

NOW is the time to apply for your child's 2024-2025 Scholarship with Step Up for Students!

To: The Frazer School Families

From: Will Frazer
James Schrader
Barb Stephens, Scholarship Solutions

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Welcome to The Frazer School! As your family makes the transition from public school to The Frazer School, we look forward to assisting you in the scholarship application process. As you may or may not know, ALL students grade K5-12th in Florida are now eligible for a School Choice scholarship, as long as funding is available. This scholarship averages about \$7,500 per student and may be used to help pay the bulk of private school tuition and fees year after year.

It's easy... but time is of the essence! The application process through Step Up for Students was opened for new families just a few days ago. We urge you to begin as soon as possible, as this is a multistep process and final award times can be **six weeks or longer**. Additionally, it is possible for the state to run out of funding for 24/25. **You will want to have this scholarship in place by the end of July in order to avoid having to pay your child's tuition and fees directly to the School.**

PART I

Step 1: Visit <https://www.stepupforstudents.org/> and click the red "Apply Now" button. You will be required to create an "EMA" (Education Market Assistant) account. This is the SUFS portal that will allow you to login to access all scholarship information for your child(ren) year after year. **TIP:** there is a resource list on the right side of the stepupforstudents.org landing page that includes slides and videos to help you understand the entire scholarship process.

Step 2: Scroll to the bottom of the page and click "Log in", then choose "sign up" to create your EMA account.

Step 3: **Once you are logged in**, you will see your EMA dashboard. Click "my students" to add each child for which you will be applying. You need only one EMA account, but be sure to include all of your K5-12 children on the students tab.

Step 4: Click "apply" next to the scholarship program for which you want to apply. **MOST families** will choose the FTC/FES-EO/PEP option. This stands for Florida Tax Credit, Family Empowerment Scholarship for Educational Opportunities, and Personalized Education Plans. The majority of students will qualify for and receive one of these types of scholarship. The alternative program is called FES-UA (Family Empowerment Scholarship – Unique Abilities). If you think you may have a child that would qualify for this scholarship, take the time to do some research. Appendix A is attached and gives a list of diagnoses that may make your child eligible. If so, you will use the same EMA account, but apply separately for that child using the FES-UA application instead. If they do not qualify, they will still be able to receive one of the other scholarships.

Step 5: **Complete the application THOROUGHLY** and **upload all required documentation (see the list attached)**. The list of applicants in the state of Florida is extremely long, so be sure to include everything they request on this first attempt or your application will be kicked back to you and you start the process again. Make sure you have selected each of the children you want considered for a specific scholarship application. **NOW, PAUSE FOR SOME REALLY GREAT NEWS ... the Florida School Choice scholarship is considered "once in, always in". In other words, you will NOT have to go through this process in subsequent years. The renewal process takes only a matter of minutes for the rest of your child's educational years.** Once you have finished, click submit. Your dashboard should now reflect that your application has been submitted.

Step 6: Once you have applied, log in to EMA regularly to check the status of your application. You are looking for the status to change to **AWARDED!**

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Then, it's on to Part II... getting them enrolled to use their scholarship at The Frazer School.

Part II – Utilizing your child's scholarship at The Frazer School

Step 1: **Log in to EMA** and confirm that the status now says **"Awarded"**

Step 2: Click on **"my students"** tab and then click on the word **"view"** next to each child's name.

That will open a screen showing the student's Award ID and the other identifying information The Frazer School needs to add your child(ren) to our roster.

Step 3: **IMPORTANT: DIRECTIONS FOR TAKING AND SUBMITTING REQUIRED SCREENSHOTS**

Ideally, try to screenshot that entire page, including your child's name and demographic information at the top. If you are unable to screenshot the full page, be sure to include ALL the information that is in the bottom section that shows each child's Award ID and which scholarship they have been awarded. We need all pieces of this section in order to register your child as a student of The Frazer School.

Step 4: **Email the screenshot(s) to Barb Stephens at scholarshipsolutions.frazer@gmail.com In the subject line of the email, put each child's name and grade level for 24/25.**

We are here to make this process as smooth as possible. Please feel free to email Barb Stephens at scholarshipsolutions.frazer@gmail.com if you have additional questions.

