

**CHARTER RENEWAL PROGRAM REVIEW COVER SHEET****NAME OF CHARTER SCHOOL SEEKING RENEWAL:** Franklin Academy F**CHARTER SCHOOL LOCATION NUMBER:** 5046**GRADES SERVED:** 6-8**DATE:** 12/15/16 This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes.**NAME OF NON-PROFIT:** Florida Charter Foundation, Inc.

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

NAME OF CONTACT PERSON: Dr. Arlene Valdes**TITLE/RELATIONSHIP TO NON-PROFIT:** Principal**MAILING ADDRESS:** 5000 SW 207th Terrace, Pembroke Pines, FL 33332**PRIMARY TELEPHONE:** (954) 315-0770 **ALTERNATE TELEPHONE:****E-MAIL ADDRESS:** valdes.arlene@franklin-academy.org**NAME OF EDUCATION SERVICE PROVIDER (if any):** N/A

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

Dr. David Thomas*Printed Name*

Signature

Board Chair*Position/Title*

December 15, 2016*Date*

Broward County Public Schools Charter School Renewal: Indicators and Standards

In accordance with section 1002.33(7)(a)(19)(b)1, Florida Statutes, a charter school may be renewed provided that a program review demonstrates that the school has successfully fulfilled the terms of its contract 1002.33(7)(a)19. Pursuant to section 1002.33(8)(a), Florida Statutes, “the sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter. The sponsor may also choose not to renew or may terminate the charter for any of the following grounds:

1. Failure to participate in the state’s education accountability system created in s. 1008.31, as required in this section, or failure to meet the requirements for student performance stated in the charter;
2. Failure to meet generally accepted standards of fiscal management;
3. Violation of law;
4. Other good cause shown.

In conducting a renewal program review, the sponsor will focus its analysis on the school’s performance in three categories:

- Educational Performance
- Financial Performance
- Organizational Performance

The following defines specific indicators (the types/level of information and data collected) and standards (the benchmark by which such indicators are measured) that will be analyzed and evaluated within these categories. It is a school’s performance within these indicators in addition to potential on-site specific programmatic reviews that inform a charter renewal decision.

Furthermore, should a charter school meet the standards for renewal, the Sponsor will also review future Educational, Financial and Organizational Plans submitted as part of this documentation for the term of its subsequent contract. Any modifications/amendments proposed to the current charter agreement that would take effect over the subsequent contract term will be negotiated using the SBBC contract template.

Important Reminders

- All renewal documents must be submitted electronically, into Charter.Tools, by Friday, December 16, 2016. Only electronic documents submitted in Charter.Tools will be accepted.
- Renewing schools must clearly name and include their location number on all documents submitted, including the completed renewal document and all attachments referenced in the narrative.
- When the Renewal Program Review is uploaded into Charter.Tools, rename the document using the format of HappyCharter6868; SunnyCharter7878, etc.
- Renewal packets must contain a table of contents identifying the pages where the sections are discussed. Table of Contents must accurately identify each section, including attachments, with correct page numbers. Revise the provided Table of Contents to accurately reflect the page numbers of the final draft.

- Number all pages and ensure that pagination is in sequential order.

NOTE: Renewal Program Reviews will be reviewed and evaluated as submitted; additional documents will not be accepted after Friday, December 16, 2016.

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EXECUTIVE SUMMARY

Franklin Academy F (5046) (the “School”) opened its doors to over 450 students on August 19, 2013. The School’s staff welcomed an eclectic mix of learners from various cultural, ethnic, and socio-economic backgrounds. Driven by their belief that “all children can learn,” the School’s stakeholders united to make their mark in the community and in the lives of the School’s students and their families. The School’s campus is located in Pembroke Pines. The mission of Franklin Academy is to *“to create life-long learners by developing critical thinking skills and promoting high levels of academic achievement in students, while meeting the benchmarks of a standards-based curriculum utilizing varied research-based instructional strategies, technologies, and media, with an emphasis on character development.”* The inspiration for the School is Ben Franklin, a founding father who personified the pursuit of excellence, discovery, and creativity.

The School’s student population diverse. Approximately 54% of the School’s students are identified as Hispanic or Latino, and 45% of its student population qualifies for the free and reduced breakfast/lunch program. Approximately 10% of the School’s students are receiving Exceptional Student Education services. Additionally, 14% of the School’s students are part of the English for Speakers of Other Languages (ESOL) program. Diversity is also prevalent among School staff as a multitude of cultures and backgrounds greet students every day on the School’s campus. The School’s multi-cultural experience offers learners a valuable perspective on what it takes to become global citizens. Staff members also represent different levels of training and credentials. The School is home to first year teachers as well as educators with decades worth of valuable experience. Approximately 38% of the School’s teachers hold advanced degrees, and many are actively involved in continuing education.

Professional development is an integral part of the School’s fabric as educators constantly strive to meet the ever-changing needs of the students. Evaluation and reflection are key components at the School as well. The administration and leadership team continuously assess the effectiveness of the School, and changes are instituted in order to foster continual growth of both students and staff. For instance, additional support was recently added to the School’s Exceptional Student Education and curriculum departments to reflect specific areas of need.

The School provides an outstanding academic program to address Florida Standards and continues to implement a variety of intervention opportunities for struggling students, including before and after school tutorial programs, as well as Academic Camps which are held on Saturdays. The School has recently implemented the use of three, fifty station language labs.

As a result of the School’s ongoing evaluations and to further meet the needs of the School’s students and teachers, more technology is scheduled for purchase during the school year, such as Laptop carts, iPads, document cameras, and listening centers. During the summer months, administration routinely analyzes the effectiveness of our campus and introduces any revisions or enhancements, based on data. The leadership team is continually mindful of its important purpose, which is to provide every student with the opportunity to become lifelong learners. Administration is steadfast, as well, with regard to educating all stakeholders on that philosophy.

The School implemented a new athletic program in 2014 to include basketball, football, and soccer and continues to participate in the Middle School Athletic Association (MSSA). Boys and girls have made continual progress with skills as evidenced in their games and matches.

The School's chess competitions have expanded from our campus and regional locations to national matches. In addition to chess, the School competes in speech and debate tournaments, participates in music competitions and helps the community on a regular basis.

