




## **Disclosure Requirements**

Section 1002.45, Florida Statutes, requires the Provider to publish, for the general public, and as part of this application and any subsequent applications or contracts with school districts, the following information:

### **Program Curriculum Information and Data**

 REVISED Personnel Certification and Compliance\_Disclosure.pdf

#### **Source and Origin of Curriculum and Course Content**

UCP of Central Florida Online will utilize the Houghton Mifflin Harcourt (HMH) curriculum as the foundation for course content. HMH is a nationally recognized publisher of comprehensive, standards-aligned instructional materials across English Language Arts, Mathematics, Science, and Social Studies. All programs are developed to align with Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the Next Generation Sunshine State Standards, ensuring compliance with state adoption guidelines. Instructional resources are delivered through a fully digital platform that allows for both synchronous and asynchronous delivery and integrates adaptive learning technology, interactive student resources, and teacher-directed instructional pathways. HMH's curriculum is developed with UDL principles at its foundation, enabling teachers to deliver instruction through multiple methods of representation, engagement, and expression. With built-in differentiated resources, scaffolded supports, and accessibility tools, HMH programs align with Florida Standards Access Points across the participatory, supported, and independent levels. This approach allows students with significant cognitive disabilities to meaningfully engage with grade-level standards while progressing toward their IEP goals. These adaptations equip educators to provide equitable access and ensure all students benefit from high-quality learning opportunities.

#### **Research and Best Practices in Design**

The HMH curriculum is grounded in a robust body of educational research and evidence-based practices. Key design elements include:

- Science of Reading: Literacy programs (HMH Into Reading and Into Literature) are structured on the principles of the Science of Reading, Orton-Gillingham methodologies, and Structured Literacy practices, supporting phonemic awareness, decoding, fluency, vocabulary, and comprehension.
- Universal Design for Learning (UDL): Courses are designed with built-in scaffolds, multimodal access points, and differentiated learning pathways to meet the needs of diverse learners, including students with disabilities and English Language Learners.
- Gradual Release of Responsibility (I Do – We Do – You Do): Instructional sequences follow a proven model for scaffolding student learning from guided to independent application.
- Formative Assessment Integration: Lessons embed frequent checks for understanding, adaptive digital assessments, and teacher-facing analytics to guide instructional decision-making in real time.
- Cognitive Science and Active Learning: Courses are designed to promote long-term retention and transfer of knowledge through problem-based learning, inquiry strategies, and application to real-world contexts.

### **Basis for and Frequency of Revisions**

HMH employs a continuous improvement process for curriculum development. Revisions are informed by:

- Alignment with Standards: Programs are revised as state and national standards are updated to maintain compliance and relevance.
- Educator and District Feedback: User feedback is incorporated into annual digital updates and long-cycle revisions.
- Research and Policy Guidance: New findings in literacy, numeracy, cognitive science, and instructional technology are incorporated into each program cycle.
- Assessment and Performance Data: Student outcome data from field studies and implementation sites drive improvements in instructional design.

Digital platform updates occur annually to ensure teachers and students receive the most current content and tools. Major revisions occur on a 5–7 year cycle, consistent with state textbook adoption timelines and instructional materials procurement requirements.

### **Research Related to Effectiveness of Curriculum**

HMH programs meet Every Student Succeeds Act (ESSA) evidence standards for effectiveness. Independent third-party studies and peer-reviewed research have

demonstrated the following outcomes:

- Literacy: A study of HMH Into Reading (ResearchEd, 2020) found significant gains in reading proficiency for students across diverse demographics, with notable impact for struggling readers and English Language Learners. ESSA classifies the program as meeting the “Strong Evidence” level.
- Mathematics: Research on GO Math! and Into Math has shown statistically significant improvements in student performance on standardized assessments, particularly in problem-solving and conceptual understanding (WestEd, 2019). These programs meet the ESSA “Moderate to Strong Evidence” level.
- Digital Learning and Intervention: HMH’s adaptive platforms, including Waggle and iRead, have been evaluated through randomized control trials, showing effectiveness in accelerating reading growth and closing achievement gaps.


