

**Child Development Center Charter School
Charter Renewal Application**

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1. Is the academic program a success?

1A. Has the school made reasonable progress in meeting internally established educational goals during the term of its charter?

When the Child Development Center (CDC) became a Charter School, our three main goals were to limit the number of students in a classroom to 10-12 students, offer individual occupational, physical and speech therapies, and involve parents as much as possible in school activities. We have been successful in these areas as our classrooms have had an average of 9.4 students for the past five years, we have increased the number of half hour therapy sessions provided each year from a total of 1897 our first year to 7489 for 2001-02.

Number of Half Hour Therapy Sessions Provided

THERAPY SESSIONS	97-98	98-99	99-00	00-01	01-02
Occupational Therapy	0	226	854	1222	1050
Physical Therapy	1126	1290	1380	1725	2047
Speech Therapy	771	1315	1837	2441	4392
COMBINED TOTAL	1897	2831	4071	5388	7489

We have had at least 1400 parent volunteer hours each year and an average parent satisfaction rating of 92% over the last five years.

The CDC Charter School became accredited by the Southern Association of Colleges and Schools (SACS) in December, 2002.

1B. Has the student performance significantly improved and/or been persistently strong on internal and external academic assessments?

Since there were no State Standards for the Pre-K Exceptional Student Education (ESE) population when we became a charter school, the CDC Charter School has used pretest/post-test scores to measure the progress of our students each year.

The average gains for our students have remained fairly stable during our initial charter based on the results of our pretest/post-test scores taken from the administration of the Hawaii Early Learning Profile (HELP) for each student.

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1B. Has the student performance significantly improved and/or been persistently strong on internal and external academic assessments? (continued)

However, the gains shown from the pretest/post-test vary from student to student depending on their disability and the extent to which that disability limits their progress. Although we set high expectations for our students, many students achieve far beyond what was originally expected of them. For some of our more challenged students, progress often cannot be captured through formal assessment, but through daily participation and interaction in the classroom and at home. We celebrate accomplishments no matter how small or large. The following information shows the overall gains for the past 5 years of testing:

1997-98 - Average overall gains for the total student population for the first year were shown by disability:

Developmental Delay	4.6 months
Down Syndrome	3.8 months
Other Syndromes	2.8 months

1998-99 - Average overall gains for the total student population were as follows:

Cognitive	5.2 months
Expressive Language	3.2 months
Gross Motor	5.2 months
Fine Motor	4.9 months

1999-00 - Average overall gains for the total student population were as follows:

Cognitive	5.2 months
Expressive Language	3.2 months
Gross Motor	5.2 months
Fine Motor	4.9 months
Social/Emotional	4.3 months
Self-Care	4.8 months

2000-01 - Average overall gains for the total student population were as follows:

Cognitive	5.5 months
Expressive Language	5.0 months
Gross Motor	2.2 months
Fine Motor	4.3 months
Social/Emotional	4.7 months
Self-Care	4.7 months

2001-02 - Average overall gains for the total student population were as follows:

Cognitive	6.4 months
Expressive Language	8.0 months
Gross Motor	8.0 months
Fine Motor	5.5 months
Social/Emotional	6.7 months
Self-care	6.7 months

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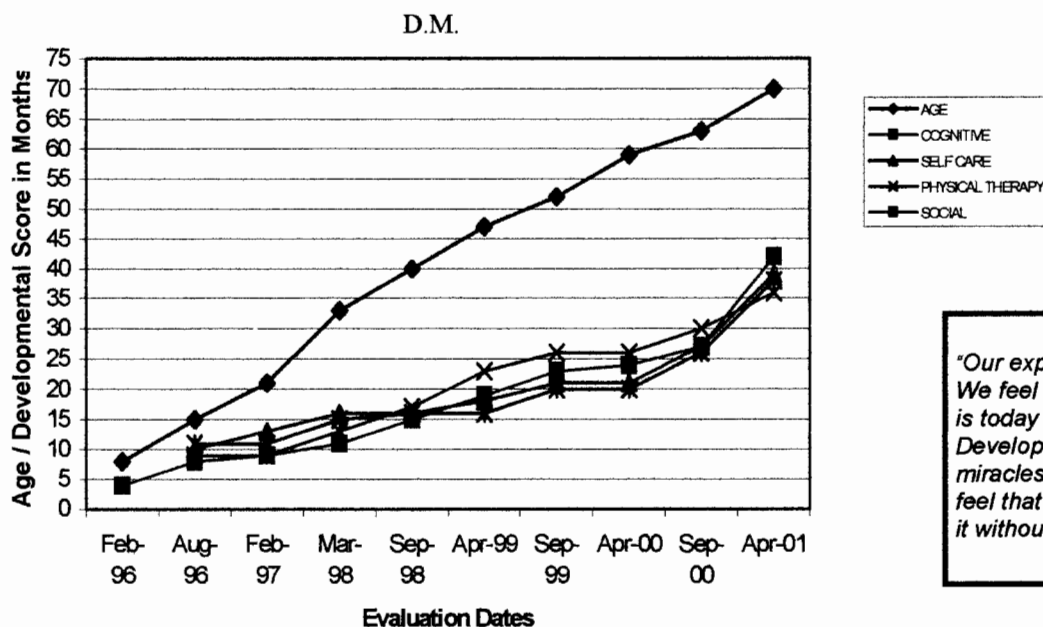
1B. Has the student performance significantly improved and/or been persistently strong on internal and external academic assessments? (continued)

As students that are classified as "Developmental Delay" approach their sixth birthday, they are tested by the Polk County School psychologist and CDC staff to determine their continued eligibility for special education. A copy of this report is shared with the parent and used in the transition Individual Education Plan (IEP) as the student is preparing to graduate from the CDC Charter School.

Students up to two and one half years of age may have their initial evaluation completed by the Early Intervention Program of the University of South Florida in Lakeland. This evaluation is then used at the initial school staffing to determine eligibility for special education services.

CASE STUDIES:

The following case studies of individual students show their progress from initial enrollment through their graduation from CDC. They represent a sample of students from our initial year as a charter school.

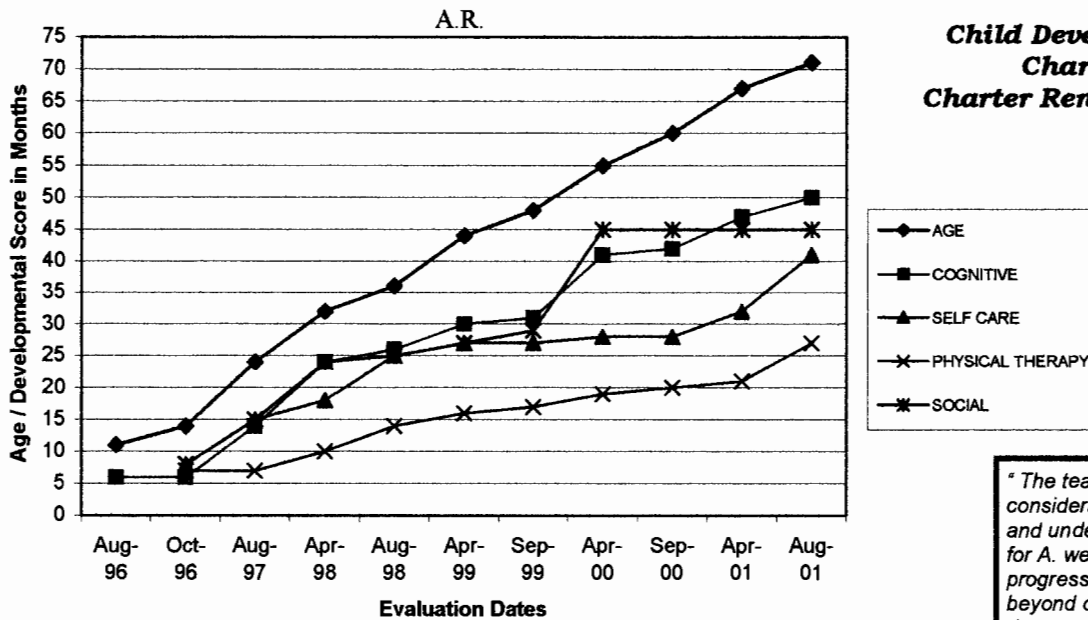


*"Our experience was very good. We feel he wouldn't be where he is today had he not gone to Child Development Center. They work miracles with these children and I feel that we wouldn't have made it without CDC."
-D's Mom*

Student Profile-D.M. began his involvement with CDC in January, 1996 when he was six months old. He was referred by his pediatrician due to his vision impairment and developmental delay. He was seen by an early interventionist for monthly visits. He also received physical and speech therapy as well as itinerant vision services from Polk County Schools. He enrolled in the Lakeland CDC charter school in August, 1997. D.'s challenges included total vision loss, sensory deficits, language and developmental delays. He was evaluated by the Multi-Disciplinary Diagnostic Team from Polk County Schools in March, 2001 and it was recommended that he attend the vision impaired resource room at Oscar J. Pope Elementary upon graduation from CDC in May, 2001.

Current Status-According to mom, D. continues to attend OJP and has become very independent in using his cane for safe mobility and is beginning to write his name using the Braille writer.

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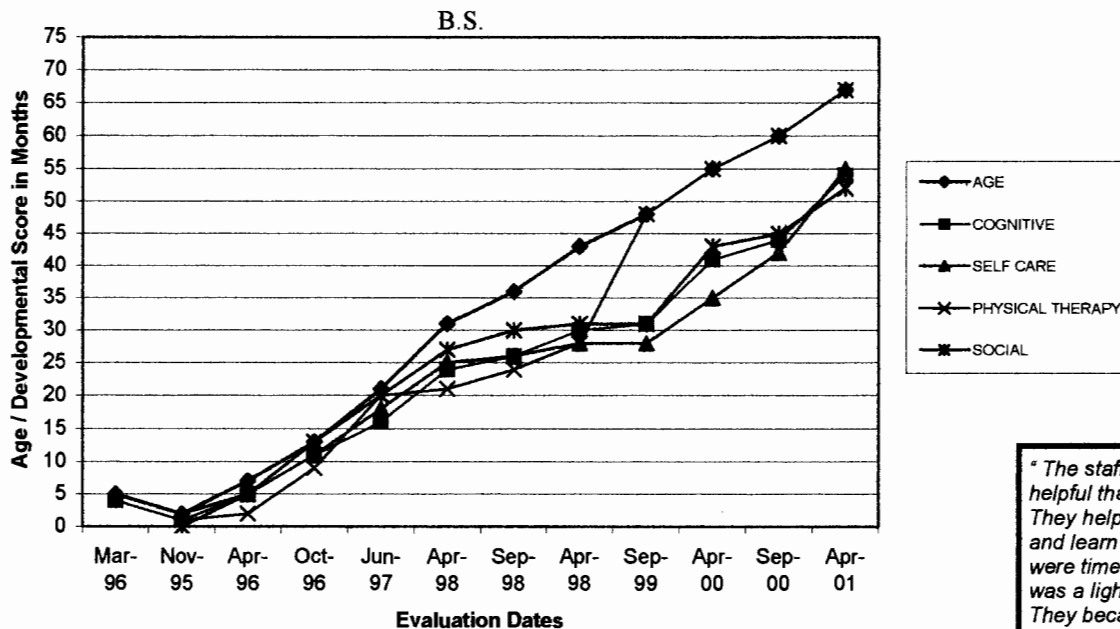


" The teachers at CDC and staff are considerate, kind, compassionate, and understanding. Our expectations for A. were surpassed 100 fold, his progression and improvement went beyond our wildest expectations and dreams. You all do God's work. Bless you for the jobs you do."

