showed positive outcomes: once thousands of laptops went home, Pinellas saw online attendance rates above 95% ([Pinellas County schools online attendance hits 97 percent • St Pete ...](#)), suggesting that with the proper tools, students participated at high rates. Continued monitoring and support (tech support lines, repairs, training for families on how to use the devices) will be needed, but these are manageable tasks. In essence, **the digital divide can be closed** with committed effort, and Pinellas has proven its commitment in this area.

Impact on Achievement Gaps and Educational Equity

The ultimate goal of establishing a Legacy Virtual School is to **help close achievement gaps** and reach students who are not fully served by traditional schools. Virtual education can contribute to equity in several ways:

- **Equalizing Course Access:** As discussed, a virtual school can offer advanced coursework (AP, honors, specialized electives) to students at any high school. This can directly reduce gaps like the AP course enrollment disparity between white and Black students in Pinellas ([Miseducation | Pinellas County School District | ProPublica](#)). If Legacy Virtual School proactively recruits and supports students of color and those from lower-performing schools to take AP or other advanced classes online, it can raise their participation in rigorous courses. Over time, this leads to more equitable outcomes in college readiness. The same applies to gifted programs or high-level STEM courses – online options can reach talented students in underrepresented groups who might otherwise lack access. FLVS data already showed that **FLVS students outperformed state averages in AP and core courses** ([Providing the Skills and Knowledge Students Need For Success](#)) ([Providing the Skills and Knowledge Students Need For Success](#)), which implies that giving more students the chance to take these courses online could improve their academic achievement relative to peers who stick to limited offerings in some traditional schools.
- **Personalized Support for At-Risk Students:** One reason gaps persist is that struggling students often don't get enough individualized remediation in a busy traditional classroom. A virtual school can employ adaptive learning software, tutoring sessions, and self-paced mastery learning to help at-risk students catch up. For example, a student who reads below grade level could use an online reading program

daily through the virtual school, tailored to their reading ability, whereas in a physical school they might only get occasional pull-out help. The flexible pacing means a student can take extra time to master content (avoiding the cycle of moving on without understanding, which widens gaps). The success story from Hendry County is instructive: giving special education students a tailored online curriculum with proper supports led to a leap in their graduation rate from 70% to 91% ([Special Education Students Achieve Higher Graduation Rates... | Edmentum](#)). By analogy, Legacy Virtual School can implement targeted interventions for Pinellas's gap groups – whether it's minority students, low-income students, English language learners, or students with disabilities. The online format allows for *differentiation at scale*: each student's learning path can be customized more easily than in one teacher's classroom handling 30 different needs.

- **Reducing Barriers and Disruptions:** Some achievement gaps are exacerbated by factors like chronic absenteeism, suspensions, or high student mobility. A virtual school mitigates some of these issues. Students who might be absent due to transportation issues or illness can log in from home and not fall behind. Those who face suspensions (disproportionately Black students, as noted) would in a virtual setting have fewer opportunities for the kind of disciplinary infractions that occur in hallways or cafeterias. Indeed, online schools generally have much lower suspension rates by design – discipline is managed differently, focusing on digital citizenship. This could help keep students in class (virtually) and learning time intact. Also, for students who move often (for example, children in foster care or unstable housing), a virtual school provides continuity so they don't have to change schools and teachers with each move. By maintaining consistent schooling, these vulnerable students have a better chance to succeed and close the gap with more stable peers.
- **Flexible Credit Earning and Recovery:** Legacy Virtual School can play a role in Pinellas's broader *gap-closing strategies* by offering extended learning opportunities. For instance, the district currently runs after-school programs (like Promise Time) and summer programs (Summer Bridge) to help struggling students do extra learning outside regular hours ([Pinellas students get laptops to curb the 'digital divide'](#)). A virtual school can complement these by allowing students to take extra courses or tutoring **year-round, on their own schedule**. An ambitious student behind in credits could take an extra online course in the evening to catch up. A student who failed a class could immediately start a credit recovery module online rather than waiting for summer school. These opportunities mean students from disadvantaged backgrounds can do “more than a year's worth of learning in a year's time,” which is essential for closing gaps ([Pinellas students get laptops to curb the 'digital divide'](#)).

Of course, simply opening a virtual school does not automatically close equity gaps – it must be deliberately structured to reach and support the students who need it most. This means robust outreach in disadvantaged communities, providing mentors or coaches for online learners, and tracking data to ensure students from all subgroups are succeeding in the virtual environment. Pinellas County Schools can integrate Legacy Virtual School into its *Bridging the Gap* plan goals. For example, if Goal 2 is eliminating the Black/non-Black achievement gap in reading (), the virtual school could be used as an intervention for students in schools that are underperforming, giving them supplemental online instruction to boost their reading skills. Likewise, to address the gap in advanced coursework (Goal 3), Legacy Virtual could aggressively enroll more minority students in online AP classes with

support, thus directly contributing to that metric.