From its inception, the School has been determined to provide an incomparable educational experience for students, staff, and community and consequently the School received full school accreditation through SACS-CASI in June, 2015. With the recent completion of our current campus, our students will have the opportunity to continue their education with Franklin Academy through high school graduation.

EDUCATIONAL PERFORMANCE

Federal and State Accountability:

A. AYP/AMO School Improvement Status

The School's goal is *Building Better People, Every Day* by embracing its mission to “*to create life-long learners by developing critical thinking skills and promoting high levels of academic achievement in students, while meeting the benchmarks of a standards-based curriculum utilizing varied research-based instructional strategies, technologies, and media, with an emphasis on character development.*” The administrative team, grade level teams, and student support staff meet regularly to discuss the progress of students related to FSA/FCAT, EOC assessments, Discovery Education progress monitoring benchmarks, i-Ready, classroom assessments and other ancillary resources which can further enhance the instructional program at the School. Meaningful data analysis and the implementation of research-based instructional strategies have provided a strong foundation for teachers and students.

	2012 - 2013	2013-2014		2014-2015		2015-2016	
	Planning Year	Reading % Scoring Satisfactorily	Math % Scoring Satisfactorily	ELA % Scoring Satisfactorily	Math % Scoring Satisfactorily	ELA % Scoring Satisfactorily	Math % Scoring Satisfactorily
Franklin (5046) FCAT/FSA Proficiency Percentages	N/A	72	68	74	75	71	80

The statewide assessment information for the School demonstrates consistent progress towards increasing proficiency for all students in grades 6-8 in both reading and mathematics. Overall, the School's academic achievement has been reliably stable. The three year trend of the percentage of students who score satisfactory in reading/ELA is 72 – 74 – 71 and over the same time period the trend for students in math is 68 – 75 – 80 for obtaining proficiency. To continue this positive trend of in ELA and mathematics, the school will implement the following measures:

- ✓ The School will continue to implement research-based strategies aligned to the Florida Standards in reading and mathematics at the appropriate level of rigor.
- ✓ The School will address the Areas of Deficiency and implement the Response/Action Plans from the Onsite Programmatic Review (OSPR) related Literacy, ESE, and ESOL (November XX, 2016).
- ✓ The School will secure viable supplemental resources through Title III, Part A Program (Broward County Schools) to continue to support ESOL students to increase their annual growth.
- ✓ The School will provide extended learning opportunities by offering an Academic Camp, tutoring opportunities before and after school, and Study Skills groups before school starts, designed to reinforce and remediate skill deficiencies in lower performing students.
- ✓ The School will provide staff development for all instructional staff for differentiation through small groups for all students.

Screenshots of FCAT, FSA, and Student Achievement is found below:

AA3		X	✓	fx																																																			
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF																								
1		2015-16 School Grades																																																					
2	Legend for School Types: 01=Elementary; 02=Middle; 03=High; M=Combination Additional information is available in the column																																																						
3	Grades calculations guide at http://fcat.fldoe.org/grades.html																																																						
4																																																							
5	District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Learning of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2014-15	College and Career Acceleration	Total Points Earned	Total Components	Percent of Total Possible Points	Grade 2016	Informational Baseline Grade	Was the collocated rule used?	Collocated School Number	Charter School	Title I	Alternative/ES Center School	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students	Region																												
437	06	BROWARD	5046	FRANKLIN ACADEMY F	71	59	49	80	76	63	67	87	54	606	9	67	100	A	A	N	YES	NO	N	02	77	48	5																												

English Language Arts Assessment Results (FSA and FAA) 5046						
Percent of Students Scoring Satisfactory and Above						
	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested
ALL STUDENTS	74	100	55	99	54	99

Mathematics Assessment Results (FSA, EOCs and FAA) 5046						
	Percent of Students Scoring Satisfactory and Above					
	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested
ALL STUDENTS	75	100	55	97	54	98

Science Assessment Results (Statewide Science Assessment or NGSSS, EOCs and FAA) 5046						
	Percent of Students Scoring Satisfactory and Above					
	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested
ALL STUDENTS	62	100	55	98	57	98

Reading Assessment Results (FCAT 2.0 and FAA) 5046									
	Percent of Students Scoring Satisfactory and Above								
	School %			District %			State %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	72	N	100	59	69	99	58	68	98

	Mathematics Assessment Results (FCAT 2.0, EOCs and FAA) 5046								
	Percent of Students Scoring Satisfactory and Above								
	School %			District %			State %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	68	N	100	61	70	98	61	66	98

	Science Assessment Results (FCAT 2.0, EOCs and FAA) 5046								
	Percent of Students Scoring Satisfactory and Above								
	School %			District %			State %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	63		100	55		98	58		97

Writing Assessment Results 5046 (FCAT 2.0 and FAA)							
Percent of Students Scoring Satisfactory and Above							
		School %		District %		State %	
		2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
ALL STUDENTS		49	0	65	0	58	0

B. AYP/AMO Attainment

The School was founded in 2012 and during the School's inaugural year, the Florida Charter Foundation chose to use 2012 – 2013 as a planning year to fully establish the School in Cooper City. The next school year, 2013 – 2014, the Florida Department of Education revised the system for measuring annual student progress and transitioned from reporting Adequate Yearly Progress (AYP) to reporting performance on Annual Measurable Objectives (AMOs) on several areas of academic achievement. As a charter school with students starting in 2013-2014, AMO targets were not set for the School as no previous baseline data was available for 2014 - 2015. During the 2014-2015 school year, the Florida Department of Education transitioned from using the Florida Comprehensive Achievement Tests (FCAT) to the Florida Standards Assessments (FSA). The School teaches the Florida Standards and the students' knowledge of these standards is assessed through the FSA assessments. Student performance on the FSA at the School provides important information to parents, teachers, policy makers, and general public regarding how well students are learning the Florida Standards. The new FSA assessments do not report information in Annual Measurable Objectives (AMO's). Consequently, from not having AMO's from 2014 – 2015 and the transition from FCAT to the FSA assessments, the School does not have AMO results for students since the inception of the charter.

C. Subgroups Attainment of AYP/AMO

As indicated above, the School did not receive AMO targets as the first year was a planning year (2012 – 2013) and student achievement data was collected in the second year (2013 – 2014). During the next year (2014 – 2015) FDOE transitioned from the FCAT to FSA and no AMO targets were set. The FSA does not report information on Annual Measurable Objectives.