-A's Mom and Dad

Student Profile-A.R. began his involvement with CDC in August, 1996, when he was 12 months old. He was born prematurely with evidence of fetal stress. At that time he was diagnosed with cerebral palsy. He was referred by USF-Early Intervention Program to our FOCUS program, which serves infants and toddlers in the home. He was seen monthly by an early interventionist and then began attending playgroups at CDC. This continued until March, 1998, when he began attending full-time Pre-K at the Bartow Charter school. A. received physical and occupational therapy while at CDC. A's challenges included significant motor difficulties, self care, social and academic delays. Due to significant progress and psychological evaluation by Polk County Schools, it was determined that A. was no longer eligible for the ESE academic program, but was eligible for the orthopedically impaired program which entitled him to therapy services. He graduated from CDC in May, 2001, and entered kindergarten at Sikes Elementary.

Current Status- Parent reports he's at Sikes with a great teacher and paraprofessional and is doing fantastic.

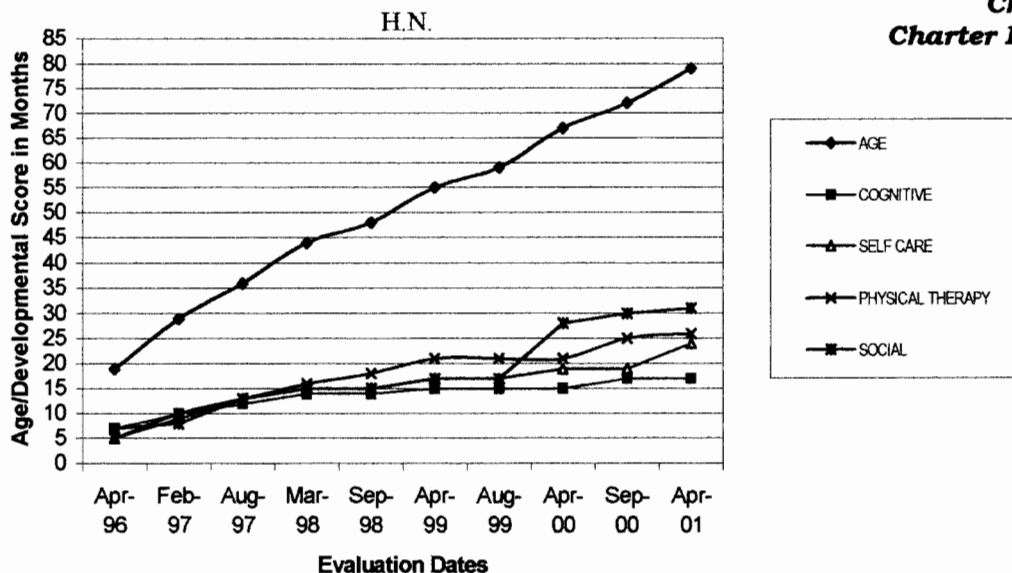


" The staff is the most caring and helpful that anyone could want. They helped B. and us to grow and learn together when there were times we didn't think there was a light at the end of a tunnel. They became part of our family and we will miss them very much."

-B.'s Mom and Dad

Student Profile-B.S. began his involvement with CDC in November, 1995, when he was two months old. He was in foster care placement and the foster mother referred him for services. B. was born substance exposed with irritable affect and muscle tone issues. He was seen by an early interventionist for monthly visits and also received speech and physical therapies. He began attending playgroup in June, 1997, and enrolled in CDC's Charter school in Lakeland in August, 1997. B.'s challenges included sensory regulation and anxiety, mild motor and severe language delays. Due to significant progress, B. received a psychological evaluation by Polk County Schools and was found no longer eligible for ESE academic services, but continued to need speech and language services. He graduated from CDC in May, 2002, and entered kindergarten at Inwood Elementary with support of speech therapy.

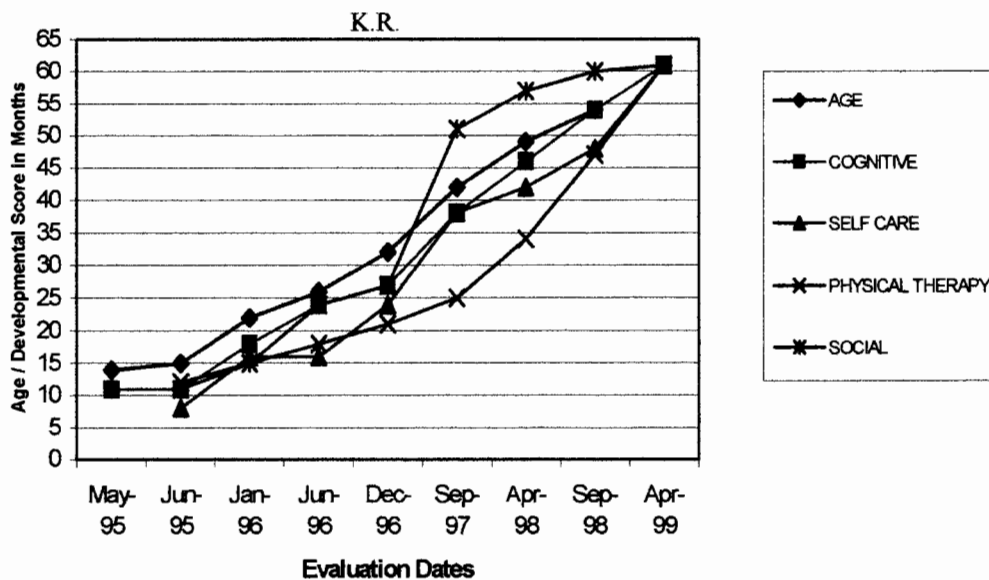
Current Status- According to parents, B. is currently in kindergarten at Inwood Elementary and receives speech therapy. He is progressing very nicely and his report cards have been consistently satisfactory. Not only has he been able to keep up with his peers, but his teacher has reported areas in which he is excelling beyond the classroom expectations.



*"Attending CDC was beneficial-very beneficial. It gave H. an opportunity to interact with kids her age, helped her development-speech -p.t.-o.t. Without that help she may have been seriously delayed in her development."
-H's Mom and Dad*

Student Profile-H. N. began her involvement with CDC in April, 1996, when she was 19 months old. At that time she was diagnosed having a chromosomal disorder as well as developmental delay. She was referred by USF-Early Intervention Program to our FOCUS program, which serves infants and toddlers in the home. She was seen monthly by an early interventionist and also received speech and physical therapy until enrollment in the Lakeland Charter School Pre-K program in August, 1997. She remained in the Lakeland school for one year, then transferred to the Bartow school for transportation reasons. H. had many challenges, ranging from severe developmental delay and language impairment to feeding issues and failure to thrive. For much of the time that H. was with us, many of her goals centered around eating, safe mobility and purposeful play activities. Her last year with us was spent primarily focusing on pre-academic skills such as matching and identifying objects and pictures and adaptive skills such as toilet training. A Multi-Disciplinary Diagnostic Team evaluation was completed on H. in February, 2000. At that time, H. was found to be trainable mentally handicapped. H. graduated from CDC in May, 2001, and enrolled at Oscar J. Pope Elementary the following school year.

Current Status- H. is currently at Garner Elementary. Mother reports H. is doing fair, but would like increased therapies for H.



Student Profile-K.R. began her involvement with CDC in June, 1995, when she was 15 months old. At that time she was diagnosed having abnormal eating patterns with accompanying obesity and motor and language delays. She was referred by USF-Early Intervention Program to our FOCUS program, which serves infants and toddlers in the home. It was determined during the intake process that weekly playgroup as well as prescribed therapies would best meet the needs of K. and her family. She started attending playgroup in June, 1995, and continued in that program until April, 1996 when an opening in one of our Lakeland classrooms became available. K. attended CDC preschool until she turned 3 years old in April, 1997. At that time, students were only eligible to attend CDC preschool until age 3, at which time they transitioned to their neighborhood public prekindergarten program. K. enrolled at Griffin Elementary. CDC opened as a charter school in August, 1997 and K. returned to us at that time and continued her educational program and prescribed therapies until May, 1999. K.'s challenges included motor and language delays, social anxieties and dietary concerns. Due to wonderful progress, K. graduated from CDC in May, 1999, and it was determined that she no longer was in need of ESE services. K. enrolled at Griffin Elementary for her kindergarten year.

Current Status-K. currently attends Griffin Elementary and is doing well.

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2. Is the school a viable organization?

2A. Is the school financially solvent and stable?

The Child Development Center Charter School has had clean audits not only during the time it has been a charter school, but for at least 18 years. Copies of these audits have been filed each year as required with the School Board and the State of Florida. Since being a charter school, our audits have not shown any reportable conditions, other than each year they make the Board of Directors aware that our internal controls are limited by the number of administrative employees handling money. Since we have a small staff, we try as much as possible to segregate duties with one person opening the mail, another making deposits and another writing the checks. Two signatures are required on any checks in the amount of \$500 or more. Checks payable to the Executive Director or Program Director must also have two signatures and one of those signatures must be an authorized Board member. Monthly bank statements are sent unopened to our CPA firm, Baylis and Company, and are reconciled by them. The board treasurer reviews the financial statements with the board members each month at the regular Board meeting. The CPA firm comes to the September board meeting each year to review the audit with our Board of Directors.