In terms of **outcomes**, the expectation is that providing these avenues will lead to measurable narrowing of gaps. We have evidence that when given equal tools, **low-income and minority students perform just as well**. For instance, when Pinellas provided laptops and internet to low-income students in 2020, those students were able to attend online classes at a 97% rate, nearly equal to their more affluent peers ([Pinellas County schools online attendance hits 97 percent • St Pete ...](#)). Similarly, FLVS Full Time (which serves a broad spectrum of students statewide) managed to reduce the Black-White achievement gap, showing it is possible to approach parity ([Online Learning Helps Narrow Achievement Gaps in Student Performance](#)). Over time, a successful Legacy Virtual School could manifest in higher overall proficiency rates for Pinellas's disadvantaged students, higher graduation rates, and more students progressing to college and careers – all indicators that the achievement gap is closing.

Conclusion: Filling Educational Gaps with Legacy Virtual School

The analysis above highlights that **Legacy Virtual School can fill crucial educational gaps in Pinellas County**. Demographically, Pinellas has a wide range of learners – by race, income, and needs – and while our traditional schools serve many well, too many students still fall through the cracks of the conventional system. A dedicated virtual school offers a research-backed means to address these shortcomings. It can provide high-quality instruction to any student, anywhere in the county, and do so with the flexibility to accommodate individual circumstances.

Florida's track record shows that virtual schooling is not an experiment but a proven modality: Florida Virtual School and district programs like Broward Virtual have achieved graduation rates and test scores that meet or beat state benchmarks ([FLVS Graduation Rate Increases Among Top 10 School Districts](#)) ([Providing the Skills and Knowledge Students Need For Success](#)). By leveraging similar curricula and instructional practices, Legacy Virtual School can immediately stand on the shoulders of these successes. Moreover, Pinellas has laid the groundwork in terms of technology access (with one-to-one devices and internet initiatives) ([Pinellas schools to get 42,000 laptops for students to take home](#)) ([Pinellas students get laptops to curb the 'digital divide'](#)), which means the typical barrier of the digital divide is being addressed head-on. Every student, including those from our poorest communities, can be equipped to participate in online learning.

From an **equity perspective**, Legacy Virtual School aligns perfectly with Pinellas County Schools' mission of "100% Student Success." It introduces a new degree of choice and personalization into the system, ensuring that factors like a student's neighborhood or personal challenges do not dictate the quality of education they receive. It will particularly empower families who seek alternatives to struggling neighborhood schools or who need a non-traditional approach for their child to succeed. In doing so, it supports the district's strategic goals to close racial achievement gaps, increase advanced coursework participation, and improve outcomes for exceptional student populations () ().

Of course, implementing a virtual school will require careful planning – from training teachers in online pedagogy to setting up robust student support services – but Pinellas has the advantage of drawing on statewide expertise and its own pilot programs. The potential

rewards are great: **higher overall student performance, narrowed achievement gaps, more equitable access to opportunities, and students prepared for a digital future.**

In conclusion, establishing Legacy Virtual School in Pinellas County is a justified and forward-thinking response to the county's educational needs and demographic realities. It will complement traditional schools and extend the reach of our education system to serve all students more effectively. By embracing the virtual school model, Pinellas can accelerate academic progress for those who need it most, ensure continuity of learning for every child, and fulfill our commitment to providing an excellent education to every student, everywhere – truly achieving “100% Student Success.”

Sources:

- Pinellas County Schools demographic and performance data ([Pinellas County district student body primarily comprised of white students in 2023-24 school year | Pinellas Times](#)) ([Miseducation | Pinellas County School District | ProPublica](#)) () ([Pinellas County Schools continues to accelerate academic excellence](#))
- Achievement gap and diversity statistics for Pinellas ([Miseducation | Pinellas County School District | ProPublica](#)) () ([How the Pinellas County School Board neglected five schools until they became the worst in Florida | Failure Factories | Tampa Bay Times](#))
- Florida Virtual School outcomes and surveys ([Providing the Skills and Knowledge Students Need For Success](#)) ([Providing the Skills and Knowledge Students Need For Success](#)) ([Proven Results](#)) ([Proven Results](#))
- Research on virtual vs. traditional school performance ([Online schools: Student performance often falls behind regular schools](#)) ([Online schools: Student performance often falls behind regular schools](#))
- Broward Virtual School performance ([Broward Virtual School - Coconut Creek, Florida - FL | GreatSchools](#)) ([Broward Virtual School in FL - Niche](#))
- Pinellas technology initiatives and equity programs ([Pinellas schools to get 42,000 laptops for students to take home](#)) ([Pinellas students get laptops to curb the 'digital divide'](#)) ([Pinellas students get laptops to curb the 'digital divide'](#))
- Case studies of virtual learning success (FLVS, Hendry County) ([Online Learning Helps Narrow Achievement Gaps in Student Performance](#)) ([Special Education Students Achieve Higher Graduation Rates... | Edmentum](#))
- Florida Department of Education policy and data ([Virtual Courses: The Introduction and Expansion of Virtual Schooling in Florida and Its Effects on Student Academic Outcomes | IES](#))