Thanks and blessings ... we are so thankful your child is a part of the Frazer community!



New Student Application Checklist

Documents required for all new applications (FTC, FES-EO, PEP and FES-UA)

Proof of Florida residency (for primary parent/guardian only)

All documents must be current (within 2 months from the submission date, if a recurring bill/statement), valid, and match the primary parent's/guardian's full name and the current physical street address provided on the application.

Proof of Residence can be established with one document from Column A or two different documents from Column B.

Column A (upload <u>one</u> document)	Column B (upload <u>two different</u> documents)
Utility bill (electric, gas, water)	Florida driver's license or state-issued ID*
Mortgage statement or residential lease agreement	Paystub*
Proof of current government benefits: Social Security, Veterans Affairs, Disability, Medicare, Section 8/ HUD, TANF, SNAP, DCF correspondence	Automobile insurance statement*
Homestead or Property tax statement/assessment	Health insurance statement*
Permanent change of station (PCS) military orders	Homeowners or renters insurance policy*
Homeless Verification or Certificate	Mortgage acceptance letter*
Migrant Address Verification Letter	*A secondary document is necessary.
Property deed	

New for the 2024-25 school year: Proof of residency is no longer required for secondary guardians.

Proof of child's age

A birth certificate (or non-expired passport) is required for FES-UA students 3-6 years old and FTC/FES-EO/PEP rising Kindergarten and first-grade students (5-6 years old on or before September 1, 2024) during the school year you are applying for.

Social Security Number

A social security number will need to be entered for you and your student.

Note: FES applications require student social security numbers. If you or your student do not have a social security number, leave this question blank. Your student will only be considered for FTC.

Additional documents required only for new FES-UA applications

Diagnosis documentation

[Click here](#) to access the list of accepted diagnosis documentation in the FES-UA Parent Handbook, Appendix A.

Note: Please remove all password protection from all files. Document size is limited to 5 MB (only 5 documents per upload field). If your diagnosis documentation is too large, upload the pages that include the student's name, diagnosis, physician, psychologist or an autonomous APRN's information.

Additional documents required only for new FTC, FES-EO & PEP applications (if applicable)

Proof of income (only when applying for Income Priority)

Income documentation must be submitted for all members of the household 18 years and up

- Pay stubs from the 30 consecutive days closest to when you submit your application
- Any other sources of income, such as unemployment, social security and/or child support benefits

Note: You must enter your accurate household income with verification documents to be considered for income priority. If you do not input income and/or choose not to upload verification documents, you will enter the non-priority status. Step Up For Students is obligated to award scholarships to students from income-priority households first.



**FAMILY EMPOWERMENT SCHOLARSHIP FOR
STUDENTS WITH UNIQUE ABILITIES
PARENT/GUARDIAN HANDBOOK**



Appendix A

Disability definitions

Anaphylaxis

The medical term for the life-threatening allergic reactions that may occur when allergic individuals are exposed to specific allergens. Anaphylaxis is a collection of symptoms affecting multiple systems in the body.

Autism Spectrum Disorder

As defined in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, published by the American Psychiatric Association.

Cerebral Palsy

A group of disabling symptoms of extended duration which results from damage to the developing brain that may occur before, during, or after birth and results in the loss or impairment of control over voluntary muscles. For the purposes of this definition, cerebral palsy does not include those symptoms or impairments resulting solely from a stroke.

Down Syndrome

A disorder caused by the presence of an extra chromosome 21.

Dual Sensory Impaired

A student who has dual-sensory impairments affecting both vision and hearing, the combination of which causes a serious impairment in the abilities to acquire information, communicate, or function within the environment, or who has a degenerative condition which will lead to such an impairment. Current IEP required.

Emotional or Behavioral Disability

A student with an emotional/behavioral disability who has persistent (is not sufficiently responsive to implemented evidence-based interventions) and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity.