During two of the five years that we have had financial audits, we showed a deficit in funding. In 2000, we had a deficit only after depreciation, and in 2001, the deficit was because of the state FTE cutbacks. We have a 3 month operating reserve and part of that was used to cover the 2001 deficit. This school year, 2002-03, we added one additional student to all of our nine classrooms to have the funds to make our teacher salaries competitive with other public schools and to make certain we do not have a deficit this fiscal year. As of our January, 2003 financial statement, we were \$61,560 to the good, after depreciation.

We hold successful fundraisers for the school which not only supplements our FTE funding, but enhances our involvement with the community. They are as follows:

- *The Annual Round-Up is held each November at the Bartow Civic Center, it is organized by community volunteers and nets an average of \$13,000.
- *The Tennis Tournament, a Board sponsored event, is held in the spring of each year in Lakeland and raises approximately \$20,000 annually.
- *The Golf Tournament, chaired by former NBA All-Star basketball player, Otis Birdsong, was started by our Parents Group three years ago and has become more successful each year. It is held at Eaglebrook in October and averages a profit of \$10,000.
- *The Parents Group holds a Holiday Tree Drawing each December and a Carnival in May which together net a total of \$3000 and these monies are used to purchase additional classroom supplies/materials or other school needs.
- *We receive approximately \$45,000 a year in grants and donations from the community.

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2B. Is the enrollment stable and near capacity?

Yes. Our enrollment was originally approved for 109 students and our enrollment during each of our first five years are as follows: 75, 82, 90, 90, and 86. During our second year as a charter school, we purchased a building in Winter Haven to better serve the eastern part of Polk County. We currently have 42 students enrolled in Lakeland, 23 in Bartow and 22 in Winter Haven for a total enrollment of **87 students** for the 2002-03 school year. If we had more space at the Lakeland facility, we could serve up to our maximum.

We have a waiting list of students wanting to enroll in the CDC Charter School. Below are the numbers waiting for each center for last year and the current school year:

School Year	2001-2002	2002-2003
Bartow	6	9
Lakeland	13	14
Winter Haven	4	10
TOTAL	23	33

Exempt from deseg

Our mobility rate is divided into 3 categories. We have an average of 5 students that leave CDC each year because they have moved and an average of 5 students that leave because their parents are no longer interested in our services. CDC has an average of 16 students that graduate each year to another public school because they no longer meet the age criteria of our charter.

Although we serve an all special education population and are not required to be racially balanced, our student population has remained within the district desegregation guidelines during our charter period. **We serve all of Polk County and the percentage of white students has ranged from 60-68% and our black students from 19-28% during our current charter.**

Please see chart on page 10 that shows comparative demographic student data for the past five years.



A cute example of our diverse student population!

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1997-2002 Student Demographic Data

The CDC Charter School serves an all Exceptional Student Education population and the chart below shows the demographics on our students for the last five years.

School Year	1997/98	1998/99	1999/00	2000/01	2001/02	Polk County School System Pre-K-2001**
Total Number of Students	75	82	90	90	86	39,726
Ethnicity						
Black	23%	27%	28%	19%	22%	24%
Caucasian	68%	67%	54%	61%	62%	60%
Hispanic	7%	6%	16%	15%	13%	14%
Other	2%	0%	2%	5%	3%	2%
Gender						
Male	51%	60%	62%	59%	65%	N/A*
Female	49%	40%	38%	41%	35%	N/A
Lunch Participants						
Full Pay	19%	25%	21%	23%	20%	N/A
Free/Reduced	52%	51%	63%	70%	74%	65%
N/A	29%	24%	16%	7%	6%	N/A
Number of Students Disenrolled						
Graduated	0	9	18	22	16	N/A
Moved out of county	3	7	5	3	2	N/A
Moved within the county	0	0	3	2	3	N/A
Family no longer interested in services	1	6	2	2	6	N/A
Class size						
Average Class Size	8.3	9.4	9.3	9.4	9.4	21.8

* N/A denotes Not Applicable

** Information on the Polk County School System was obtained from "Guide to Our Schools" published in the Lakeland Ledger on September 9, 2001).

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2C. Is the school governance sound and professional in performing the governance duties of the charter school?

The Child Development Center of Polk County, Inc., has been a private, non-profit agency serving children with delays/disabilities in Polk County since 1956. When we were approved as a charter school in 1997, we did not reincorporate as the charter school was still within the mission and by-laws of our corporation. The CDC Board of Directors transacts business for all school/agency activities and meets on a monthly basis January-May and August-November. This has provided stability and guidance for the charter school as the Board members were already familiar with their responsibilities as board members of a non-profit corporation.

The Executive Committee (President, First and Second Vice President, Secretary and Treasurer) meet a week in advance of the regular board meeting to set the agenda for the upcoming board meeting. During each monthly meeting, the Board hears committee reports, reviews the financial statement and is informed of the current activities of the school so that they are always aware of the school's successes as well as problems. The Executive Committee and Board meetings are advertised in the local papers, published in our school newsletter and posted in the lobby of CDC's three sites. Board members understand their roles under the Florida Sunshine Law and abide by these.

The Board members serve staggered terms of one, two and three years so that we have veteran members on the board at all times. The officers serve two year terms and the first and second vice presidents rotate into the presidency. For example after two years, the first vice president becomes the president and then the second vice president moves up to first vice president. This gives them a good training ground so that by the time they move into the presidency, they are very familiar with the overall scope of the school and agency operations.

We have had an average of 18 members on our Board since becoming a charter school and seven of those members have been on the Board during the entire time we have been a charter school. Our Board members come from a variety of backgrounds and include three Certified Public Accountants, an attorney, paralegal, retired school teacher, community business men and women, parents of former students and a parent representative elected by the families of current students.

We have hiring policies, personnel manual, employee evaluation system and parents/staff grievances procedures in place. Any changes that are needed in these items are approved by the Board.

We have had no formal staff or parent complaints to the Board during our six year charter period.

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2D. Are the professional staff of the charter school competent and resourceful?

Staff at the CDC charter school are committed to our mission, philosophy and providing services in a family-friendly atmosphere. We have a dedicated staff of 37 that includes teachers, paraprofessionals, physical and speech therapists, early interventionists, nurse, development director, social worker/ESE coordinator, secretaries, program director (assistant principal) and executive director (principal). See page 26 of the Appendix for a complete listing of staff and their qualifications.

Charter school staff are hired in accordance with the Florida Charter School law, (Chapter 1012.12), have all been fingerprinted according to Chapter 1012.32, and have received satisfactory background screenings through the Polk County School Board. During our charter period, we have only had one employee that did not pass the screening. That employee was dismissed immediately after the information was given to us by the Polk County School Board.

In compliance with Florida State Statutes, Chapter 1012, our teachers are either certified or classified as skilled selected non-certified teachers eligible to teach by CDC's Board of Directors.

Our staff retention has remained stable and 68% of our staff have been employed at CDC for five years or more. The Executive Director (Principal), Program Director, Lead Teacher, Social Worker/ESE Coordinator, Nurse, Office Manager and Receptionist/Billing Clerk have remained the same during our charter. There are no anticipated changes in these staff at this time.

During our SACS accreditation self-study (SACS), we developed a staff survey that has now been used for the last two school years. The first year the overall satisfaction average was 81% and this year it was 85%.

The Board of Directors updated our staff evaluation system in 1999 and each eligible employee (employed 6 months or longer) is evaluated in May of each school year using this system. The chart below shows that all employees have obtained a satisfactory or above rating on their evaluations.

Year Ending	Total Number of Evaluations	Total Number Satisfactory	Total Number Above Satisfactory
1999	34	14	20
2000	41	20	21
2001	41	19	22
2002	32	12	20

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**2D. Are the professional staff of the charter school competent and resourceful?
(continued)**

We had a consistent teaching staff until the beginning of the 2002-03 school year. At that point we had three teachers leave to go to other public schools because of the salary difference between our school and the Polk County School system. The CDC Board of Directors were aware of the difference in CDC's salaries and had made some adjustments over the last 5 years, but had been reluctant to raise our salaries to match those of the school system because of previous budget cuts. However, when 3 out of 9 teachers left, they knew they had to make a change and raised the teachers salaries to match the beginning teacher salary used by the Polk County School System. The CDC Board of Directors funded this increase by approving the addition of one student to each classroom. This increased the maximum number of students in any classroom to 12, still within our goal of maintaining small class sizes for our students.

The Board also voted effective November, 2001, to use EPIX, a professional employee organization in order to acquire more economical health insurance and to be able to offer short/long-term disability, vision and dental coverage to employees for the first time. The administrative cost of using EPIX is 2.4% which is very reasonable for the products and services we receive through their company.

STAFF TRAINING

Since staff at the CDC Charter School work in a field that is constantly changing and with students with a variety of special needs, staff training is critical. Not only do staff members need to be able to effectively intervene and teach a variety of children and their families in constantly changing situations, but also adapt to the often changing requirements of necessary paperwork for programming and documentation.

Teachers and paraprofessionals are required to complete a minimum of twenty hours inservice training per school year. This can be acquired through college credit classes in a related field, continuing education courses, in-house trainings or local, state or national conferences/workshops.

All of our teachers, Social Worker and Program Director are required to participate in mandatory ESE trainings that have been presented by the Polk County School System's staffing specialists. Other staff may also attend these trainings.

CDC staff participate in training that is offered by the Polk County schools, FDLRS (Florida Diagnostic Learning and Resource Services), Department of Education, Department of Children and Families, United Way, Success By 6, Healthy Start, Florida Charter School Resource Center and other community, state and national agencies.

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STAFF TRAINING (continued)

Even though there are opportunities for training in the community, our accreditation self-study included a recommendation to explore ways to provide increased training opportunities for all staff.

The Program Director has completed the Principal's training for the Professional Educators Competency Program and our Lead Teacher has completed the Domains Training so that we can do observations, supervision and mentoring for our teachers' during the certification process.

3. Is the school faithful to the terms of its charter?

3A. Have the school's program and operation been consistent with the terms of its charter?

We were chartered to serve the birth through six year old Pre-K Exceptional Student Education population, and we have been consistent with our charter in the enrollment of Pre-K ESE students, number of students enrolled, individual therapies offered and parent involvement. We continue to serve the Pre-K ESE population in Polk County and expanded to Winter Haven in 1999 to better serve students on the east side of the county.

Our buildings are clean, well maintained, and annually inspected as required by law.

We contract for lunches with Rochelle School of the Arts in Lakeland, An Apple a Day Cafe in Bartow and Garner Elementary in Winter Haven. Parents complete the free and reduced breakfast/lunch application then CDC collects the lunch money, orders lunches daily and picks up the lunches in Lakeland and Bartow. Since our Winter Haven site is within two blocks of Garner Elementary, Garner delivers our lunches on the way to their other delivery stops. The lunchrooms have been most helpful to us and we wish to continue to contract with the Polk County School system for our lunches under our new charter.