Legacy Virtual School

Five Year Budget Projections

Complete Budget - Pinellas County

Func	Obj	Estimated Enrollment	Planning Year	199 (of 226)	292 (of 329)	406 (of 458)	639 (of 712)	869 (of 972)
		Description		Year 1	Year 2	Year 3	Year 4	Year 5

Income

FEFP Calculations

3310-01		Base FEFP Funding	\$0	\$1,070,851	\$1,705,935	\$2,400,651	\$3,867,378	\$5,463,004
3310-02		FEFP - ESE Guaranteed Allocation	\$0	\$10,306	\$19,909	\$30,036	\$59,694	\$91,116
3310-08		FEFP - Mental Health Assistance Allocation	\$0	\$11,156	\$16,367	\$22,761	\$35,822	\$48,715
3310-12		FEFP - Discretionary Local Effort	\$0	\$192,792	\$302,746	\$419,987	\$666,982	\$928,794
3310-13		FEFP - Proration to Funds Available	\$0	-\$1,449	-\$2,276	-\$3,157	-\$5,014	-\$6,982
3355		Class Size Reduction Allocations	\$0	\$191,986	\$300,766	\$427,800	\$700,110	\$983,478
FEFP Subtotals			\$0	\$1,475,642	\$2,343,447	\$3,298,078	\$5,324,972	\$7,508,124

Other Income Sources

3720		Loan Proceeds	\$400,000	\$160,000	\$0	\$0	\$0	\$0
Other Income Sources Subtotals			\$400,000	\$160,000	\$0	\$0	\$0	\$0

Total Income	\$400,000	\$1,635,642	\$2,343,447	\$3,298,078	\$5,324,972	\$7,508,124
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Expenses

5100 - Basic Instruction

5100	120	Instr - Classroom Teacher Salaries	\$0	\$500,625	\$778,750	\$1,056,875	\$1,613,126	\$2,280,626
5100	130	Instr - Other Certified Staff Member	\$0	\$48,500	\$106,125	\$141,500	\$245,625	\$427,625
5100	140	Instr - Substitute Teachers	\$0	\$13,000	\$19,000	\$25,000	\$19,000	\$25,000
5100	160	Instr - Other Support Personnel	\$35,313	\$105,938	\$124,358	\$253,652	\$367,556	\$544,966
5100	210	Instr - Retirement	\$263	\$4,830	\$7,443	\$10,716	\$16,433	\$24,024
5100	220	Instr - FICA	\$2,701	\$50,112	\$77,206	\$111,080	\$170,312	\$248,871
5100	230	Instr - Group Insurance	\$0	\$49,500	\$77,265	\$110,171	\$171,545	\$252,867
5100	240	Instr - Worker's Compensation	\$441	\$8,188	\$12,615	\$18,150	\$27,829	\$40,665
5100	250	Instr - Unemployment Compensation	\$216	\$3,024	\$4,536	\$6,048	\$9,072	\$13,176
5100	360	Instr - Rentals	\$0	\$49,750	\$73,000	\$101,500	\$159,750	\$217,250
5100	520	Instr - Textbooks	\$0	\$5,970	\$9,344	\$13,804	\$23,004	\$34,760
5100	730	Instr - Dues and Fees	\$0	\$794	\$1,173	\$1,892	\$3,618	\$941
5100	750	Instr - Other Personnel Services	\$100	\$1,400	\$2,100	\$2,800	\$4,200	\$6,100
Total For 5100 (Basic Instruction)			\$39,034	\$841,631	\$1,292,915	\$1,853,189	\$2,831,070	\$4,116,871

5200 - Exceptional Education

Legacy Virtual School

Five Year Budget Projections

Complete Budget - Pinellas County

5200	120	ESE - Classroom Teacher Salaries	\$0	\$22,250	\$44,500	\$66,750	\$144,625	\$211,375
5200	210	ESE - Retirement	\$0	\$165	\$330	\$495	\$1,073	\$1,568
5200	220	ESE - FICA	\$0	\$1,702	\$3,404	\$5,106	\$11,064	\$16,170
5200	230	ESE - Group Insurance	\$0	\$0	\$0	\$4,590	\$9,273	\$14,048
5200	240	ESE - Worker's Compensation	\$0	\$278	\$556	\$834	\$1,808	\$2,642
5200	250	ESE - Unemployment Compensation	\$0	\$216	\$216	\$432	\$648	\$864
5200	510	ESE - Supplies	\$0	\$200	\$360	\$480	\$940	\$1,360
5200	750	ESE - Other Personnel Services	\$0	\$100	\$100	\$200	\$300	\$400
Total For 5200 (Exceptional Education)			\$0	\$24,911	\$49,467	\$78,888	\$169,730	\$248,427