D. FCAT 2.0 / FSA / EOC Achievement

Franklin 5046							
FCAT/FSA Proficiency Percentages	Total % of ELA Proficiency	Total % of ELA Learning Gains Proficiency	Total % of ELA Learning Gains of Lowest 25% Proficiency	Total % of Math Proficiency	Total % of Math Learning Gains Proficiency	Total % of Math Learning Gains of Lowest 25% Proficiency	Total % of Science Proficiency
2012 – 2013	Planning Year			Planning Year			Planning Year
2013 – 2014	72	N/A	N/A	68	N/A	N/A	62
2014 – 2015	74	N/A	N/A	75	N/A	N/A	63
2015 – 2016	71	59	49	80	76	63	67

The School's administrative team clearly values the growth for all students and has already taken several steps to continue to improve proficiency in math, reading, writing and science. As indicated above, the overall performance of achievement in ELA and Math proficiency is a drop of 3% in ELA proficiency and a positive gain of 5% in math when compared to the previous year. The science proficiency percent also demonstrated a 3% gain when comparing 2015 to 2016. Of concern is the Total Percent of ELA Learning Gains in the lowest quartile as evidenced by the 49% proficient. The School's administrative team will revise and implement an instructional program to ensure students in lower quartile increase their proficiency levels in all areas, with specific attention to Learning Gains of the lowest quartile for ELA students. The instructional strategies to maintain the overall academic progress of the school and improve the Lower quartile achievement for ELA includes:

- ✓ The adoption and implementation of “Top Score Writing Program” for grades 6 – 8.
- ✓ Annual staff development on Top Score Writing for new and returning staff members.
- ✓ Strategic reallocation of staff to provide instructional expertise to weaker areas based upon past performance.
- ✓ Staff development for staff on small group instruction for 6 – 8 students, with attention to struggling students.
- ✓ Greater emphasis on differentiated groups to increase student achievement for students in lowest quartile.
- ✓ Continued departmentalization for grades to utilize staff expertise and support student achievement.
- ✓ Bi-monthly grade level curriculum meetings with administrative team and curriculum specialist.
- ✓ Scheduled STEM classes for student to improve acquisition of science standards.
- ✓ Increase use of iReady lessons during computer lab block.
- ✓ Targeted support materials sent home for low student to continue to build fluency in content areas.

Screenshots for FCAT, FSA, EOC and Student Achievement are found below:

AA3		X	✓	fx																																																			
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF																								
1		2015-16 School Grades																																																					
2	Legend for School Types: 01=Elementary, 02=Middle, 03=High, M=Combination																																																						
3	Grades calculations guide at http://fcheatbooks.fdoe.org/																																																						
4																																																							
5	District Number	District Name	School Number	School Name	English Language Arts Achieve.	English Language Arts Learning	English Language Arts Learning of the Lowest 25%	Mathematics Learning	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Science Achievement	Social Studies Achievement	Middle School Achievement	Graduation Rate 2014-15	College and Career Acceleration	Total Points Earned	Total Components	Percent of Total Possible Points	Grade 2016	Informational Baseline Grade	Was the collocated file used?	Collocated School Number	Charter School	Title I	Alternative/ESF Center School	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students																								
437	06	BROWARD	5046	FRANKLIN ACADEMY F	71	59	49	80	76	63	67	87	54	606	9	67	100	A	A	N	YES	NO	N	02	77	48	5																												

English Language Arts Assessment Results (FSA and FAA) 5046						
	Percent of Students Scoring Satisfactory and Above					
	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested
ALL STUDENTS	74	100	55	99	54	99
WHITE	75	100	70	99	65	99
BLACK OR AFRICAN AMERICAN	63	100	38	99	34	99
HISPANIC/LATINO	75	100	59	99	51	99
ASIAN	94	100	77	100	77	100
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	57	99	53	99
TWO OR MORE RACES	78	100	63	99	58	99
DISABLED	49	100	26	99	25	98
ECONOMICALLY DISADVANTAGED	63	100	43	99	43	99
ELL**	55	100	33	99	30	99
MIGRANT	N	N	15	98	30	99
LOWEST 25%						
FEMALE	76	100	60	99	59	99
MALE	72	100	50	99	49	99

An "N" indicates no test results were reported.

Mathematics Assessment Results (FSA, EOCs and FAA) 5046						
	Percent of Students Scoring Satisfactory and Above					
	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested
ALL STUDENTS	75	100	55	97	54	98
WHITE	75	100	71	97	64	97
BLACK OR AFRICAN AMERICAN	59	100	39	96	35	97
HISPANIC/LATINO	79	100	60	97	51	98
ASIAN	94	100	80	97	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	58	95	54	97
TWO OR MORE RACES	88	94	64	97	58	98
DISABLED	42	100	31	96	29	96
ECONOMICALLY DISADVANTAGED	68	100	45	97	44	97
ELL**	64	100	42	98	38	98
MIGRANT	N	N	24	100	39	98
LOWEST 25%						
FEMALE	75	100	56	97	54	98
MALE	75	100	55	97	54	97

An "N" indicates no test results were reported.

Science Assessment Results (Statewide Science Assessment or NGSSS, EOCs and FAA) 5046						
Percent of Students Scoring Satisfactory and Above						
	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested
ALL STUDENTS	62	100	55	98	57	98
WHITE	67	100	71	98	69	98
BLACK OR AFRICAN AMERICAN	54	100	39	97	37	97
HISPANIC/LATINO	60	100	60	98	53	98
ASIAN	N	N	75	99	80	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	66	99	58	97
TWO OR MORE RACES	N	N	62	98	61	98
DISABLED	13	100	29	96	30	96
ECONOMICALLY DISADVANTAGED	55	100	45	98	46	97
ELL	N	N	29	98	26	98
MIGRANT	N	N	19	100	36	97
LOWEST 25%						
FEMALE	51	100	55	98	56	98
MALE	74	100	55	98	58	97

E. Annual Student Gains

The School's administrative team, grade level teams, student support staff, and members of the Educational Excellence School Advisory Council (EESAC) meet regularly to discuss educational programs and resources that can further enhance the instructional program at the School. Constant data analysis and the implementation of research-based instructional strategies have provided a strong foundation for teachers and students. The School plans to continue implementing the following strategies to ensure that student achievement continues to increase and all students make at least one year's worth of learning gains.