Overall, research demonstrates that students using HMH curricula consistently outperform comparison groups in literacy and math achievement, improve engagement, and show sustained year-over-year growth. These findings align with Florida’s accountability measures and provide assurance of effectiveness for virtual instruction delivery.

### **Evidence of Content and Assessment Accuracy, Bias Review, and Accessibility**

HMH curriculum undergoes a rigorous content development and review process to ensure accuracy, fairness, and accessibility. Instructional materials and assessments are:

- Accurate and Standards-Aligned: All content is reviewed by subject matter experts and cross-checked against Florida B.E.S.T. Standards to ensure accuracy, alignment, and academic integrity.
- Free of Bias: Materials are reviewed using established bias and sensitivity guidelines to ensure representation of diverse perspectives and avoidance of stereotypes. This process aligns with Florida Department of Education adoption criteria for instructional materials.
- Accessible to Students with Disabilities: The digital platform is designed to meet WCAG 2.1 accessibility standards and includes features such as text-to-speech, closed captioning, alternative text for images, high-contrast display options, and compatibility with assistive technologies. Instructional content is scaffolded with multiple entry points to support students with IEPs and 504 plans. By embedding differentiated instruction, scaffolded content, and UDL-based design, HMH curriculum aligns with Florida Standards Access Points, ensuring that students with significant cognitive disabilities can engage with grade-level content at an

appropriate level of complexity. This alignment provides access to the general curriculum, while allowing students to demonstrate learning in ways consistent with their abilities and IEP goals.


 [HMH Access Points Alignment\\_ELA\\_Math examples.pdf](#)

- Accessible to English Language Learners: Built-in supports include leveled text passages, translation tools, visual scaffolds, vocabulary development strategies, and language acquisition supports aligned with WIDA standards. These features allow students with limited English proficiency to engage with grade-level content while developing academic language.

### **National Collegiate Athletic Association (NCAA) Status**

UCP of Central Florida Online is designed to serve students in grades K–5 and does not provide instruction at the high school level (grades 9–12). Accordingly, we do not offer any courses that require National Collegiate Athletic Association (NCAA) approval. Should the school expand in the future to include high school programming, all applicable courses will be reviewed and submitted to the NCAA for approval in alignment with their requirements.

# Policies and Procedures

 Policies and Procedures\_Disclosure.pdf

## **Anti-Discrimination**

UCP of Central Florida Online will comply fully with federal and state non-discrimination laws, including Title VI of the Civil Rights Act, Title IX of the Education Amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA) and the Florida Educational Equity Act (F.S. 1000.05). No student, parent, or employee shall be excluded from participation, denied benefits, or subjected to discrimination on the basis of race, color, national origin, sex, disability, religion, or age. All instructional materials, technology platforms, and learning environments are reviewed to ensure accessibility and equity for all students. All virtual instruction programs provided by UCP shall be available to all students without regard to race, ethnicity, national origin, gender, disability, marital status, religious or political affiliation. This does not eliminate programs designed to meet the needs of students with limited proficiency in English, gifted students, or students with disabilities or programs tailored to students with specialized talents or skills. UCP of Central Florida Online will not discriminate on the basis of a protected class including but not limited to race, color, national origin, age, religion, disability or sex, in the programs or activities which it operates or the employment therein or admission thereto. The company strictly adheres to all non-discrimination and anti-harassment laws and does not tolerate acts of harassment.

## **Teacher Responsibilities**

Teachers within UCP of Central Florida Online must:

- Hold valid Florida educator certification in assigned subject areas (per F.S. 1012.55)
- Provide standards-aligned instruction using state-approved curriculum
- Monitor student academic progress and provide timely feedback
- Grade assignments, provide grading feedback, and assign final grades
- Document attendance, participation, and student performance in compliance with Florida Statute 1002.45
- Maintain professional communication with students and parents
- Participate in professional development as required by the Virtual School and Florida DOE

## **Parental Responsibilities**

Parents/guardians serve as Learning Coaches and must:

- Ensure students have daily access to technology and internet connectivity
- Monitor student progress, attendance, and completion of assignments
- Communicate regularly with teachers and school staff
- Support student participation in all required state assessments (F.S. 1008.22)
- Reinforce expectations for academic integrity and digital citizenship

### **Teacher–Student Interaction**

- Teachers will maintain consistent, documented instructional contact with students through virtual platforms, phone, and/or email at least weekly
- Teachers will provide live (synchronous) instruction, office hours, and opportunities for small group and individualized support
- All communication will occur through approved school platforms to ensure student safety and FERPA compliance

### **Teacher–Parent Interaction**

- Teachers will communicate with parents/guardians at least once a month regarding student progress, attendance, and academic performance
- Parent conferences will be conducted virtually when student progress is below expectations
- Teachers will respond to parent inquiries within 24–48 business hours

### **Academic Integrity**

The UCP of Central Florida Online program requires students to uphold the highest standards of academic honesty. Violations include plagiarism, cheating, use of unauthorized resources, and misrepresentation of work. Consequences may include:

1. Warning and parent notification
2. Resubmission of assignment or alternative assessment
3. Academic penalty or loss of course credit
4. Referral for disciplinary action per Florida Statutes and district code of conduct

### **Student Eligibility**

Enrollment eligibility follows F.S. 1002.455. Eligible students include:

- Florida residents in grades K–12 who meet age and residency requirements
- Students who have not been expelled from a district school

- Students who comply with the Virtual Program's enrollment, technology, and participation requirements

### **State Assessment Requirements**

All students enrolled in a VIP are required to participate in statewide standardized assessments, including FAST Progress Monitoring, EOCs, and statewide assessments outlined in F.S. 1008.22 and in the state accountability system under s. 1008.31. UCP of Central Florida will communicate these requirements to all families in tested grades. Parents are responsible for ensuring student attendance at designated testing sites on assigned dates. Failure to participate in required assessments may impact continued enrollment eligibility.

### **Attendance**

UCP of Central Florida Online is bound by the requirements of Florida Code 1003.21 and 1003.24 regarding compulsory school attendance. It is important to understand that UCP of Central Florida Online is subject to the same legal requirements as other public schools, including those prescribing mandatory attendance and engagement. Violation of school policies pertaining to attendance and engagement will result in corrective action, as prescribed here and in the Code of Student Conduct. Students are required by state law to attend school every day that we are in session unless there is a valid reason to excuse the absence. UCP strongly desires to work in partnership with families to ensure your student's academic success. Attendance is measured by both login activity and documented academic progress. Students are expected to:

- Participate in daily coursework and instruction
- Meet pacing guidelines established by teachers
- Maintain regular communication with teachers
- Absences must be documented by parents and reported through the VIP's attendance system. Excessive absences or lack of participation may result in withdrawal in accordance with F.S. 1003.26 (enforcement of school attendance).


### **Participation Requirements**

Students must:

- Maintain active engagement in online courses, completing lessons, assignments, and assessments by weekly deadlines
- Log in to the learning management system regularly (recommended 5 days per week)


- Participate in live lessons, tutoring sessions, and teacher conferences as scheduled
- Meet course completion requirements in alignment with state and district promotion and graduation policies

## **Certification Status and Location**

 Personnel Certification and Compliance\_Disclosure.pdf

As a newly established Virtual Instruction Program, UCP of Central Florida Online acknowledges that the hiring, credentialing, and verification of all administrative and instructional personnel is currently in progress and will be finalized prior to student enrollment. The goal is to ensure full compliance with Florida Department of Education (FLDOE) requirements regarding certification, qualifications, and assignments of staff.

\*Data has been included for the UCP of Central Florida Charter School consortium during the school year 2024-25.

 REVISED Administration and Instructional Staff\_Certification Report\_UCP of Cent...