We currently utilize the Polk County School transportation system for 11 students in Lakeland, 17 in Bartow and 17 in Winter Haven. These ESE students live on established school transportation routes. Parents, public and private carriers also transport students to our school. In Lakeland four students that live within the Lakeland city limits are transported to school on the City Handy Bus.

We would like to continue our transportation contract with the Polk County School System in our renewal charter.

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3B. Is the school within the bounds of applicable statutory and regulatory requirements?

This is the area in which we feel the CDC Charter school has excelled. We have attended district, regional, state and national trainings, workshops and conferences in order to keep up with the current rules, regulations and statute changes. Other charter schools in Florida have been referred to us to learn how to comply with the special education requirements of the law.

- **Special Education**

We serve an all ESE Pre-K population, ages birth through six years of age. We were the first charter school in Florida to serve the birth to three ESE population. In the beginning of our charter, the Polk County School System staffing specialists trained and updated our staff on all phases of the IEP process. The school system currently does all of the initial eligibility, change in program and transition staffings and our Social Worker/ESE Coordinator is trained to conduct the annual IEP meetings. She is very aware of the procedural safeguards for parents and makes certain these are adhered to by all staff. She coordinates all of the IEP's for our school from the initial intake/staffing through the transition IEP for students leaving or graduating from CDC.

Several years ago when the Polk district schools were audited by the Department of Education, CDC volunteered to be the charter school that was also audited. We did very well on the audit and only had one finding which was one student's IEP did not specify initiation or duration dates for modifications. The auditors commended CDC on our:

- ♥Descriptive progress reports that reflected very useful information
- ♥Excellent documentation for provision of service,
- ♥Excellent level of services provided
- ♥Excellent performance level statements
- ♥Materials and equipment available to provide services.

We have not had any compliance complaints from parents during our charter.

We plan to continue to serve an all ESE population until we expand into a larger Lakeland facility. At that time, we would consider inclusion and possible Universal Pre-K students.

- **Limited English Proficiency**

For those students coming from bilingual homes, we offer the opportunity for them to learn English and their native language as they are developing their language skills. In some cases sign language is the most appropriate means of communication. Currently we only have two students that have been assessed as having limited English proficiency and their needs are addressed in their classroom and IEP goals. We have interpreters available for families during parent/teacher meetings, progress report and IEP meetings. Procedural safeguards in Spanish and Creole are used as needed. For notes home to our Spanish speaking parents, we use a website, www.freetranslation.com that allows us to type in a short message and it automatically translates it into Spanish for us.

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3B. Is the school within the bounds of applicable statutory and regulatory requirements? (continued)

- **Student Learning Time**

During the first four years of our charter, we followed the same calendar as the traditional Polk County School System schools. However, beginning with the 2001-02 school year, CDC went to a modified balanced calendar year. This change was made as we believed it would benefit the students that we serve. Before this change was made, it was discussed with parents and staff in formal and informal meetings. Surveys were also given to parents and staff for their feedback. We had 3 students to disenroll and 3 did not enroll because we changed the calendar. We are in the second year of this modified balanced calendar and it seems to be working well for our students. We have again sent out surveys in February, 2003, to parents and staff to receive feedback now that we have been on this schedule for a second school year. At this time, we do not have plans to change back to the traditional calendar, but reserve the right to do so if it seems more feasible for our students than the balanced calendar.

No matter which calendar we have used, students are still in school 180 days for five hours each school day as required by law. Attendance is taken each day and recorded on the classroom attendance logs. This information is then entered into the Polk County School System mainframe weekly.

During the time the students are out of school, we have used an "Off Track Backpack" program to provide activities and suggestions for families. These backpacks contain actual learning materials, a book and a list of educational community activities that parents can enjoy with their students during the break.

- **State Testing Requirements**

Since there are no mandatory state tests for this student population, we annually evaluate students on the Hawaii Early Learning Profile (HELP) to obtain pretest/post-test scores and develop Individual Education Plan (IEP) and classroom goals. We use a multi-disciplinary team to evaluate our students and the composition of this team depends on the needs of the child. It always includes the child's teacher, but may also include the parent, physical therapist, speech therapist, occupational therapist, our evaluation specialist or program director, who is also a behavior analyst. In addition, we use other standardized tests such as:

Brigance, Preschool Developmental Profile, Oregon for the Visually Impaired, PLS-3 (Preschool Language Scale-3), Goldman-Fristoe Test of Articulation, Goldman-Fristoe Test of Auditory Discrimination, TELD (Test of Early Language Development), OWLS (Oral and Written Language Scales), The Nonspeech Test, Receptive One-Word Picture Vocabulary Test, Expressive One-Word Picture Vocabulary Test, Khan-Lewis Phonological Analysis, Uzgiris-Hunt, Peabody Individual Achievement Test-Revised, Denver Developmental Screening Test II, Vineland Adaptive Behavior Scales.

**Child Development Center Charter School
Charter Renewal Application**

3B. Is the school within the bounds of applicable statutory and regulatory requirements? (continued)

- **State Testing Requirements (continued)**

Each student that has a "Developmental Delay" label and is turning six years old receives a psychological evaluation from the Polk County School System psychologist and/or the Multi-Disciplinary Team.

The Florida Partnership for School Readiness has just released the Florida School Readiness Performance Standards for Three, Four and Five year old children and our curriculum already incorporates many of these standards. In our renewal charter period, we will comply with these standards as they apply to special education students.

- **Student Discipline**

We use the Polk County School District Code of Conduct book and this is given to parents at the beginning of each school year.

We do not suspend students from our school because of the age and population of the students served. When a student has a behavior problem, we work with the classroom teacher, student and the families in changing inappropriate behavior. If the behavior persists, then a behavior plan is written by our Program Director who is a certified Behavior Analyst.

We have had a few students with behavior concerns on the bus that resulted in collaborative meetings with the families, teachers and bus drivers to resolve these issues successfully.

- **Health and Safety**

Copies of our inspections are on file with the Office of School Choice.

We complete monthly fire drills and even with students in equipment, eating lunch or napping, we are able to evacuate the building within a minute or a minute and a half.

All staff are trained annually on medication policies, blood borne pathogens and contagious diseases by our school nurse. All staff are certified in first aide and CPR because of the student population we serve. We also have a trained health contact at each site. CDC has a Medical Advisory Board comprised of local pediatricians who are available to answer any general medical questions that might arise and they also meet with staff annually in a formal question and answer session. The nurse is also available to contact the family or students' medical providers on any questions we have concerning the students' medication or medical needs.

**Child Development Center Charter School
Charter Renewal Application**

3B. Is the school within the bounds of applicable statutory and regulatory requirements? (continued)

- **Health and Safety (continued)**

We have medication policies, procedures and forms for use in giving medication. During the term of our charter, we have had three medication errors and they were reported to the district contact person at the Mark Wilcox Center. Parents were notified. These errors involved missed doses of an antibiotic and asthma medication. That staff member was then retrained on medication procedures.

- **Legal**

The CDC Charter school has not had, nor do we currently have any legal actions against us. We have a four million dollar liability insurance policy to cover this possibility.

- **Miscellaneous**

The CDC Charter School has utilized our technology funds to add a computer to each classroom as well as common areas. The Lakeland site is networked on a DSL line so that each classroom has access to the internet. The Bartow and Winter Haven sites have dial-up access to the internet. In Lakeland we also have a VPN line to access the Polk County School system mainframe and e-mail. We are in compliance with copyrighted material and software licenses. In the parent lounge in Lakeland, we have a computer available for parents to use to access the Internet for information related to parent issues or their child's disability.

We have regular cameras in each classroom and digital cameras and a camcorder available to all classrooms. CDC has a photo and video release form that must be signed by parents/guardians before any pictures are taken or video filmed.

The CDC Charter School has confidentiality policies in place covering what can be released from student records and to whom it can be released. This policy also covers subpoenas and court appearances. All of the subpoenas we have received were for lawsuits filed by parents against the medical community or divorce proceedings of the parents. None were filed against the CDC Charter School.

We are in compliance with all civil rights legislation and our non discrimination policies are included in our enrollment packet and our personnel manual.

Since we serve an all ESE population, we take applications based on a first come, first serve basis and parents must mail in their admission application. The postmark on the application envelope is the date the child goes on the waiting list. The original application and envelope are kept on file for documentation. Since we began taking applications, the CDC Charter School has received 394 applications.

**Child Development Center Charter School
Charter Renewal Application**

4. *If the school's charter is renewed, what are its plans for the fifteen years of the next charter?*

4A. Founding Charter

The goals set forth in our founding charter have served us well during our initial contract term. We have successfully served the ESE Pre-K population from all over Polk County in small classes while offering on-site therapies and parent involvement. We plan to continue these goals in our renewal charter with modifications as necessary. For example, if statewide testing is established for this population, we would follow those requirements. We are already in compliance with the classroom size amendment. We are in compliance with the Individuals with Disabilities Education Act (IDEA) regulations. We have read the No Child Left Behind summaries and attended sessions at the state charter school and SACS regional conferences on how this legislation will effect charter schools. Again, we will comply with any of the new state and federal legislation that is applicable to our student population

Becoming an accredited school was a goal that CDC developed and achieved during our initial charter. The SACS accreditation Self-Study allowed us to identify our strengths, weaknesses and goals with input from parents, staff and board members. We were able to combine our accreditation Self-Study and overall agency Strategic Plan into our School Improvement Plan to provide an efficient way to measure our accountability for everyone. Areas of strengths that were identified included positive staff interaction with students, parents and community members, parental involvement an accountability. Areas for improvement included expanding our staff training component, increased opportunities for all staff to interact either formally or informally during the school year, more parent meetings and reactivating and funding the Marketing committee.

One of our future goals is to locate a new site for our Lakeland school. We have outgrown our current building/land and need more space to offer services to students on our waiting list and possible inclusion of regular Pre-K students. If we are renewed for 15 years, this would give us an enhanced chance of securing funding for this expansion. We have begun an initial study for a new site, but do not want to proceed further until our renewal is completed. If we do secure a new site, we do not anticipate going over our current enrollment limit of 109 ESE students.