6100 - Pupil Services

6100	130	PupServ - Other Certified Staff Member	\$0	\$10,125	\$10,325	\$52,645	\$53,685	\$109,493
6100	210	PupServ - Retirement	\$0	\$75	\$77	\$390	\$398	\$812
6100	220	PupServ - FICA	\$0	\$775	\$790	\$4,027	\$4,107	\$8,376
6100	230	PupServ - Group Insurance	\$0	\$0	\$0	\$4,590	\$4,636	\$9,365
6100	240	PupServ - Worker's Compensation	\$0	\$127	\$129	\$658	\$671	\$1,369
6100	250	PupServ - Unemployment Compensation	\$0	\$216	\$216	\$216	\$216	\$432
6100	750	PupServ - Other Personnel Services	\$0	\$100	\$100	\$100	\$100	\$200
Total For 6100 (Pupil Services)			\$0	\$11,417	\$11,636	\$62,627	\$63,814	\$130,047

6200 - Instructional Media Services

6200	130	MediaC. - Other Certified Staff Member	\$35,313	\$14,125	\$14,405	\$36,727	\$37,455	\$38,198
6200	210	MediaC. - Retirement	\$263	\$105	\$107	\$273	\$279	\$284
6200	220	MediaC. - FICA	\$2,701	\$1,081	\$1,102	\$2,810	\$2,865	\$2,922
6200	240	MediaC. - Worker's Compensation	\$441	\$177	\$180	\$459	\$468	\$477
6200	250	MediaC. - Unemployment Compensation	\$216	\$216	\$216	\$216	\$216	\$216
6200	750	MediaC. - Other Personnel Services	\$100	\$100	\$100	\$100	\$100	\$100
Total For 6200 (Instructional Media Services)			\$39,034	\$15,803	\$16,110	\$40,584	\$41,383	\$42,197

6300 - Instructional/Curriculum Development

6300	360	Curric - Rentals	\$0	\$199,000	\$292,000	\$406,000	\$639,000	\$869,000
Total For 6300 (Instructional/Curriculum Development)			\$0	\$199,000	\$292,000	\$406,000	\$639,000	\$869,000

6400 - Instructional Staff Training

6400	310	ProfDev - Professional and Technical Services	\$0	\$6,000	\$7,000	\$16,000	\$22,400	\$31,360
6400	330	ProfDev - Travel	\$0	\$1,000	\$1,000	\$2,000	\$2,800	\$3,920
6400	510	ProfDev - Supplies	\$0	\$1,000	\$1,000	\$2,000	\$2,800	\$3,920
Total For 6400 (Instructional Staff Training)			\$0	\$8,000	\$9,000	\$20,000	\$28,000	\$39,200

Legacy Virtual School

Five Year Budget Projections

Complete Budget - Pinellas County

6500 - Instructional-Related Technology

6500	160	EdTech - Other Support Personnel	\$80,625	\$80,625	\$82,225	\$83,857	\$171,043	\$174,439
6500	210	EdTech - Retirement	\$600	\$600	\$612	\$624	\$1,273	\$1,299
6500	220	EdTech - FICA	\$6,168	\$6,168	\$6,290	\$6,415	\$13,085	\$13,345
6500	230	EdTech - Group Insurance	\$4,500	\$4,500	\$4,545	\$4,590	\$9,273	\$9,365
6500	240	EdTech - Worker's Compensation	\$1,008	\$1,008	\$1,028	\$1,048	\$2,138	\$2,180
6500	250	EdTech - Unemployment Compensation	\$216	\$216	\$216	\$216	\$432	\$432
6500	644	EdTech - Computer Hardware (Non Capitalized)	\$0	\$40,500	\$24,750	\$27,225	\$71,874	\$98,827
6500	750	EdTech - Other Personnel Services	\$100	\$100	\$100	\$100	\$200	\$200
Total For 6500 (Instructional-Related Technology)			\$93,217	\$133,717	\$119,766	\$124,076	\$269,318	\$300,087

7100 - Board

7100	310	Board - Professional and Technical Services	\$3,000	\$6,000	\$8,500	\$14,250	\$21,075	\$39,630
7100	320	Board - Insurance and Bond Premiums	\$0	\$7,960	\$12,264	\$17,905	\$29,589	\$42,251
Total For 7100 (Board)			\$3,000	\$13,960	\$20,764	\$32,155	\$50,664	\$81,881