- ✓ The School will continue to implement research-based strategies aligned to the Florida Standards in reading and mathematics at the appropriate level of rigor.
- ✓ The School will address the Areas of Deficiency and implement the Response/Action Plans from the Onsite Programmatic Review (OSPR) related Literacy, ESE, and ESOL (November 18th, 2016).
- ✓ The School will secure viable supplemental resources through Title III, Part A Program (Broward County Schools) to continue to support ESOL students to increase their annual growth.
- ✓ The School will continue to implement research-based strategies aligned to the Next Generation Sunshine State Standards (NGSSS) in social studies and science at the appropriate level of rigor.
- ✓ The School will continue offering faculty and staff professional development based on the School's annual needs assessment and student performance data.
- ✓ The School will provide teachers with opportunities to participate in professional development courses aligned to the School's goals and to their individual professional development needs.
- ✓ The School will continue to closely monitor teacher performance and classroom instruction using the Observe4Success evaluation tool to ensure that identified goals and strategies are implemented with fidelity and to provide immediate, corrective feedback that will increase student performance and teacher effectiveness.
- ✓ The School will provide further training and support for teachers on the implementation of the Florida Standards in reading and mathematics.
- ✓ The School will continue to implement the Go Math! Series in order to increase the level of rigor to meet the requirements of the Florida Standards in Mathematics.
- ✓ The School will administer diagnostic and progress monitoring assessments to monitor performance by standard and provide teachers with relevant and current data on student progress. Student performance data will be utilized to provide targeted instruction for students based on their specific academic needs.
- ✓ The School-based Collaborative Problem Solving Team (CPST) will ensure implementation of Progress Monitoring Plans (PMP) and the Response to Intervention (RtI) process in order to provide appropriate intervention strategies and support students' academic, emotional, behavioral and social needs.

- ✓ The School will continue utilizing the following technology resources to supplement the curriculum: Discovery Education Streaming Assessment, i-Ready Diagnostic and Instruction, Pearson EasyBridge, MyHRW.com, Go Grolier, and approved internet resources.
- ✓ The School will provide extended learning opportunities by offering our Academic Camp, designed to reinforce and remediate skill deficiencies in reading and math.

F. Annual Gains of Students in the Lowest 25 Percent

The Florida Department of Education changed its overall assessment procedures in 2015 – 2016 to include four achievement measures and four learning gains components. These components are learning gains in ELA and math, as well as learning gains for the lowest 25% of students in the same content areas. As indicated above, the School's learning gains for the lower quartile in ELA was 49%, falling below the 50% threshold. The School clearly values the achievement and growth for all students and will improve achievement for the lowest 25% of students in ELA by implementing effective teaching strategies to address the needs of individual learners. The measures the School will implement to ensure continual growth are below:

- ✓ The School will build a master schedule inclusive of courses designed to meet the unique needs of our lowest quartile.
- ✓ The School will continue to implement research-based strategies aligned to the Florida Standards in reading and mathematics at the appropriate level of rigor.
- ✓ The School will address the Areas of Deficiency and implement the Response/Action Plans from the Onsite Programmatic Review (OSPR) related Literacy, ESE, and ESOL (November 18th, 2016).
- ✓ The School will secure viable supplemental resources through Title III, Part A Program (Broward County Schools) to continue to support ESOL students to increase their annual growth.
- ✓ The School will continue offering professional development based on the school's annual needs assessment survey and student performance data.
- ✓ The School will provide teachers with opportunities to participate in professional development aligned to the School's goals and to their professional development needs.
- ✓ The School will monitor the implementation of ESOL strategies in the general classroom setting, provide supplementary materials and native language support for ELLs, monitor progress for ELL students, and ensure that comprehensible instruction is being provided to every ELL student.
- ✓ The School will continue to closely monitor teacher performance and classroom instruction using the approved evaluation tool to ensure that identified goals and strategies are implemented with fidelity and to provide immediate, corrective feedback that will increase student performance and teacher effectiveness.
- ✓ The School will continue to provide training and support for teachers on the implementation of the Florida Standards in reading and mathematics.
- ✓ The School will continue to implement a state-approved, research-based math series to increase the level of rigor needed to meet the requirements of the Florida Standards in Mathematics.

- ✓ The School will administer diagnostic and benchmark assessments to monitor performance by standard and to provide teachers with relevant and current data on student progress. Student performance data will be utilized to provide targeted instruction for students based on their specific academic needs.
- ✓ The School will develop and sustain a comprehensive system for analyzing student performance data to ensure differentiated instruction is provided to students based on their needs. As part of the data analysis process, teachers will examine the performance of specific subgroups of the student population to determine whether students are making learning gains and to implement additional intervention strategies as needed.
- ✓ The School-based Collaborative Problem Solving Team (CPST) will ensure implementation of Progress Monitoring Plans (PMP) and the Response to Intervention (RtI) process in order to provide appropriate intervention strategies and support students' academic, emotional, behavioral and social needs.
- ✓ The School will utilize the following technology resources to supplement the curriculum: Discovery Education Assessment, i-Ready Diagnostic and Instruction, Go Grolier, Pearson EasyBridge, MyHRW.com, and approved internet resources.
- ✓ The School will provide extended learning opportunities by implementing Academic Camp on Saturdays, designed to reinforce and remediate skill deficiencies.
- ✓ The School will continue to implement a differentiated model to ensure that struggling students are provided with intensive reading remediation in accordance with their specific needs, targeted instruction based on current data, and enrichment opportunities as needed.

Screenshot of Learning Gains Achievement Below:

AA3	▼	⋮	X	✓	fx																										
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF
1			2015-16 School Grades																												
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437	06	BROWARD	5046	FRANKLIN ACADEMY F	71	59	49	80	76	63	67	87	54		606	9	67	100	A	A	N	YES	NO	N	02	77	48	5			

G. Percentage of Students Tested

The School is appropriately administering applicable state standardized tests to its students and follows all Florida and Broward County Schools guidelines for administration. These include attention to testing procedures and windows, administrator and staff training, and protecting test security. The School has consistently tested 100% of students over the last three years. The School also administers training tests for the computer – based Florida Standards Assessments (FSA) through the Test Administrator (TA) Training Site. The TA Training Site and Student Training Site are designed to provide TAs and students the ability to become familiar with online testing settings they will experience when administering and taking the operational test of the FSA online.