To summarize our renewal charter goals:

1. Continue to serve ESE Pre-K students, ages birth through six years.
2. Retain small class size with no more than 13 students in any classroom with a teacher and full-time paraprofessional.
3. Continue to provide individual therapies as prescribed by the students' physician.
4. Locate a replacement site for the Lakeland CDC to provide room for expansion to include services to students on our waiting lists, inclusion and possibly Universal Pre-K students.
5. Encourage continued parental involvement through a variety of methods.
6. Comply with any state standards adopted for the Pre-K ESE population of students.
7. Continue community collaboration on other services needed by our students and their families.
8. Review and Implement School Improvement Plan goals.
9. Maintain our SACS accreditation.

**Child Development Center Charter School
Charter Renewal Application**

4B. Accountability Plan

All students entering the CDC Charter School must be eligible for Exceptional Student Education (ESE) services. This eligibility is determined through the Polk County School System staffing process that encompasses assessment, identification and recommendations through a formal meeting process that includes the parents and appropriate staff. Individualized educational goals are developed at this time as well. Because children are usually identified and assessed outside of our agency and at various times during the year, it is often difficult to get an accurate and current picture of the child's present performance level. During the staffing procedure we take into account that we will be conducting further assessment once the child enters our program and can make appropriate changes to goals, services and educational programming as necessary for optimal and individualized learning. All children entering our program are tested using the appropriate version of the Hawaii Early Learning Profile (HELP). We do have the option of using additional assessments to supplement and address the specific needs of some students such as vision and hearing impairments. Different factors determine the best composition for each child's assessment team. Team members may include any of the following: parents, any or all therapists, evaluation specialist, nurse, other teachers, behavior analyst and social worker. Scheduling of the evaluation is fairly flexible. We take into account variables that might affect the assessment outcomes such as child's best time of day, length of time child has been in program, whether they are comfortable in the surroundings, mood and health of child. We do not consider evaluation and assessment as a "one-shot" process designed to give us scores and pass/fail types of information, but as a fluid and dynamic gathering of information that gives insight into how best to educate and maximize the potential of each student.

Progress reports are completed on each student and a meeting is held quarterly with the parents to discuss their student's progress on his/her Individual Educational Plan and classroom goals. We will also meet with parents at any time during the school year to discuss their student's progress or any concerns they may have about our program.

Since there were no State Standards for the Pre-K ESE population when we became a charter school the CDC charter school has used Pretest/Post-test scores to measure progress. The Hawaii Early Learning Profile (HELP) is the test used for these scores. However, the gains shown from the pretest/post-test vary from student to student depending on their disability and the extent to which that disability limits their progress. Many students exceed far beyond what was originally expected of them. For some of our more challenged students, progress often cannot be captured through formal assessment, but through daily participation and interaction in the classroom and at home. We celebrate accomplishments no matter how small or large.

**Child Development Center Charter School
Charter Renewal Application**

4B. Accountability Plan (continued)

Since there were no State Standards for the Pre-K ESE population when we became a charter school the CDC charter school has used Pretest/Post-test scores to measure progress. The Hawaii Early Learning Profile (HELP) is the test used for these scores. However, the gains shown from the pretest/post-test vary from student to student depending on their disability and the extent to which that disability limits their progress. It should also be noted that many students achieve far beyond what was originally expected of them. For some of our more challenged students, progress often cannot be captured through formal assessment, but through daily participation and interaction in the classroom and at home. We celebrate accomplishments no matter how small or large.

When we went to the balanced calendar schedule two years ago, we changed when we completed the pretest/post-tests for students. Originally, we had all of the pretests completed by October of each school year and then administered the post-test in April/May of that same school year. However, when we went to the balanced calendar schedule, we would have been doing the pretest just two months after we had completed the post-test. Now we test students every fall and compare their scores from one school year to another.

CDC's Executive Director and Program Director have met with Brenda Bartholomew and Ron Dailey and provided them with documentation of all the testing we use to track a student's progress. At this point, it has not been decided if our current assessments are sufficient to be considered as our accountability plan. We will continue to work with the school system in the area of accountability and if state standards are adopted for this population, then we will follow those standards.

4C. Dissemination of Effective Elements of School's Program

The SACS accreditation initial and annual reports will be shared with the Polk County School System, the Florida Charter School Resource Center, parents, staff and CDC Board Directors. Our annual charter school reports are shared with the Polk County School System, the Department of Education, Florida Charter School Resource Center, parents, staff, Board of Directors and any interested community members.

**Child Development Center Charter School
Charter Renewal Application**

4D. Facilities

When we became a Charter School, we already had existing facilities in Lakeland and Bartow. These facilities were code compliant as we previously had contracts with the state of Florida that required this compliance. With the SIT monies, we purchased a building in Winter Haven and renovated it to meet the needs of our students and to be code compliant with the county and state.

During the term of our renewal charter, we plan to use our existing buildings in Bartow and Winter Haven. We will use the Lakeland facility until we can expand to a larger facility. The CDC Board of Directors has a Building Committee to oversee the feasibility of a new Lakeland facility. Any building that we would purchase, renovate or build would comply with state codes and meet ADA requirements as do our current three facilities.

5. *Please attach the results of any independent review of the school that may shed light on the school's performance during the term of its charter.*

The CDC Charter School was accredited by the Southern Association of Colleges and Schools in December, 2002, for a period of five years. (Please see copy of accreditation certificate and report attached on pages 27-33 of the Appendix).

Child Development Center Charter School



Mission Statement

The Child Development Center of Polk County, Inc., is an early intervention program committed to meeting the needs of children, birth through six years of age, with special needs and their families through:

**Education
Support
Resources
Advocacy**

CDC Philosophy

To participate with children who have special needs and their families in adapting to personal challenges and developing skills to promote optimal independence...through comprehensive assessment and goal development that is child-centered, family-driven, and staff supported.

To provide childhood experiences in all areas of development within a safe, loving and secure environment which encourages the acquisition of skills that are meaningful to the child both now and in the future...through an enriched and stimulating setting that is developmentally appropriate for children.

To respond to each child's individual needs, recognizing their strengths, while maintaining an awareness of the developmental sequence of the learning process...through an exemplary and dedicated staff that is committed to their profession and the responsibilities that come with this privilege.

To function as a team in parent, child, and professional partnerships in order to improve the quality of life for children and their families...through open dialogue that encourages exploration of all options, consensus building and respect for each team member equally.

To relate to the community by being responsive to its changing needs, while fulfilling an obligation to educate the public as to the value of children with varying abilities...through being a visible and proactive advocate for all children.

To educate and support families as they advocate for the needs of their children...through serving as an ongoing community resource for information and assistance.

To be a continuing source of support and assistance to all Child Development Center families, both past and present...through the development of a lasting relationship based on a successful partnership with families from the beginning.

**Child Development Center Charter School
Charter Renewal Application**

**Child Development Center of Polk County
2002-2003 Board of Directors**

BOARD MEMBER	EMPLOYER	YEARS OF SERVICE
Carolyn Morrell, President	Corporate Travel Manager, Publix Corporate Travel	8
Chuck Aiken, 1st Vice President	Co-Owner, Aiken Office Solutions	5
Luis Unda, 2nd Vice President	Project Manager, Polk County Criminal Justice, Parent of former student	4
Alice Trueblood, Secretary	Retired Secretary	10
Terri Freeman, Treasurer	Senior Auditor, Publix	New
Pam Cone	Parent Representative	New
Steve Earley	Buyer, IMC-AGRICO	18
George Flack	Retired School Teacher	37
Susan Holmes	Homemaker/Parent of former student	2
Janice Jones	CPA, NCT Group	New
Mark Miller	Paralegal, Holland & Knight	2
Larry Simonds	President, Plibrico Sales & Service	4
Alison Midili-Smith	Human Resources Manager, Publix	4
Julia Smith	CPA, Self-employed	New
Robert Stanz	Attorney, Holland & Knight	2
Doris Trohn	Homemaker, Tennis Tournament Chair	19
Tony Turbeville	Owner, Platinum Financial	9
Herb Wright	Self-employed/Parent of former student	New

**Child Development Center Charter School
Charter Renewal Application**

Child Development Center Charter School Staff

Executive Director/Principal

Paula J. Sullivan, Master of Social Work with major in Education, Supervision and Consultation - 19 years experience at CDC; 3 as Social Worker and 16 years as Executive Director.

Program Director

Cindi Parker-Pearson, BS in education, - 15 years experience at CDC; positions held include Parent Resource Coordinator, Parent to Parent Coordinator, FOCUS Evaluator, classroom teacher, lead teacher and she has been the Program Director for the last 8 years. She has completed the Principal's training for the Professional Educators Competency Program .

Social Worker/ESE Coordinator

Jill Bartley, MA, Special Ed Varying Exceptionalities - 7 years experience at CDC as Social Worker . 18 years total experience in social work.

Development Director

Ginger Wibert, BS in Business and Marketing- 2 years experience at CDC as Development Director at CDC. 11 years Public Relations experience before being employed at CDC.

Nurse/Early Interventionist

Laurie Turner, RN - 7 years Nurse/Early Interventionist at CDC. 13 years previous experience as RN before being employed at CDC.

Lead Teacher

Susan Shipe, BS in special education, certified Special Education, completed Domain's Training - 12 years teaching experience.

Teachers

Mignon Bryant, BS -	7 years experience	Crystle Feran -	3 years experience
Kerry Byrd, BA -	1 year experience	Lisa McLean, BS -	1 year experience
Deniene Dietz, AS -	6 years experience	Stacey Robinson, BS -	8 years experience

Patti Strong, MS, certified Varying Exceptionalities - 6 years experience

Paraprofessionals

Tammy Bringger -	4 years experience	Megan Parker -	1 year experience
Willah Cockrell -	15 years experience	Joanne Stevens -	2 years experience
Julie Gardner -	9 years experience	Erica Thomas -	3 years experience
Laura Nalker -	4 years experience	Linda Thornton -	9 years experience
Peggy Nathan -	1 year experience	Destiny Wimberley -	10 years experience

Therapists

Connie Banfield, Registered Physical Therapist -	19 years experience
Sherri Butler, Speech/Language Pathologist -	7 years experience
Marie Elkins, Physical Therapy Assistant -	7 years experience
Lara Thomas, Speech/Language Assistant -	8 years experience

Early Interventionists

Rebecca Jacklin -	21 years experience
Luanne Sener -	14 years experience
Debra Stephens -	22 years experience

Office Personnel

Pam Bryan -	3 years experience	JoAnn Smith -	18 years experience
Brenda Douglas -	26 years experience	Stacy Williams -	14 years experience
Fran Phillips-	14 years experience	Lisa Wills -	7 years experience
Nancy Smedley-	14 years experience		

**Child Development Center Charter School
Charter Renewal Application**

Accredited School

This certifies that

Child Development Center Charter School

is accredited for 2003 by the

**Southern Association of Colleges and Schools
Commission on Elementary and Middle Schools**

and the

Commission on International and Trans-Regional Accreditation

and, therefore, is entitled to all the services and privileges
of regional, national and international professional recognition

Judy C. Doherty
Chair, Commission on Elementary and Middle Schools

Stephen M. Baker
Executive Director, Commission on Elementary and Middle Schools



**Child Development Center Charter School
Charter Renewal Application**

September 17, 2002

To: Mr. Paula Sullivan, Executive Director
Child Development Center of Polk County, Inc.