7200 - General / District Administration

7200	730	District - Dues and Fees	\$0	\$70,607	\$95,988	\$97,159	\$99,680	\$103,340
Total For 7200 (General / District Administration)			\$0	\$70,607	\$95,988	\$97,159	\$99,680	\$103,340

7300 - School Administration

7300	110	Admin - Administrator Salaries	\$99,750	\$99,750	\$123,338	\$199,239	\$304,632	\$310,681
7300	160	Admin - Other Support Personnel	\$13,000	\$13,000	\$26,520	\$27,050	\$55,183	\$84,430
7300	210	Admin - Retirement	\$840	\$743	\$1,117	\$1,685	\$2,682	\$2,947
7300	220	Admin - FICA	\$8,625	\$8,625	\$11,464	\$17,311	\$27,526	\$30,226
7300	230	Admin - Group Insurance	\$4,500	\$4,500	\$4,545	\$9,181	\$13,909	\$14,048
7300	240	Admin - Worker's Compensation	\$1,409	\$1,409	\$1,873	\$2,829	\$4,498	\$4,939
7300	250	Admin - Unemployment Compensation	\$864	\$864	\$864	\$864	\$1,296	\$1,512
7300	310	Admin - Professional and Technical Services	\$0	\$796	\$1,191	\$1,690	\$2,712	\$3,763
7300	360	Admin - Rentals	\$0	\$12,150	\$17,500	\$24,000	\$37,450	\$51,150
7300	390	Admin - Other Purchased Services	\$0	\$1,990	\$2,978	\$4,224	\$6,781	\$9,406
7300	644	Admin - Computer Hardware (Non Capitalized)	\$2,000	\$2,000	\$5,000	\$7,000	\$10,000	\$14,000
7300	730	Admin - Dues and Fees	\$0	\$796	\$1,191	\$1,690	\$2,712	\$3,763
7300	750	Admin - Other Personnel Services	\$400	\$400	\$400	\$400	\$600	\$700
Total For 7300 (School Administration)			\$131,389	\$147,023	\$197,982	\$297,162	\$469,981	\$531,564

7500 - Fiscal Services

7500	310	Fiscal - Professional and Technical Services	\$3,000	\$15,000	\$21,000	\$29,400	\$41,160	\$69,972
Total For 7500 (Fiscal Services)			\$3,000	\$15,000	\$21,000	\$29,400	\$41,160	\$69,972

Legacy Virtual School

Five Year Budget Projections

Complete Budget - Pinellas County

7720 - Information Services

7720	310	InfServ - Professional and Technical Services	\$20,000	\$22,000	\$22,000	\$34,000	\$47,600	\$66,640
7720	390	InfServ - Other Purchased Services	\$61,000	\$31,000	\$31,000	\$61,000	\$85,400	\$85,960
Total For 7720 (Information Services)			\$81,000	\$53,000	\$53,000	\$95,000	\$133,000	\$152,600

7900 - Operation of Plant

7900	370	Facility - Communications	\$0	\$12,000	\$12,240	\$12,485	\$12,734	\$12,989
Total For 7900 (Operation of Plant)			\$0	\$12,000	\$12,240	\$12,485	\$12,734	\$12,989

9200 - Debt Service

9200	710	DebSrv - Principal Payment	\$0	\$0	\$0	\$0	\$269,231	\$290,769
9200	720	DebSrv - Interest Payment / Debt Service	\$0	\$44,800	\$44,800	\$44,800	\$44,800	\$23,262
Total For 9200 (Debt Service)			\$0	\$44,800	\$44,800	\$44,800	\$314,031	\$314,031

9999 - Reserve Funds

9999	999	Reserve - Reserve Funds	\$0	\$44,269	\$70,303	\$98,942	\$159,749	\$225,244
Total For 9999 (Reserve Funds)			\$0	\$44,269	\$70,303	\$98,942	\$159,749	\$225,244

Total Expenses			\$389,673	\$1,635,139	\$2,306,972	\$3,292,467	\$5,323,314	\$7,237,450
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Budget Totals

Total Income	\$400,000	\$1,635,642	\$2,343,447	\$3,298,078	\$5,324,972	\$7,508,124
Total Expenses	\$389,673	\$1,635,139	\$2,306,972	\$3,292,467	\$5,323,314	\$7,237,450
Net Revenue	\$10,327	\$503	\$36,475	\$5,611	\$1,658	\$270,674
Projected Cash On Hand	\$10,327	\$10,830	\$47,305	\$52,916	\$54,574	\$325,248