Franklin Academy (5046)	2013	2014	2015	2016
Percent of Students Tested	Planning Year	100%	100%	100%

H. Relative Performance

The School's reviews a variety of sources of data, including the performances of nearby and similar schools. The administrative team analyzes the performance of local schools for comparative purposes and to develop instructional programs that will support our school goals. The chart below contains information regarding the relative performance of schools with comparable student populations.

Relative Performance School Name	School Grade 2016	Percent of Total Possible Points
Franklin Academy (5046)	A	67%
Pioneer Middle School (2571)	A	68%
Silver Trail Middle School (3331)	A	66%
Falcon Cove Middle School (3622)	A	73%
Walter C Young Middle School (3001)	A	66%
Renaissance Charter School Cooper City (5049)	A	64%

I. School Grade

Franklin Academy (5046)	2013	2014	2015	2016
School Grade	Planning Year	A	A	A

The School values high achievement for all students and has received a letter grade of “A” for the past three years, which represents consistent learning gains. The School is entitled to designation as a high performing charter school pursuant to s. 1002.331, Florida Statutes. The formal request for high performing status has been requested. However as of the date of this submission, formal designation has not yet been received from the State.

The School will continue implementation this positive trend for the school grade during the 2016 – 2017 school year, and in future years, by the administrative team’s plan to adopt and support the implementation of Top Score Writing Program for students in grades 6 – 8, reallocate staff members to improve the instructional program in weaker performing grade levels, provide staff development for classroom teachers on small group instruction to increase differentiation opportunities, implement weekly deployments to observe ELA blocks to provide individual feedback, review lesson plans of all instructional staff on a weekly basis to confirm validity of plans and implementation of small group instruction, and conduct bi-monthly curriculum meeting with grade levels, support, specials teachers, and middle school staff.

Screenshots of the School’s Letter Grades are below:

AA3	▼	⋮	X	✓	fx	▼																										
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	▲
1		2015-16 School Grades		English Language Arts Achievement	English Language Arts Learning	English Language Arts Learning	of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains	Science Achievement	Science Learning Gains	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2014-15	College and Career Acceleration	15	Total Points Earned	Percent of Total Possible Points	Percent Tested	Grade 2016	Informational Baseline Grade	Was the collocated rule used?	Collocated School Number	Charter School	Title I	Alternative/ESF Center School	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students	Region	
2		Legend for School types: 01=Elementary; 02=Middle; 03=High; M=Combination																														
3		Additional information is available in the School Grades calculations guide at http://schoolgrades.fl DOE.org/																														
4																																
5	District Number	District Name	School Number	School Name	71	59	49	80	76	63	67	87	54																			
437	06	BROWARD	5046	FRANKLIN ACADEMY F																												

1		14-15 Informational Baseline School Grades																						
2		Legend for School types: 01=Elementary; 02=Middle; 03=High; M=Combination																						
3		Additional information is available in the School Grades calculations guide at http://schoolgrades.fl DOE.org/																						
4																								
5	District Number	District Name	School Number	School Name	English Language Arts Achievement	Mathematics Achievement	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2013-14	College and Career Acceleration	14	Total Points Earned	Total Components	Percent of Total Possible Points	Informational Baseline Grade	Was the collocated rule used?	Charter School	Title I	Alternative/ESF Center School	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students	Region
438	06	BROWARD	5046	FRANKLIN ACADEMY F	74	75	62	85	62	358	5	72	100	A	N	YES	NO	N	02	74	46	5		



2013-2014 School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination
* This table contains the basic information for school grades. Additional information is available in the School Grades calculations guide at <http://schoolgrades.fl doe.org/>.

District Number	District Name	School Number	School Name	Total Points 2014	Scale	Did this school benefit from the one-letter-grade system?	Grade 2014	Grade 2013	Grade 2012	Grade 2011	Grade 2010	Grade 2009	Grade 2008	Grade 2007	Grade 2006	Grade 2005	Grade 2004	Grade 2003	Grade 2002	Grade 2001	Grade 1999	Charter	School Type	Free or Reduced-Price Lunch	Minority Rate	Region	Title I	All ESE Code	Was the collated rule used?
432	06	BROWARD	5046	FRANKLIN ACADEMY F	627	900	NA	A													YES	O2	40	77	5	NO	N	N	

EDUCATIONAL PERFORMANCE

Mission-Specific Accountability:

A. Achievement of Mission/Specific Goals

As outlined in Section I. Educational Plan: *Mission, Guiding Principles, and Purpose* of the 2012 Charter Application for the School, its mission is to develop critical thinking skills and attain high levels of academic achievement in students meeting the benchmarks of a standards-based educational program utilizing varied research-based instructional strategies, technologies, and media. It is the intent that all students will engage in a rigorous curriculum promoting project-based learning, inquiry, creativity and teamwork while addressing each individual's learning style and specific needs. Through a sustained and integrated program of character development, the School's students explore the sense of community, integrity and obligations to self and our world. The core values of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship are the Six Pillars of Character upon which the foundation of our Character Education program is built. At the School, highly qualified staff and administration work with students, parents, and all stakeholders within the educational landscape to ensure that each student sets learning goals and empowers him/herself by mastering all core academic areas and develops a well-rounded education through special area classes that include art, chess, Spanish, technology, physical education, media, and music.

When new parents and students walk through the front doors of the School, they quickly see evidence of the School's current mission *"to create life-long learners by developing critical thinking skills and promoting high levels of academic achievement in students, while meeting the benchmarks of a standards-based curriculum utilizing varied research-based instructional strategies, technologies, and media, with an emphasis on character development."* Teachers are considered the first learners and have enthusiastically participated in aligned professional development opportunities to sharpen their knowledge and skills in utilizing current brain-based research, technology, cooperative learning strategies, higher-order questioning techniques, multiple intelligences, and differentiation of instruction. Applying new learning to the classroom has resulted in students becoming active rather than passive learners. Students are observed working in cooperative learning groups, completing research on topics of their interest, utilizing technology on a daily basis, and using hands-on manipulative learning materials. Assessment data is routinely used to assess student performance and guide decision-making with regard to planning for instruction and teacher selection/retention.