From: Dr. Wayne C. Kennedy, Facilitator
Southern Association of Colleges and Schools *WCK*

The committee very much enjoyed the peer review visit. You are all providing a wonderful service which needs to be expanded to benefit more children in the community. It is obvious everyone has a good time working with each other and the staff is dedicated to the school's mission.

Parents and staff had nothing but praise for the program. The dedication to the students was obvious to the review team and was reinforced by comments made by the parents and staff. Each group definitely validated the effectiveness of your program. I was very impressed with your program and staff. The parents were extremely supportive as was your board president. Thanks for the opportunity to serve you.

Child Development Center Charter School Charter Renewal Application

Southern Association of Colleges and Schools

Certification of Self-Evaluation and Standards

SPECIAL PURPOSE EDUCATION SCHOOLS

SCHOOL Child Development Center of Polk County, Inc. SYSTEM or CORPORATION _____

I. Certification of Self-Evaluation

This team certifies that it has reviewed the self-evaluation and the way it was conducted. If a part of the self-evaluation is not acceptable, enter explanatory statements on the back of this page. Commendations and Recommendations are to be attached to this report. Use attachments, if necessary. (Deficiencies in standards do not affect the acceptability of the written report.)

	Acceptable	Not Acceptable
Mission Statement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The Center	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Relationships	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The self-evaluation is:	<input checked="" type="checkbox"/>	<input type="checkbox"/>

II. Evaluation of Standards

This team, from review of the self-evaluation, conferences with personnel, and observations during the visitation, certifies that this school meets the twelve standards of accreditation except for the following deficiencies (if no deficiencies, write NONE):

Standard Number	Nature and Degree of Deficiency
None	

Use the back of this page to enter changes that will be necessary for the school to meet the standard. Use attachments, if necessary. For initial accreditation, the school is required to meet all standards.

III. Signatures

CHAIRPERSON <u><i>Wagner C. Kincaid</i></u> TEAM MEMBERS Dr. Pamela Craven _____ Dr. Charaline Luna _____ _____ _____	DATE <u>August 27, 2012</u> _____ _____
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A copy of this certification report shall be sent to the following: the Executive Directors of the Commissions on Elementary and Secondary Schools (1 copy) and the School Head.

***Child Development Center Charter School
Charter Renewal Application***

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON ELEMENTARY AND MIDDLE SCHOOLS

**REPORT OF THE PEER REVIEW TEAM
For the
Child Development Center of Polk County, Inc.
Paula Sullivan, Executive Director**

SPECIAL PURPOSE SCHOOLS

Visiting Team:

Dr. Wayne Kennedy
Facilitator

Dr. Pamela Craven
Review Team Validator

Dr. Charaline Luna
Review Team Validator

August 26-27, 2002

**Child Development Center Charter School
Charter Renewal Application**

**Initial Visiting Team Report
For the
Accreditation of Special Purpose Schools**

Child Development Center of Polk County, Inc.

INTRODUCTION

A visiting team, representing the Southern Association of Colleges and Schools, made an on-site visit to the Child Development Center of Polk County, Inc. on August 26-27, 2002, to conduct an initial accreditation visit. The executive director of the center is Ms. Paula J. Sullivan. Members of the review team included Dr. Wayne Kennedy, Principal of Poinciana Elementary School, Osceola County, Dr. Pamela Craven, Executive Director, Learning Resource Center of Polk County, and Dr. Charaline Luna, Superintendent of Page Private School of Florida.

The review team had four primary functions as follows:

1. Review and confirm the accuracy of the Centers' self-study
2. Review and confirm the Centers' self-assessment
3. Confirm that the twelve standards are being met.
4. Provide commendations and recommendations that will enhance the Centers' programs.

In preparation for its work, the Visiting team carefully studied the information sent in advance of the scheduled visit. This information included the self-study reports, including the school improvement plan.

On August 26, 2002, the team met at the Child Development Center, Lakeland site, starting at 8:15 a.m. This allowed the team an opportunity to observe the center in action with its students and examine the variety materials available through the center. The team interviewed with parents and staff members from the center. Dr. Craven and Dr. Luna visited the Bartow and Winter Haven sites, respectfully, on the morning of August 27, 2002, prior to meeting as a team at the Lakeland site for writing of the visiting team report.

Documentation for the Visiting Team's work had been arranged for easy accessibility at the Lakeland site. The administrative staff was available for any questions which arose during either the interviews or when reviewing the documentation.

This report includes commendations and recommendations based upon findings during the two-day visit. The report of the on-site visit will be presented to SACS for consideration at the annual meeting toward accreditation.

**Child Development Center Charter School
Charter Renewal Application**

II COMMENDATIONS:

1. Ms. Paula Sullivan, the executive director, is a visionary, role model, and motivator whose leadership and pride has created a successful instructional infrastructure.
2. The center has a high caliber of educators who exhibit a strong sense of child advocacy.
3. The integrated H.E.L.P. curriculum is the core to the interdisciplinary focus and successfully drives the whole educational system from initial assessment to graduation. This facilitates consistent interaction between home and school resulting in development of the entire child.
4. The community and parents through contributions of time, money and commitment demonstrate an exemplary level of support.
5. The center has attractive facilities with a climate created by the staff that is conducive to student learning and a high parent comfort level.
6. The overall rapport between administration, staff, and parents demonstrates a commitment to the center's missions and goals.
7. The administration and staff have demonstrated a unique commitment in educating the parents to work with their child at home.
8. The center has met all the requirements in its early childhood program to qualify for the State of Florida Gold Seal.

RECOMMENDATIONS:

1. The Board should authorize a feasibility study into adding additional grade levels and, perhaps, larger and additional facilities in support of the center's mission statement.
2. An analysis of staff retention and salaries should be conducted periodically by the administration to insure program continuity and quality instruction.
3. Although a variety of communications are exhibited between staff and parents, a monthly informational newsletter should be developed by staff offering additional guidance to parents.
4. The administration needs to reinstate opportunities for parents to interact informally in a supportive nature as was evidenced by the Friday Breakfast get-togethers.
5. The administration needs to consider holding at least four meetings a year with staff from all three sites to encourage staff interaction and continuity of program.
6. The administration should conduct a safety study of the playground area, with particular emphasis on "S" joints and regular cypress mulch versus playground mulch.

***Child Development Center Charter School
Charter Renewal Application***

SUMMARY:

The administration, staff, and parents were warm and hospitable to the visiting team. The team recommends that the Child Development Center of Polk County, Inc. be considered for accreditation by the Southern Association of Colleges and Schools.

Attachment: Certification of Self-Study and Standards

**Copies: Paula Sullivan, Executive Director
 Wayne Kennedy
 Pamela Craven
 Charaline Luna**

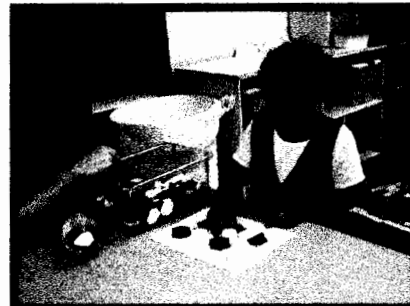
***Child Development Center Charter School
Charter Renewal Application***

Early Childhood Checklist

Curriculum

1. Experiences are provided that meet children's needs and stimulate learning in all developmental areas-physical, social, emotional, and intellectual.
2. Each child is viewed as a unique person with an individual pattern and timing of growth and development.
 - a. The curriculum and interaction with adults reflect individual differences in ability and interests.
 - b. Different levels of ability, development, and learning styles are expected, accepted, and used to design appropriate activities.
3. Interaction and activities are designed to develop children's self-esteem and positive feelings toward learning.

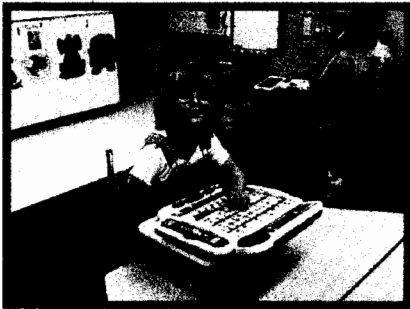
The educational program goal of the Child Development Center (CDC) is to provide early intervention/early learning opportunities to children with developmental delays/disabilities. We accomplish this through home-based, center-based instruction for ESE students birth to two and through our Pre-K classrooms for students. The Hawaii Early Learning Profile (HELP) is the basis for CDC's curriculum. The HELP is an overall package of assessment and instructional materials designed for children birth to 72 months. Over 1300 developmental items are grouped together in the areas of cognitive, expressive language, gross motor, social/emotional, fine motor, and self help. Recognizing that children test and learn in a variety of ways, we know that one particular assessment tool or curriculum will not always meet the needs of each individual child. It has been our responsibility to use, adapt and/or create whatever assessment tools or curriculum are necessary to ensure that each child's needs are met and their potential is recognized and pursued.



**Child Development Center Charter School
Charter Renewal Application**

Early Childhood Checklist

Curriculum, continued



Every child that enters the Child Development Center Charter School has been determined eligible for Exceptional Student Education services and has either a Family Support Plan (FSP) or an Individualized Educational Plan (IEP). These documents contain goals for the student and/or the family that were developed by the staffing team. The parents are a critical member of that team and their input is invaluable in developing these goals. In addition, students are assessed by staff once they have entered our program and have become comfortable in the school setting. This allows us to obtain a more accurate and current picture of the child and in response we develop additional classroom goals in all developmental areas. The collective body of IEP and classroom goals for a particular classroom helps in determining the curriculum for that particular group of children. Lesson plans are developed with these individual goals in mind as well as typical child development and activities. Attainment of goals and their short term objectives are monitored through data collection. This allows staff to further individualize goals; by adding or removing short term objectives, by adapting or creating activities or materials, or by recognizing and teaching to different learning styles. Progress reports are written quarterly and they are reflective of what the child is accomplishing in the classroom and in therapy, both formally and informally. These are shared individually with parents in meetings which gives an opportunity for everyone to discuss the student's progress. Though it may seem that our learning program is goal driven, our staff never loses sight of the fact that our students are young children and they know that children learn best when activities and expectations are developmentally appropriate, stimulating and fun.