Legacy Virtual School Planning Year Cash Flow Projections

Func	Obj	Description	Plng Yr Total	Dist. Meth. [1]	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
7720 - Information Services																
7720	310	InfServ - Professional and Technical Services	\$20,000	4	\$0	\$0	\$0	\$2,222	\$2,222	\$2,222	\$2,222	\$2,222	\$2,222	\$2,222	\$2,222	\$2,222
7720	390	InfServ - Other Purchased Services	\$61,000	4	\$0	\$0	\$0	\$6,778	\$6,778	\$6,778	\$6,778	\$6,778	\$6,778	\$6,778	\$6,778	\$6,778
Total For 7720 (Information Services)			\$81,000		\$0	\$0	\$0	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000
9999 - Reserve Funds																
Total Expenses			\$389,673		\$0	\$0	\$0	\$43,297	\$43,297	\$43,297	\$43,297	\$43,297	\$43,297	\$43,297	\$43,297	\$43,297
Budget Totals																
Total Income			\$400,000		\$0	\$0	\$0	\$200,000	\$0	\$0	\$0	\$200,000	\$0	\$0	\$0	\$0
Total Expenses			\$389,673		\$0	\$0	\$0	\$43,297	\$43,297	\$43,297	\$43,297	\$43,297	\$43,297	\$43,297	\$43,297	\$43,297
Net Revenue			\$10,327		\$0	\$0	\$0	\$156,703	-\$43,297	-\$43,297	-\$43,297	\$156,703	-\$43,297	-\$43,297	-\$43,297	-\$43,297
Projected Cash On Hand			\$10,327		\$0	\$0	\$0	\$156,703	\$113,406	\$70,109	\$26,812	\$183,515	\$140,218	\$96,921	\$53,624	\$10,327

Net Revenue	\$10,327	\$503		\$80,256	\$80,256	-\$14,951	-\$14,951	-\$14,951	-\$14,951	-\$14,951	-\$14,951	-\$14,951	-\$14,951	-\$20,201	-\$20,201
Projected Cash On Hand	\$10,327	\$10,830		\$90,583	\$170,840	\$155,889	\$140,938	\$125,987	\$111,036	\$96,085	\$81,134	\$66,183	\$51,232	\$31,031	\$10,830



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Finance Intention Letter

Legacy School Inc.
Vasilii Kiselev
CEO & Co-Founder

May 24, 2025

RE: Financial Support Proposal for Legacy Virtual School

To Whom It May Concern,

I am writing on behalf of Legacy School Inc. to express our intention to provide financial assistance to Legacy Virtual School through a loan for \$400,000 at an annual interest rate of 8% for a period of six years, subject to approval of the FTE application. The interest payments are to commence from the following year, with the principal amount to be repaid in equal installments over the 3rd, 4th, and 5th years of the school's operation.

Additionally, we are also willing to offer an additional \$160,000 at an annual interest rate of 8% for a period of five years, starting from the first year of FTE post-approval. The principal amount for this credit line is to be repaid in equal installments over the 3rd, 4th, and 5th years of the school's operation.

We believe in the vision and objectives of Legacy Virtual School and are committed to supporting its growth and development through this financial assistance.

Should you require further information or clarification, please do not hesitate to get in touch.

Yours sincerely,

Vasilii Kiselev
CEO & Co-Founder
Legacy School Inc

A handwritten signature in black ink, appearing to be "Vasilii Kiselev", written in a cursive style.

Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fdoe.org/ .	Unassigned Fund Balance from Independent annual audit. Deficit fund balances should be reported in parenthesis. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by Total Revenue)	Applicant should indicate whether the independent financial audit included any of the following finding: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is Yes, please attach separate page explaining. If audit is not yet available, indicate with NA. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
Year -3				
Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Pinellas County Schools' Input on Legacy Virtual Charter School Application

Charter School Review Commission

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Section Number	Page Number	Comments
1A. Mission, Guiding Principles and Purpose	P. 10	<ul style="list-style-type: none"> Mission statement does not include ESE students. Vision statement suggests students from all across Florida, no specifics about Pinellas County.
1B. Utilize guiding principles 1002.33(2)(a), F.S.	P. 10	<ul style="list-style-type: none"> Page numbers are not aligned and do not describe how the school will utilize the guiding principles.
2. Target Population and Student Body	P.12	<ul style="list-style-type: none"> No mention of support for ESE students. Target population is all of Florida, no mention of Pinellas County.
	P. 14	<ul style="list-style-type: none"> The rationale does not include ESE students.
	P. 15	<ul style="list-style-type: none"> Emphasis put on 40% of the population qualifying for free equipment. Does this mean those who don't qualify have to pay for it? Clarification is needed.