### **Administrative and Instructional Personnel**

- All administrators and instructional personnel will be Florida residents and will work from within the State of Florida, as required under Section 1002.45, Florida Statutes
- Personnel records, including certification status, employment eligibility, and background screening results, will be maintained in accordance with Florida law and will be available for review by FLDOE upon request

### **State Certification(s), Out of Field Status**

- All instructional staff will hold valid Florida educator certification appropriate to the subject area and grade level of instruction (F.S. 1012.55)
- Out-of-field teachers, if any, will be reported to the governing board and parents in accordance with Florida Statute and will be provided appropriate professional development to achieve compliance

### **Specialized Endorsements and Credentials**

- Any teachers with National Board Certification will be identified and documented, and such certification will be reported to FLDOE as part of staff credentialing records
- Teachers of English Language Learners will hold an ESOL endorsement or equivalent credential recognized by another state, and will complete all Florida-mandated ESOL requirements within the timeline established by FLDOE
- Teachers assigned to intensive reading instruction will hold a Reading Endorsement or equivalent credential from another state, with full transfer and verification completed prior to instruction

### **Compliance Procedures**

- A certification tracking system will be established prior to the school's opening to monitor the certification status, endorsement requirements, and out-of-field assignments of all instructional staff
- All personnel assignments will comply with Florida's class-size amendment, certification requirements, and highly qualified teacher standards
- UCP of Central Florida Online will submit required staffing and certification documentation to FLDOE in accordance with state reporting timelines

### **Commitment to Compliance**

While the school is in its start-up phase, all hiring, credential verification, and endorsement reviews are in process. UCP of Central Florida Online assures the Florida Department of Education that all administrative and instructional personnel will be certified, appropriately assigned, and in compliance with state and federal requirements prior to the first day of student instruction.

### **Hours and Availability of Instructional Personnel**

There will be structured teacher hours of availability to ensure they are available to their students each weekday:

- All Florida State Certified teachers will be accessible during traditional elementary school hours
- Teachers may also schedule appointments with parents and/or students outside of these hours when needed
- Teachers will respond to communications (phone or written) within one business day
- Each teacher's specific hours of availability will be posted within the learning platform and communicated to students and families via course mail at the beginning of the school year.
- Assignment feedback and grades will be provided within 72 hours.

### **Student / Teacher Ratios**

- The virtual instruction program will maintain an average student-teacher ratio of 30:1 across K-5 grade levels and courses. This ratio is designed to balance personalized instruction with the scalability of online learning

environments. Teachers may work with students on a 1:1 ratio to review course content, provide individualized feedback or deliver instructional support. Teachers may also work in small groups with students for support or direct instruction.

### **Teachers by grade-level bands K-3, 4-8, and 9-12, and for core and elective courses**

- Overall student to teacher ratio for Grades K-3 25:1
- Overall student to teacher ratio for Grades 4-5 35:1

### **Student Completions and Promotion Rates**

As a newly established Virtual Instruction Program, UCP of Central Florida Online does not yet have historical data on student completions, successful completions, or promotion rates. These metrics will be collected and reported beginning in the first year of operation. The goal is to ensure full compliance with Florida Department of Education (FLDOE) reporting requirements and to establish systems that support accurate and transparent monitoring of student progress.

UCP of Central Florida charter schools serve a student population in which many learners enter performing below grade level. Although enrollment has decreased statewide and within surrounding districts, UCP of Central Florida has continued to grow over the past several years. During the 2024–2025 school year, students demonstrated steady and meaningful academic growth across core subjects. Schoolwide progress-monitoring results showed strong movement toward grade-level expectations, with 55.5% of K–8 students making end-of-year gains in STAR Math and 53.2% making gains in STAR Reading—indicating that more than half of all students achieved measurable academic progress regardless of their initial proficiency level. FAST learning-gains data further support this trend: 40.2% of students made learning gains in FAST ELA and 39.7% in FAST Math, demonstrating continued acceleration after enrollment. Additionally, 87% of students were promoted to 4th grade.

Individual Education Program (IEP) progress also reflected strong outcomes, with more than 60% of grade-level bands meeting or exceeding their individualized goals—an especially meaningful accomplishment given that UCP of Central Florida serves 67% students with disabilities, compared to 21% statewide and 12% in Orange County Public Schools.