**Child Development Center Charter School
Charter Renewal Application**

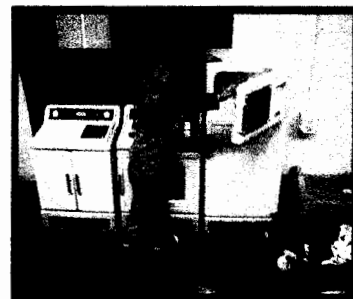
Early Childhood Checklist

Teaching Strategies

4. Teachers prepare the environment for children to learn through active exploration through interaction with adults, other children, and materials.



5. Children select many of their own activities from among a variety of learning areas the teacher prepares, including dramatic play, blocks, science, math games and puzzles, books, recordings, art, computer and music.



6. Teachers provide children uninterrupted time to persist at self-selected tasks and activities.



**Child Development Center Charter School
Charter Renewal Application**

Early Childhood Checklist

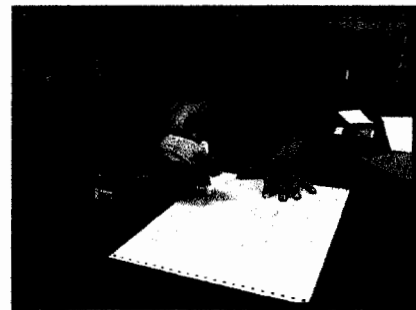
Teaching Strategies, continued

7. Teachers recognize that children learn from self-directed problem solving and experimentation and accept that there is often more than one right answer.



8. Children are expected to be physically and mentally active. Children choose from among activities the teacher has organized or the children have spontaneously initiated.

9. Children work individually or in small, informal groups most of the time.



10. Teachers provide children concrete learning activities with materials and people relevant to their own experience.

**Child Development Center Charter School
Charter Renewal Application**

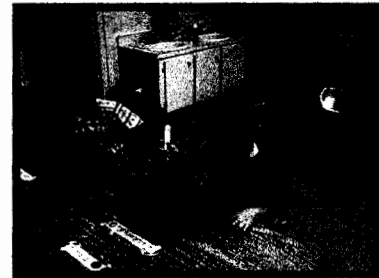
Early Childhood Checklist

Teaching Strategies, continued

11. Teachers move among groups and individuals to facilitate children's involvement with materials and activities by asking questions, offering suggestions, or adding more complex materials or ideas to an activity.



12. Teachers provide accommodations for children with mobility issues.



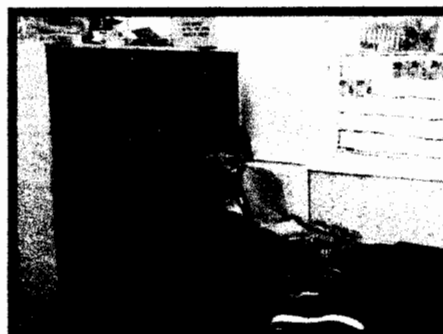
13. Teachers use the natural curiosity and desire of children to make sense of their world in order to motivate them to become involved in their learning process.

**Child Development Center Charter School
Charter Renewal Application**

Early Childhood Checklist

Teaching Strategies

Once students are assessed and goals are developed, it then becomes the responsibility of staff to work with students to accomplish these goals. The strategies used are as varied as the goals and the students with whom we work. Children learn in a variety of ways; some are auditory learners, some visual learners. Many of the students we work with need hands-on, experiential activities. Quite often activities need to be presented on a consistent, daily basis in different forms to ensure that all of our students' learning styles are acknowledged. Teachers keep formal data collection records on each student. This is a daily working document that allows a teacher to be objective and reflect on how the student is doing and modify or adapt teaching strategies as needed. Though we work with an exclusive exceptional student education population, we have to keep typical child development in mind as we plan and teach. By providing developmentally appropriate activities that are stimulating and fun on a consistent basis, learning will take place. By identifying those barriers to learning that children have and addressing those barriers through specific strategies, even more learning will take place. Some of these specific strategies include but are not limited to pre-braille and braille activities, augmentative communication devices, adaptive equipment, switch-operated toys, sensory-integrative strategies, verbal and physical cueing and prompting, and task analysis of goals. The whole child is presented to us in the classroom and it is critical that the whole child is to whom we are teaching.



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Early Childhood Checklist

Guidance of Social-Emotional Development

14. Teachers facilitate the development of self-control in children by using positive guidance techniques such as modeling, encouraging expected behavior, redirecting children to a more acceptable behavior, and setting clear limits.
15. Teachers' expectations match and respect children's developing capabilities.
16. Teachers recognize that students may revert to toddler behavior when they are upset or feeling shy, especially in a new situation (e.g., thumb sucking, crying, hitting, baby talk, especially 3-year-olds).



17. Teachers provide opportunities for students to practice self-help skills.



**Child Development Center Charter School
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Early Childhood Checklist

Guidance of Social-Emotional Development, continued



18. Teachers guide students to do restful activities periodically throughout the day, recognizing that younger students may exhaust themselves.



19. Teachers provide opportunities for young children to play alone, next to another child, or in small groups.
20. Teachers support young children's beginning friendships by encouraging children to take turns and share, but do not always expect children to give up favored items (especially 3-year olds).
21. Teachers provide children opportunities to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems.
22. Teachers facilitate the development of positive social skills at all times.
23. Teachers consistently provide support and reassurance.
24. Teachers support play activities that foster independence, helping when needed, but allowing students to do what they are capable of doing and what they want to do for themselves.



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Early Childhood Checklist

Language Development and Literacy

- 25. Teachers provide many opportunities for children to see how reading and writing are useful before they are instructed in letter names, sounds, and word identification.
- 26. Teachers encourage young children's language development by speaking clearly and frequently to individual children and listening to and recognizing their responses.



- 27. Teachers provide children an abundance of activities to develop language and literacy through meaningful experiences: listening to and reading stories and poems; dictating stories; seeing classroom charts and other print in use; participating in dramatic play and experiences requiring communication; talking informally with other children and adults; and experimenting with writing by drawing, copying, and inventing their own spelling.



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Early Childhood Checklist

Cognitive Development

28. Children develop an understanding of concepts about themselves, others, and the world around them through observation, interacting with people and real objects, and seeking solutions to concrete problems.



29. Learning about math, science, social studies, health, and other content areas is integrated through meaningful activities such as:

- Building with blocks
- Measuring sand, water or other ingredients for cooking
- Observing changes in the environment
- Working with wood and tools
- Sorting objects for a purpose
- Exploring animals, plants, water, wheels and gears
- Singing and listening to music from various cultures
- Drawing, painting and working with clay.



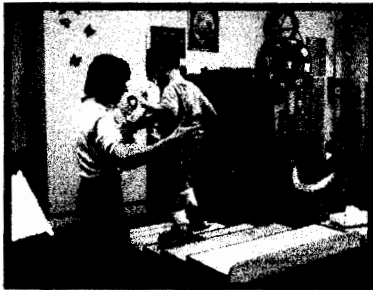
30. Routines are followed that help children keep themselves healthy and safe.

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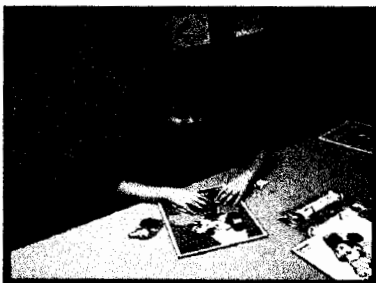
Early Childhood Checklist

Physical Development

31. Teachers provide children with daily opportunities to use large muscles by running, jumping and balancing.



32. Outdoor activities are planned so children can develop large-muscle skills, learn about outdoor environments, and express themselves freely and loudly.



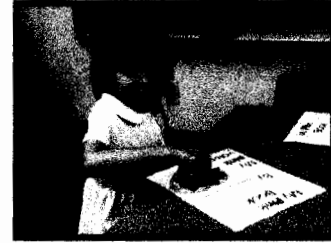
33. Children have daily opportunities to develop small-muscle skills through play activities such as pegboards, puzzles, painting, cutting and other similar activities.

*Child Development Center Charter School
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Early Childhood Checklist

Aesthetic Development

34. Children have daily opportunities for aesthetic expression and appreciation through art and music.



a. Children are encouraged to experiment and enjoy various forms of music.



b. Children have a variety of art media available for creative expression, such as easel and finger painting, and playdough.

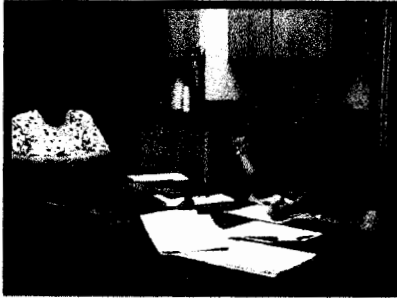


*Child Development Center Charter School
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Early Childhood Checklist

Family Involvement

35. Teachers work in partnership with parents, communicating regularly to build mutual understanding and greater consistency for children.



36. Programs provide for active family involvement for current and former students and their families.



37. Programs provide for parent education and training.



38. Program staff assists parents in coordinating interagency services for children and families.



**Child Development Center Charter School
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Early Childhood Checklist

Assessment of Children

39. Children are assessed for the purpose of planning appropriate activities and evaluating the progress of students to meet identified needs.
40. Children are assessed based on a program that considers the special needs of the student including developmentally appropriate methods such as continuing observations, recording and evaluation of each child's growth and development, and information from parents.
41. Parents are informed on a regular basis, formally and informally, concerning the progress of their children.

All students entering the program in the fall of each school year are tested using the appropriate version of the Hawaii Early Learning Profile (HELP). Different factors determine the best composition for each child's assessment team. Team members may include any of the following: parents, any or all therapists, evaluation specialist, nurse, other teachers, program director, behavior analyst. Prior to assessment, all current reports and information are reviewed. Developmental assessment is conducted. The students' strengths and weaknesses are identified. Developmental scores are obtained. It is the comparison of each student's individual developmental testing scores from school year to school year that gives insight into how well the child progresses over the year. The information gathered during the evaluation helps in developing goals and charting the educational and therapeutic interventions needed during the upcoming school year. A formal report is written that includes the team's observations, performance levels of the student in the targeted areas, summary and recommendations. This report is shared formally with parents. All students in the program have an Individualized Education Plan that includes short and long range goals. As a result of our testing, additional classroom goals may be developed. The aggregate collection of the goals of students in a particular classroom helps in developing lesson plans for that classroom. Data collection refers to the actual documentation that is gathered on every classroom goal. This is done a minimum of 2-3 times per week. Results of data collection and student performance is reported to the parents every quarter in a written report that is shared in a meeting with the parents. Portfolio's are created and shared with parents to highlight and share tangible student samples of learning.