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Section Number	Page Number	Comments
3A. Educational Program Design	P.16	<ul style="list-style-type: none"> Program overview does not include ESE students.
	P.17	<ul style="list-style-type: none"> More information is needed on STEM education. Daily student routine does not include ESE students.
	P.18	<ul style="list-style-type: none"> Specialized support services section does not address how students will be supported. How will students funnel into the learning options? What certifications will your learning support specialists have? I have a concern that certified teachers may not be required to interact with students in a meaningful way in order to monitor and deepen learning. I am also concerned that students could go through school without engaging with peers if they choose the self-paced learning option.
	P.19	<ul style="list-style-type: none"> Clarification needed on schedule templates. Elementary- when and how long is ELA instruction? Are individual sessions available for this level? What is a reading club? Are instructional minutes aligned with state requirements? Middle School- Are instructional minutes aligned with state requirements? What happens in the social hub? High School- How does proposed schedule meet the needs of students who work or have additional responsibilities? Are the instructional minutes aligned to state requirements?
	P.21	<ul style="list-style-type: none"> ESE is not included in the educational program. “ the program provides technology with limited availability on a first come, first-served basis.” What happens to those who do not get one or do not qualify?

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Section Number	Page Number	Comments
3A. Educational Program Design	P.22	<ul style="list-style-type: none">• Serious concern about the process of securing a laptop for instructional use.• Serious concern about the technology monitoring, tracking and retrieval process.
	P.24	<ul style="list-style-type: none">• Clarification needed on what quarterly IEP meetings are for.• ESE services mentioned in this section need further clarification on "how" services are provided and documented.

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Section Number	Page Number	Comments
4. Curriculum Plan	PP. 25-44	<ul style="list-style-type: none">• There is no mention of the research that supports the strategies outlined as affecting reading.• The document says that the programs are aligned with state and national standards, but there is little detail showing a clear understanding of how the B.E.S.T. benchmarks will be addressed, and progress monitored.• I don't see a clearly designed curriculum plan described in this section.

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Section Number	Page Number	Comments
5. Student Performance, Assessment and Evaluation	P. 52	
	P.46	
	P. 48-49	
	P. 51	

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Section Number	Page Number	Comments
5. Student Performance, Assessment and Evaluation	P. 52	<ul style="list-style-type: none">Informing Instruction- no indication how students in self-paced courses will receive the instructional support. Only live session instruction is addressed.
	P. 53	<ul style="list-style-type: none">Academic advisers-who are they? Last paragraph on p. 53 indicates this is what is happening in the current private online program. "For example, recent workshops have covered data-driven instructional strategies and the use of assessment tools to tailor teaching methods".
	P.54	<ul style="list-style-type: none">Under action plan, "conducting classroom observations" is listed. How does this work in an online setting where students are self-paced with no teacher interaction?
	P.55	<ul style="list-style-type: none">"Regular reports will be issued at the end of each grading period or semester". "Parent-teacher conferences will be scheduled at regular intervals or when significant changes occur..." A clear/set time should be established for both.

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Section Number	Page Number	Comments
6.Exceptional Students	Section E (no page numbers for section 6.)	<ul style="list-style-type: none"> • Comprehensive Staffing and Support Team- description of each role does not specify how services will be implemented to online learners. • In regard to the applicant’s continuous monitoring, what process is in place to change goals in IEP’s? Evidence of misinformation and lack of knowledge about ESE. • Supplementary Aids and Services- first statement: “to ensure equitable access to the general education curriculum for students with disabilities, our school will provide a range of supplementary aids and services. Environmental and physical accommodations will be implemented...”. The entire first paragraph indicates services in a physical setting. The applicant does not demonstrate how aids and services would work in a virtual setting.
	Section G	<ul style="list-style-type: none"> • Promoting Graduation for High School Students with Disabilities: No mention of monitoring state assessment results and no mention of waiver eligibility.
	Section H	<ul style="list-style-type: none"> • The applicant does not define the role of a case manager and no rationale for the anticipated need for so many SLP’s. Paraprofessionals’ role does not indicate how support will be provided in a virtual setting.
	Section J	<ul style="list-style-type: none"> • Grade advancement and enrichment plan is not aligned with the district’s progression plan.

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Section Number	Page Number	Comments
7. English Language Learners	P.72 Pp. 72-74	<ul style="list-style-type: none">• Native Language Support- narrative suggests current teachers in a school.• Does not contain an assurance that the charter school will comply with the school district's EL Plan in identifying ESOL students and provision of ESOL services.
6. English Language Learners		

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Section Number	Page Number	Comments
8. School Culture and Discipline	P.76	<ul style="list-style-type: none">Disciplinary policies: narrative indicates polices are outlined in the student handbook. No handbook attached for reference on those policies. This narrative does not align with the applicant's intention to adopt the district's code of conduct policy.
9. Supplemental Programming	P. 48 Attachment R	<ul style="list-style-type: none">Supplemental Programming: specific funding for activities is not shown on five year budget as indicated in the application.