Hearing Impairment

A student who is deaf or hard-of-hearing and has hearing loss aided or unaided, that impacts the processing of linguistic information, and which adversely affects performance in the educational environment. The degree of loss may range from mild to profound.



High-Risk Child

A 3-5-year-old*, being a high-risk child with a developmental delay in cognition, language, or physical development. (*On or before September 1 of the school year.)

Hospital or Homebound

A student who has a medically diagnosed physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem that confines the student to home or hospital and restricts activities for more than six months. FLDOE definition/current IEP required.

Intellectual Disability

Significantly sub average general intellectual functioning existing concurrently with deficits in adaptive behavior which manifests before the age of 18 and can reasonably be expected to continue indefinitely.

“Adaptive behavior” means the effectiveness or degree with which an individual meets the standards of personal independence and social responsibility expected of his or her age, cultural group, and community.

“Significantly subaverage general intellectual functioning” means performance that is two or more standard deviations from the mean score on a standardized intelligence test specified in the rules of the agency.

Language Impairment

Language impairments are disorders of language that interfere with communication, adversely affect performance and/or functioning in the student’s typical learning environment, and result in the need for exceptional student education. A language impairment is defined as a disorder in one or more of the basic learning processes involved in understanding or in using spoken or written language. These include: phonology, morphology, syntax, semantics, pragmatics.

The language impairment may manifest in significant difficulties affecting listening comprehension, oral expression, social interaction, reading, writing, or spelling. A language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Muscular Dystrophy

Muscular dystrophies are a group of muscle diseases caused by mutations in a person’s genes. Over time, muscle weakness decreases mobility, making everyday tasks difficult. There are many kinds of muscular dystrophy, each affecting specific muscle groups, with signs and symptoms appearing at different ages, and varying in severity.



Orthopedic Impairment

Orthopedic impairment means a severe skeletal, muscular, or neuromuscular impairment. The term includes impairments resulting from congenital anomalies (e.g., including but not limited to skeletal deformity or spina bifida), and impairments resulting from other causes (e.g., including but not limited to cerebral palsy or amputations).

Other Health Impairment

Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems. This includes, but is not limited to, asthma, attention deficit disorder or attention deficit hyperactivity disorder, Tourette syndrome, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and acquired brain injury.

Phelan-McDermid Syndrome

A disorder caused by the loss of the terminal segment of the long arm of chromosome 22, which occurs near the end of the chromosome at a location designated q13.3, typically leading to developmental delay, intellectual disability, dolichocephaly, hypotonic, or absent or delayed speech.

Prader-Willi Syndrome

An inherited condition typified by; neonatal hypotonia with failure to thrive, hyperphagia or an excessive drive to eat which leads to obesity usually at 18 to 36 months of age, mild to moderate mental retardation, hypogonadism, short stature, mild facial dysmorphism, characteristic neurobehavior.

Rare Diseases

Rare diseases which affect patient populations of fewer than 200,000 individuals in the United States, as defined by the National Organization for Rare Disorders.

Specific Learning Disability

A specific learning disability is defined as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional/behavioral disability, limited English proficiency, or environmental, cultural, or economic factors.



Speech Impairment

Speech impairments are disorders of speech sounds, fluency, or voice that interfere with communication, adversely affect performance and/or functioning in the educational environment, and result in the need for exceptional student education.

Spina Bifida

A person with a medical diagnosis of spina bifida cystica or myelomeningocele.

Traumatic Brain Injury

A traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to mild, moderate, or severe, open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, or speech. The term includes anoxia due to trauma. The term does not include brain injuries that are congenital, degenerative, or induced by birth trauma.

Visually Impaired

Students who are blind, have no vision, or have little potential for using vision or students who have low vision. The term visual impairment does not include students who have learning problems that are primarily the result of visual perceptual and/or visual motor difficulties. (FLDOE definition)

Williams Syndrome

A rare genetic disorder characterized by growth delays before and after birth (prenatal and postnatal growth retardation), short stature, a varying degree of mental deficiency, and distinctive facial features that typically become more pronounced with age as defined by the National Organization for Rare Disorders.