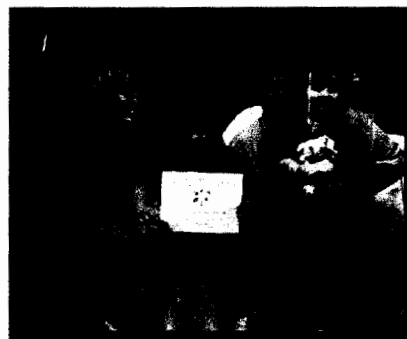
**Child Development Center Charter School
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Early Childhood Checklist

Program Entry

42. The school and/or school system provides for the developmental needs and levels of the children it serves.

The Child Development Center Charter School serves children with special needs from birth through six years of age. All children that come into the program are developmentally assessed and individualized goals are created. Children are grouped developmentally in classrooms taking into consideration not only assessment scores but also the whole child. Lesson plans target individual goals as well as encompassing typical child development. Students "graduate" from our school at the age of six or sooner if the need for our services is no longer required. Students transition to a number of placement options. Some return to neighborhood schools with the need for no additional support or very minimal support to be successful, whereas others need more intense intervention and support. CDC is an active participant and advocate in the transition process, wanting what is best and most appropriate for all of our children, both past and present.



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SCHOOL IMPROVEMENT PLAN 2002-2003

CDC has engaged in a strategic planning process since 1996. This process included developing committees to review and make recommendations concerning the current and future outlook of CDC. Members of the committees included parents, staff, board members and community representatives. Out of this process critical issues were identified and strategies to address these issues were developed and a formal plan was initiated. This formal plan includes strategies, desired outcomes, and resources needed to accomplish the identified needs. An informal review of the plan is done annually by staff and the full committee is convened every 4 years to formally review and update the strategic plan. Our current strategic plan is due to be reviewed formally in 2004. However, as we undertook the SACS accreditation process, it became necessary to review our plan to make certain that it encompassed the newly identified recommendations of the SACS self study. The following school improvement plan includes the 2001-2005 strategic plan as well as the recommendations from the SACS self study committees.

The school improvement plan will include the following critical issues:

Critical Issue 1: Increasing Awareness

Critical Issue 2: Fiscal Stability

Critical Issue 3: Expanding Services

Critical Issue 4: Supporting Parental Advocacy

Critical Issue 5: Strengthening Leadership

Critical Issue 6: Desired Student/Family Outcomes

**Child Development Center Charter School
Charter Renewal Application**

SCHOOL IMPROVEMENT PLAN 2002-2003

Critical Issue 1: Increasing Awareness

Goal 1: Develop and maintain interaction with elected representatives/candidates by August of each school year.

Strategy #1: We invite all current and prospective representatives/candidates to tour CDC and see our services first hand. However, response from them has not been as successful as we would like. During the coming election period, we will continue to invite 100% of the candidates, but will now follow-up each invitation with another phone call within 2 weeks of the initial contact.

Strategy #2: We will add 100% of the prospective candidates to our CDC mailing lists by August of each school year.

Strategy #3: We will continue to include a candidate forum in our school newsletter by October of each election year.

Resources needed to achieve this goal: Staff time of Development Director and secretary, computer and software package to track list of candidates and elected officials.

Goal 2: Develop marketing committee to promote and raise awareness of CDC and the programs it offers to the community.

Strategy #1: A marketing committee was appointed in 1997 by the board and has met on an infrequent basis. During the last several meetings the focus has been on changing the name and logo of CDC. Since the decision has not been made on either of these issues, the committee needs to meet to complete this process. Continue to implement marketing plan which include name change, logo revision and methods of marketing by December, 2003.

Resources need to achieve this goal: Add marketing expenses to overall agency budget by July, 2003. Pro bono/reduced cost services of community ad agency and video production company.

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SCHOOL IMPROVEMENT PLAN 2002-2003

Critical Issue 2: Fiscal Stability

Goal 1: Increase contact and contributions from local sources such as individuals, businesses, civic groups and past/present families.

Strategy #1: We currently contact or speak to various civic organizations and will contact an additional five civic organizations annually.

Strategy #2: We will increase contributions from local sources by \$15,000 per year.

Resources needed to achieve this goal: Creation of database, software for tracking contributors and their contributions, staff time-Development Director and secretary.

Goal 2: Conduct an annual Membership drive in December of each year.

Strategy #1: We will increase membership funds received by 2% each year.

Resources needed to achieve this goal: Staff time-Development Director, Executive Director, secretary, printing and postage costs.

Goal 3: Increase contacts with other foundations and grant sources by 5% every year for 5 years.

Strategy #1: Increase contacts with foundations and grants by 5 per year.

Resources needed to achieve this goal: Baseline foundation database as of July, 2002, staff time-Development Director and secretary, software program for tracking.

***Child Development Center Charter School
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SCHOOL IMPROVEMENT PLAN 2002-2003

Critical Issue 3: Expanding Services

Goal 1: Provide charter school development assistance and consultation to other providers when requested.

Strategy #1: Apply for charter school dissemination grant each year.

Resources needed to achieve this goal: Administration staff time, office supplies, duplication costs, travel expenses, postage, telephone.

Goal 2: Research the feasibility of providing after school care, inclusion, K-5, other types of therapy or other locations.

Strategy #1: Provide results/recommendations of study to Board by June, 2003.

Resources needed to achieve this goal: Administration and resource parent time.

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SCHOOL IMPROVEMENT PLAN 2002-2003

Critical Issue 4: Supporting Parental Advocacy

Goal 1: Increase parent awareness and access to options of services for their children/family.

Strategy #1: Develop and distribute resource packet of information by June of each year.

Resources needed to achieve this goal: Staff time, office supplies.

Goal 2: Encourage and support parental choice in educational and therapeutic decisions.

Strategy #1: Evaluate parent needs for information and support and implement methods to address these needs.

Resources needed to achieve this goal: Staff time, minimum of two parent workshops per year.

Goal 3: Involve and utilize parent/families of former students to support parents/families of new students.

Strategy #1: Develop a mentoring/buddy system for new parents/families by June, 2003.

Resources needed to achieve this goal: Needs assessment developed by resource parent, social worker and program director, materials and supplies, duplication costs.

***Child Development Center Charter School
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SCHOOL IMPROVEMENT PLAN 2002-2003

Critical Issue 5: Strengthening Leadership

Goal 1: Recruit new board members with broader diversity and professional expertise for CDC.

Strategy #1: Recruit two minority board members by September, 2003.

Resources needed to achieve this goal: Staff and board time, printing costs, office supplies.

Goal 2: Expand volunteer participation on committees beyond active/advisory board members.

Strategy #1: Recruit one community volunteer per standing committee by September, 2003.

Resources needed to achieve this goal: Staff and board time, printing costs, printing costs, office supplies.

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SCHOOL IMPROVEMENT PLAN 2002-2003

Critical Issue 6: Desired Student/Family Outcomes

Goal 1: Provide childhood experiences in all areas of development within a safe, loving secure environment which encourages the acquisition of skills that are meaningful to the child both now and in the future through an enriched and stimulating setting that is developmentally appropriate for children.

Strategy #1: Administration and staff to explore and enhance program by developing literacy and music therapy curriculum by June, 2003.

Resources needed to achieve this goal: Staff time, funding, materials, office supplies.

Goal 2: Respond to each child's individual needs, recognizing their strengths, while maintaining an awareness of the developmental sequence of the learning process through an exemplary and dedicated staff that is committed to their profession and the responsibilities that come with this privilege.

Strategy #1: Administration and Board to continue pursuing all possibilities in making compensation and benefits competitive with those of the local school district by June, 2003.

Strategy #2: Administration and staff to update, formalize, and strengthen staff training and inservice component by June, 2003.

Strategy #3: Administration and staff to annually review and update
**Overview of the Process of the CDC Charter School Program,
November, 2001**

Resources needed to achieve this goal: Staff and board time, telephone, office supplies, materials, travel expenses, conference fees.

***Child Development Center Charter School
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SCHOOL IMPROVEMENT PLAN 2002-2003

Critical Issue 6: Desired Student/Family Outcomes

Goal 3: To function as a team in parent, child, and professional partnerships in order to improve the quality of life for children and their families through open dialogue that encourages exploration of all options, consensus building and respect for each team member equally.

Strategy #1: Administration, staff and parents to explore and develop methods to consistently educate and inform all CDC families about their child and about events occurring at CDC in a timely manner by June, 2003.

Resources needed to achieve this goal: Administration, staff and parent time, materials, office supplies, travel.

Goal 4: Educate and support families as they advocate for the needs of their children through serving as an ongoing community resource for information and assistance.

Strategy #1: Administration to update job description for the resource parent position to address current and future identified needs of CDC by August, 2002.

Strategy #2: Administration to hire appropriate person to fulfill the duties of resource parent by September, 2002.

Strategy #3: Administration, parents, and staff to develop Parent Handbook to include intake packet items as well as a list of community activities and resources by June, 2003.

Resources needed to achieve this goal: Administration, staff, parent time, office supplies, materials, printing costs.

**Child Development Center Charter School
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SCHOOL IMPROVEMENT PLAN 2002-2003

Critical Issue 6: Desired Student/Family Outcomes

Goal 5: To be a continuing source of support and assistance to all Child Development Center families, both past and present through the development of a lasting relationship based on a successful partnership with families from the beginning.

Strategy #1: Administration to identify and arrange for inservice training that targets interpersonal skills and relationship building for staff and parents by June, 2003.

Strategy #2: Administration to hire for resource parent position by September, 2002.

Strategy #3: CDC to establish "alumni" group by creating and maintaining a database of interested former students and parents by June, 2003.

Strategy #4: Administration and staff to develop and initiate follow-up survey process to contact former students and their families concerning the CDC experience as well as their current school placement by January, 2003.

Strategy #5: Administration and staff to update CDC Charter School web page to include place for current and former students/families to access information about CDC current events and activities. Also include links on our web page to other pertinent web sites for additional resources by January, 2003.

Resources needed to achieve this goal: Administration, staff, parent time, facilitator for workshop trainer, office supplies, materials, postage, telephone, pro bono or reduced cost webmaster services.