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Section Number	Page Number	Comments
10. Governance	P. 79-93	<ul style="list-style-type: none">• Copy of the filing form for Articles of Incorporation is not provided.• Copy of the filing form for 501(c)(3) status is not provided.• The application fails to acknowledge the Governing Board's obligation to annually report its progress to its sponsor.• The application acknowledges that the Governing Board will meet at least monthly and will make said meetings open to the public. However, there are no pertinent details, such as where those meetings will be held or assurances that the principal and local representative will be physically present. Given the nature of this applicant as a virtual school, information indicating the location of its physical meetings was noticeably absent.• The application makes note of the diverse qualifications and expertise of its Governing Board, but there is a dearth of expertise in charter school governance.

<p>10. Governance</p>	<p>PP. 42-53 Attachment I (Continued)</p>	<ul style="list-style-type: none"> • The application fails to contain assurances that the school and/or its Governing Board will not use public funds to purchase or lease property, goods or services from any director, officer or employee of the school or the spouse, parent, child, stepchild or sibling or any director, officer or employee, or from any business in which any officer or employee has an interest. Nor does it contain assurances that the school and/or Governing Board will not use any property, goods or services purchased or leased with public funds for a private benefit. As this applicant is currently and/or was formerly operating a private school, the absence of these assurances is cause for concern. • On its face, the Governance section of the application tracks the information identified in the standard evaluation criteria. However, while making sure to hit each target, the application fails to provide meaningful details and at times seems purposely vague. This application offers some, but ultimately insufficient, insights into the governance of the Governing Board and/or school.
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Section Number	Page Number	Comments
13. Professional Development	PP. 108-109	<ul style="list-style-type: none">• More information is needed on how instructional personnel will be prepared to share particularly challenging aspects of the curriculum and instructional methods.• More specific details needed about the hours spent in Professional Learning Workshops and how much time will be dedicated to planning and collaboration within the school day.

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Section Number	Page Number	Comments
14. Student Recruitment and Enrollment	P.110-112	<ul style="list-style-type: none">• No mention of ESE students.• A. Admissions and Dismissal Procedures-The application presents generic admissions procedures without sufficient specifics. It is unclear how the preferential treatment will work. A clear, step-by-step admissions process is needed to provide clarity to potential applicants. Additionally, there are no dismissal procedures included in this section. They may be elsewhere but not listed here.• B. Achieving Racial/Ethnic Balance-The section lacks any evident background research and provides vague descriptions of how the school will achieve a racial/ethnic balance. The mention of online open houses and targeted marketing is insufficient without a concrete plan. Specific strategies to engage low socio-economic status students, English language learners, and students with disabilities need more details, along with measurable targets for enrollment from these groups.

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Section Number	Page Number	Comments
15. Parent and Community Involvement	P. 113	Partnership with ASU is with current private school. Need clarification about the relationship.

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16. Budget	116-119	<ul style="list-style-type: none">• Reviewer unable to locate charter revenue worksheet to tie back to the Budget Projections.• Budget shows computer hardware is lower in year 2 but projected enrollment is up; Higher expectations of students qualifying for free equipment.• Reviewer is unable to locate expected assets list; Can't confirm what textbooks are needed and what curriculum licenses are in budget; will increase in students increase cost?• Unable to locate full staff unit for curriculum specialist; Budget mentions "Other Certified Staff Member" but only a salary of \$12K. Will they only work for a period? Part-time?• Application mentions three principals during Y1; Budget for School Administration only shows total of \$138K for administrator salary; should these be FT or PT; unable to confirm.• Reviewer unable to locate the Director of Finance, Director of Admissions and Director of Human Resources in Budget; Budget consists of professional service, will they be part-time and contracted?• Unable to locate full staff unit for curriculum specialist; Budget mentions "Other Certified Staff Member" but only a salary of \$12K. Will they only work for a period? Part-time?

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17. Financial Management and Oversight	No pages listed on application sheets.	<ul style="list-style-type: none">• “Regular financial updates”: Need clarity when reports will be submitted. “Promptly” appears the applicant does not know when reports are due to the district.• Anticipated costs appear to be low and unrealistic. The gradual increase of fees is significant without explanation. • Costs for services dramatically increase without explanation as to why. • Storage of financial records: applicant does not appear to know/understand statutes and does not indicate knowledge of district requirements. • Liability insurance- budget amount shows significant increases without explanation.

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18. Start-Up Plan	P. 131	<ul style="list-style-type: none">Start-up plan: Concern: July- "begin the process of recruiting members for the governing board (voluntary and unpaid at this stage)" cannot pay board members.
	P. 132	<ul style="list-style-type: none">Applicant's start of school does not align with the district.