Another factor in the School's success has been an emphasis on creating a warm, caring environment for learning. Our focus on positive discipline and character education provides opportunities for students to develop self-discipline and community responsibility. Character-based lessons encourage students to compliment each other and problem solve together on classroom concerns. One character trait from our Six Pillars of Character is studied each month during the school year. Information about the monthly character trait is communicated in school calendars and on the morning news broadcast. Our focus on character education is enhanced by our "Student of the Month" program. Students who exemplify the character trait of the month are nominated by their peers and are recognized as model citizens. Emphasis on the importance of daily attendance, direct instruction on organizational skills, and high standards for quality work performance contributes to an overall positive, productive learning environment for all students.

Our rigorous approach to learning, individual needs-based instructional delivery system, differentiated instructional model, and student empowerment supplemented with classroom-based technology, continuous progress monitoring and assessments help us deliver our mission. The decentralization of services and shared decision making by all professionals within the school, a high level of parental involvement, and a web-based student information system allows parents to communicate with the School and track their child's progress. Holistically, the implementation of these mission-specific goals has encouraged a team-oriented framework that is conducive to the success of the overall School program. As evidenced by our status as an AdvancED/SACS CASI fully accredited institution and that the School has demonstrated its commitment to the mission, guiding principles, and purpose as set forth in its initial Charter Application.

Evidence for The School's mission statement as defined in the charter school's initial contract/application below:

Educational Plan: Mission, Guiding Principles, and Purpose of the 2011 Charter Application. As stated, the mission of the School is to develop critical thinking skills and attain high levels of academic achievement in students meeting the benchmarks of a standards-based curriculum through a single-gender educational program utilizing varied research-based instructional strategies, technologies, and media.

Evidence for new mission plan as a result of the Civil Rights Complaint for single gender schools in Broward County below:

The School's Mission is to create life-long learners by developing critical thinking skills and promoting high levels of academic achievement in students, while meeting the benchmarks of a standards-based curriculum utilizing varied research-based instructional strategies, technologies, and media, with an emphasis on character development.”

EDUCATIONAL PERFORMANCE

Educational Program Implementation:

A. Implementation of Mission

The School is successfully implementing its stated mission to “*create life-long learners by developing critical thinking skills and promoting high levels of academic achievement in students, while meeting the benchmarks of a standards-based curriculum utilizing varied research-based instructional strategies, technologies, and media, with an emphasis on character development.*” It is the intent that all students will engage in a rigorous curriculum promoting project-based learning, inquiry, creativity and teamwork while addressing each individual’s learning style and specific needs.

A key factor in the School’s success has been an emphasis on positive discipline and character education. On a daily basis, opportunities are provided for students to develop self-discipline and community responsibility. Our focus on character education is enhanced by our “Student of the Month” program. Students who exemplify the character trait of the month are nominated by their peers and are recognized as model citizens. Emphasis on the importance of daily attendance, direct instruction on organizational skills, and high standards for quality work performance contributes to an overall positive, productive learning environment for all students.

The School’s rigorous approach to learning, individual needs-based instructional delivery system, differentiated instructional model, and student empowerment supplemented with classroom-based technology, continuous progress monitoring and assessments help the School deliver its mission. The decentralization of services and shared decision making by all professionals within the School, a high level of parental involvement, and a web-based student information system allows parents to communicate with the School and track their child’s progress.

Annual professional development is provided to faculty and staff to help strengthen and enhance student performance and support the success of all students in a positive learning environment. The implementation of these mission-specific goals has encouraged a team-oriented framework that is conducive to the success of the overall School program.

Implementation of Curriculum and Instructional Techniques

The School’s mission strives to promote critical thinking and life-long learners. Research has shown that utilizing innovative teaching methods that emphasize project-based learning and inquiry techniques are effective in increasing student confidence and ultimately result in academic gains. The mission of the School is to assist parents/guardians in educating their children through a challenging program of study and strong character development within a nurturing and orderly learning environment. The School’s approach to learning guides our youth to succeed in and beyond the classroom and prepares them to enter a competitive workforce. The School’s philosophy aligns perfectly with the Florida Standards and Next Generation Sunshine State Standards-based curricula to create innovative and effective classrooms with supportive work environments for both students and teachers.

Adhering to the academic goals set forth at the commencement of the School's program in 2012, the overarching goal of our curriculum and instructional program will continue to establish and support creativity, promote high standards, and build a solid academic foundation for students. The School-based leadership team is pleased with the progress of our students and the efforts of teachers in delivering highly effective instruction to each student and will continue to develop and sustain the following in the requested 15 year renewal term of its charter:

- ✓ Educational approach aligned to the School mission
- ✓ Challenging program of study
- ✓ Curriculum aligned to the Florida Standards and Next Generation Sunshine State Standards
- ✓ Emphasis on core subjects of reading, mathematics, writing, science, social studies
- ✓ Interdisciplinary units of study
- ✓ Critical thinking skills infused throughout the curriculum via inquiry-based lessons and project-based learning
- ✓ Nurturing and orderly learning environment
- ✓ Student involvement in academic and social goal-setting
- ✓ Collaborative and risk-free climate with learning stations reflective of students' strengths and needs
- ✓ Differentiated instructional model
- ✓ Ongoing, data-driven professional development
- ✓ Teacher implementation of best practices in each of the core subject areas
- ✓ Positive character development
- ✓ Daily opportunities for student collaboration and responsibility directly related to instruction

The School holds students to a high standard of excellence in meeting academic expectations and the educational approach is empowered by the ideology of student learning centers. Students work collaboratively within their centers allowing teachers to facilitate the differentiated learning that is taking place. Implementation of learning centers allows teachers to build strategies to ensure that each student is equipped with their individualized tools to ensure they are capable and ready to reach mastery a level for each standard. Each student is assessed to determine his/her skill level at the beginning of the school year to ensure that each student's strengths and weaknesses are identified at the onset of the school year. The *Discovery Education Benchmark Assessments* and *i-Ready Diagnostic Assessments* identify competencies to be mastered at each grade level. These tools serve as the School's progress monitoring assessments.