The combination of targeted small-group instruction, structured intervention blocks, UCP's MTSS problem-solving framework, and consistent collaboration with families creates the conditions in which students make real academic gains, validating the

effectiveness of the school's instructional model and support systems.

### **Definitions and Calculation Procedures**

- Student Completion Rate: The percentage of students who complete a course will be calculated based on all students who remain enrolled in the course for more than 14 days, consistent with FLDOE requirements.
- Successful Completion Rate: A successful completion will be defined as a student earning a passing grade in the course and meeting all course requirements.
- Promotion Rate: For students in grades K–5, promotion to the next grade level will be based on mastery of grade-level standards, performance on state assessments, and documented teacher evaluations, in alignment with district and state promotion policies.

\*  UCP Promotion/Retention data 2024-25.xlsx


### **Subgroup Reporting**

- Data will be disaggregated by subgroups as defined under state and federal accountability requirements, including race/ethnicity, students with disabilities, English Language Learners, economically disadvantaged students, and gender.
- Reports will compare overall student completion and promotion rates to subgroup performance to ensure equity in outcomes and identify areas for support.

\*  UCP Seed State Data 2024-25

### **Data Collection and Monitoring**

- The student information system (SIS) will track course enrollments, withdrawal dates, grades, and assessment results.
- Teachers will maintain accurate records of student progress, attendance, and mastery of standards.
- Data will be reviewed monthly by the administrative team to ensure accuracy and identify early intervention needs.

\*  UCP consortium student data 2024-2025

### **Compliance and Reporting**

- Completion, successful completion, and promotion rates will be calculated and reported to FLDOE in accordance with statutory and rule requirements.
- UCP of Central Florida Online will utilize these data points as part of its

continuous improvement process to strengthen student support, close achievement gaps, and maintain high levels of accountability.

### **Commitment to Compliance**

Although UCP of Central Florida Online has not yet generated completion or promotion data, procedures and systems are being established to ensure accurate calculation, monitoring, and reporting upon opening. The program assures the Florida Department of Education that student completion and promotion data, disaggregated by subgroup, will be collected beginning in the first year of operation and reported annually in compliance with state requirements.

# **Student, Teacher, and School Performance**

## **Accountability Outcomes**

 REVISED Performance Accountability\_Outcomes Historical Data\_Disclosure.pdf

As a start-up Virtual Instruction Program, UCP of Central Florida Online does not yet have historical performance data for students, teachers, or overall school accountability measures. All systems for collecting, analyzing, and reporting performance outcomes are being established and will be implemented upon school opening to ensure compliance with Florida Department of Education (FLDOE) requirements.

\*Data has been included for the UCP of Central Florida Charter School consortium during the 2024-25 school year.

### **Student Performance**

- Student achievement will be measured through participation and performance on the Florida Assessment of Student Thinking (FAST) for grades K–10, Florida End-of-Course (EOC) assessments, and other required state assessments outlined in F.S. 1008.22  
Data will be reported in total and disaggregated by federally required subgroups (race/ethnicity, students with disabilities, English Language Learners, economically disadvantaged students, and gender)
- Results will be analyzed to monitor equity in student outcomes and to inform targeted interventions

\*  UCP Seed State Data 2024-25

### **Teacher Performance**

- Teacher evaluations will include a student performance component, consistent with Florida's evaluation system requirements under F.S. 1012.34
- The percentage of teacher evaluations based on student performance measures will be reported annually as required


\* 100% of teacher evaluations for UCP of Central Florida were based on student performance during the 2024-25 school year

### **School Performance**

- School grades will be reported annually based on the state's accountability system when eligible
- Other accountability indicators will be tracked and reported once applicable cohorts are established
- UCP of Central Florida Online will monitor and report completion and promotion rates as additional performance measures, ensuring that data is reviewed in total and by subgroup

### **Commitment to Compliance**

Although UCP of Central Florida Online has not yet generated performance outcomes, all required accountability measures will be in place beginning in the first year of operation. The school is committed to maintaining compliance with FLDOE accountability and reporting requirements, ensuring transparency and continuous improvement for students, teachers, and the program as a whole.

\*  UCP consortium student data 2024-2025