B. Implementation of Curriculum and Instructional Techniques

Summarized below are highlights of the researched-based curriculum plan implemented at the School:

- ✓ ***English Language Arts/Reading***

Student growth in overall reading performance at the School can be attributed to the School's systematic, direct instructional strategies for the teaching of reading. The English Language Arts/Reading program is aligned to Broward County Public School's curriculum and adheres to

the School's K-12 Comprehensive Research-Based Reading Plan (CRRP) as mandated by Florida Statute 1011.62. The primary resource for students in grades 6-8 is the Collections series published by Houghton-Mifflin Harcourt. Both textbook series are comprehensive reading programs that are research-based and state approved. Each series includes a wide reading selection geared to meet the rigor of the new Florida Standards using a range of passages and excerpts including: fiction, non-fiction, and poetry. The series embeds writing skills and standards throughout the text to fully support student development and growth. A multitude of supplementary materials are provided to teachers to further support instruction in the classroom and at home. Collections is designed to target all levels of reading. In addition to the reading basal, teachers have implemented the i-Ready instructional program to further gather data and support students in bridging foundational reading gaps. Teachers also use supplemental instructional materials that are grounded in scientifically-based reading research. Students performing below grade level receive targeted interventions during the Intensive Reading instructional block.

✓ ***Mathematics***

Go Math! is a K-12 program aligned to meet the needs and the rigor of the new Florida State Standards and the Florida Standards Assessment. The program emphasizes on reaching student mastery at the appropriate cognitive level by integrating a series of examples, questions and performance tasks for each skill and lesson. Additional digital resources are used in the classroom for test preparation as well as for students performing below the 25th percentile in grades 6-8 on the Florida Standards Assessment and/or Levels 1 and 2 as indicated on the Discovery Education Benchmark Assessment. The School places a special emphasis on problem solving and building critical thinking skills at each grade level. A spiral curriculum provides opportunities for students to experience extension and reinforcement of skills as they move through the curriculum. Rigorous standards for performance and outcomes are evident as students are immersed in higher-order questioning, hands-on learning experiences, and lessons grounded in Webb's Depth of Knowledge Framework.

✓ ***Science***

The School utilizes the McGraw-Hill Florida Science series for the School. Both series are aligned to the Next Generation Sunshine State Standards (NGSSS) and are designed to prepare students to meet the expectations of the FCAT 2.0 Science. The series provides students and teachers with the tools to successfully master grade level content area standards. In addition to the textbook series, teachers use several supplementary resources to teach and incorporate standards-based instruction as it relates to NGSSS and our STEM initiative. The School boasts a fully-equipped STEM Lab that is available to students with a seven-day rotation schedule and is available to 6-8 students and allows students to conduct experiments and further develop their scientific knowledge under the guidance of the STEM Lab Coordinator.

✓ ***Social Studies/Geography***

Social Studies and Geography are embedded throughout various resources to allow students the opportunity to apply the lessons learned through Social Studies at each grade level. The Macmillan/McGraw-Hill Social Studies and Geography program used at the School is aligned to the Next Generation Sunshine State Standards (NGSSS) and provides students with a comprehensive understanding of each grade level's focus. Supplemental materials such as consumable workbooks, organizational charts, digital lessons and activities are available to students at

school and from home. Meaningful field trip experiences to historic locations, local businesses, plays, and museums supplement and enhance the social studies content for all students.

✓ ***Writing***

After a review of previous years' informal and formal writing achievement, the School, along with all Franklin campuses, adopted the Top Score Writing Program. Top Score Writing is an approach to informative/explanatory, opinion/argumentative and narrative teaching that prepares students for the state writing assessment. This curriculum reinforces the foundations of essay writing by enhancing the essay structure for students. Students will learn how to write a well-developed, organized essay that uses text-based evidence to support their ideas as they respond to various prompts. Through every unit of study, students work on applying all of the learned writing traits. The School administrative team provided a Top Score Writing training for teachers, support staff, and administration. In addition, the administrative team reviews the classroom and grade level writing progress at bimonthly curriculum meetings. Top Score offers an array of graphic organizers, proofreading marks, proofreading checklist, writing conference forms, and many other resources that teachers use to support the writing process.

✓ ***Computer/Technology Integration Program Highlights***

One of the School's greatest sources of pride is its focus on technology. With its vision of preparing students for the world of tomorrow, teachers ensure that technology is integrated throughout the instructional day and technology is viewed by all stakeholders as an integral component of the academic program at the School. The instructional design of each teacher's lesson revolves around the use of technology in the classroom, both as a teaching and a learning tool. Students are exposed to the various uses of technology as they implement the use of several award-winning, research-based digital resources to complete classroom activities and further enhance their learning at home. The School has purchased and implemented the use of several digital programs including, but not limited to, MyHRW.com,k Pearson Easybridge, Brain POP, Brain POP, Discovery Education Assessment and Streaming, Go Grolier, i-Ready Diagnostic and Instruction, STEM Scopes, Science4Us.com, and the various online textbook components that accompany our primary curriculum resources.

✓ ***Character Education Highlights***

Character Education is an integral part of the School's holistic approach to learning. The faculty, staff, and student body consistently model and advocate the core values following the Six Pillars of Character as identified by the Character Counts program which includes trustworthiness, respect, responsibility, fairness, caring, and citizenship. The School embraces the philosophy that character education builds better people. Character development is more than developing good behavior—but rather identifying and cultivating a set of inter- and intrapersonal skills that provide the framework to build and execute ethical behavior and build community.

✓ *Enrichment Program Highlights*

Middle school students have the opportunity to enroll in two elective courses each year, schedule and academic program requirements permitting. Middle school elective course offerings include: Art, Chess, Chorus, Computer Applications, Drama, Journalism, Physical Education/Health, Spanish, Media, and Speech and Debate.

C. Implementation of Specialized Instruction for Students (particularly of those below grade level)

The School provides specialized instruction to support our struggling students by way of numerous programs, resources and initiatives to promote their ability to master grade-level expectations. Extended learning opportunities are provided beyond the regular school day and include our annual Academic Camp, as well as early morning media center hours to provide students with opportunities for extended learning. Some School-wide programs and initiatives that we utilize to help promote achievement for students who are currently performing below grade level expectations include a daily Intensive Reading instructional block (6-8), Progress Monitoring Plans (PMP), and the Response to Intervention (RtI) program.

Classroom teachers participate in team data chats using the most current and relevant benchmark data and have a daily common planning time which facilitates professional dialogue about best practices that will help remediate specific skill deficiencies. Struggling students also receive support through the various technology-enhanced programs they have access to including i-Ready Diagnostic and Instruction, Discovery Education, and Brain POP. Furthermore, instructional support personnel offer assistance to the classroom teacher by providing small group and one-on-one assistance to struggling students via a pull-out or push-in instructional delivery models.

For all students in grades 6-8, the School strategically develops a master schedule that allows for additional instructional support to be embedded in specific classes. Each student's schedule is designed to support their individual needs based on their previous school year's comprehensive data. Teachers disaggregate data obtained from informal and formal assessments to place students into skill groups during iii. Students in skill groups work cooperatively or with the teacher for skill-specific remediation. Students in third, fourth, and fifth grades have been flexibly grouped to receive specialized instruction based on their specific needs, whether it be intense reading remediation, specific skill remediation or enrichment via a novel study. The iii instructional block gives our teachers a dedicated time to further differentiate instruction for struggling students.

Teachers are expected to know the level of their students in relation to mastery of content standards and are provided with the necessary data and information to guide instructional planning and delivery of instruction. Throughout the grading quarter, classroom teachers monitor student progress and determine if students are making sufficient progress by meeting set criteria in both Reading and Mathematics. If a student does not meet minimum performance expectations, identified students are placed on a Progress Monitoring Plan (PMP). The PMP process commences with a parent-teacher conference designed to promote collaboration between the teacher and parent in identifying instructional strategies beyond the current level of support to help the student experience success. Teachers and parents implement the strategies both at school and at home for at least five weeks and outcome results of the strategy implementation plan are monitored. After six weeks of progress monitoring, the teacher

meets with School Interventionist to determine if the outcome of the instructional strategies have been poor, undeterminable or successful. Poor or undeterminable outcomes may result in increased academic support and monitoring or a referral to RtI. The student's progress will be monitored throughout the school year regardless of the outcome as monitoring student progress is a vital part of assuring student success.

Beginning with the 2015-16 school year, teachers have access to and have been trained on using the Behavioral & Academic Support Intervention System (BASIS) 3.0. Through this intervention system, teachers are able to document the instructional strategies provided to struggling learners (PMP students) and share that information with the school-based administrative team. Furthermore, this system enables the classroom teacher to easily refer a student to the Response to Intervention team. Response to Intervention (RtI) is a multi-tiered system of support designed to support students with specific learning needs. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Students in RtI are provided with skill specific interventions that are closely monitored to ensure adequate progress on the specific area of need. Instructional support staff, content area specialists, and general classroom teachers work with Tier 2 and Tier 3 RtI students on their specific goals. The Collaborative Problem Solving Team (CPST) comprised of a school administrator, Special Programs Coordinator, Student Interventionist, and the struggling student's general classroom teacher meets every 6 weeks to determine the level of support needed and to analyze RtI data including the student's rate of learning and current levels of performance. Students may move up or down in the three tiers depending on how they respond to the interventions.

The School's teachers have a wide range of support protocols in place to assist them in providing the best possible learning experience for students. Each grade level or subject area department has daily common planning time allowing for teachers to meet on a regular basis to share best practices, plan for instruction, monitor the curriculum in terms of pacing and in relation to student mastery of learning targets, and determine the most effective methods to teach the standards. Common planning time also allows school administration and support staff to participate in team meetings to discuss new resources and facilitate data chats. The School employs a Special Programs Coordinator, one Exceptional Student Education (ESE) teacher, two Speech and Language Pathologists, a Teacher of the Gifted, a Student Interventionist and other school personnel who collaborate with the general education teachers to individualize instruction for students who need additional support. All of the School's students have a multitude of academic resources available to use during regular school hours and beyond. Each grade level has a set of instructional resources that are accessible through the school website and from each individual teacher's website. These online portals contain links to digital textbooks, enrichment and reteach books, skill-specific extra practice and online academic games.

Students also have access to web-based programs including Brain POP and i-Ready Diagnostic and Instruction. Struggling students were provided with a priority invitation to our Saturday Academic Camp to further promote mastery of grade-level standards. Students who participate in the "Camp" receive grade and standard-specific, small group instruction in both reading and mathematics. The faculty and staff at the School provide countless opportunities for students to extend their learning and to increase the rate of their academic growth. See attachment for Progress Monitoring Plans on the following pages:

State law requires a **Progress Monitoring Plan** when a student is **functioning below grade level and is not on track for promotion**. The desired level of performance for grades 6-8 for reading, math and science is Achievement Level 3 on the Discovery Education Benchmark Assessment Test.

Student Name (last, first):		Grade:	Date of Birth:							
Teacher's Name:		Absences:	Tardies:	Retentions:						
Current Level (DE):		Previous Status: Use the following letters/numbers to indicate previous status in the appropriate box: P: Promoted ESE: Screened for ESE 504: On a 504 Plan PMP: Had a Previous PMP R: Retained ELL: English Language Learner								
Reading _____ Math _____		K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Diagnostic	<input type="checkbox"/> Reading <input type="checkbox"/> Discovery Benchmark Assessment Area of Focus: _____ <input type="checkbox"/> Other _____					<input type="checkbox"/> Math <input type="checkbox"/> i-Ready Diagnostic Assessment <input type="checkbox"/> TOMA Diagnostic <input type="checkbox"/> Other _____				
	Foundational Skills <input type="checkbox"/> Phonics & Word Recognition <input type="checkbox"/> Fluency					<input type="checkbox"/> Operations and Algebraic Thinking _____ _____				
	Language <input type="checkbox"/> Conventions of Standard English <input type="checkbox"/> Knowledge of Language <input type="checkbox"/> Vocabulary Acquisition & Use					<input type="checkbox"/> Number and Operations in Base Ten and/or Fractions _____ _____				
	Speaking and Listening <input type="checkbox"/> Comprehension & Collaboration <input type="checkbox"/> Presentation of Knowledge/Ideas					<input type="checkbox"/> Number and Operations- Fractions _____ _____				
	Text Comprehension <i>Informational Text</i> <input type="checkbox"/> Key Ideas & Details <input type="checkbox"/> Craft & Structure <input type="checkbox"/> Integration of Knowledge & Ideas <input type="checkbox"/> Text Complexity					<input type="checkbox"/> Measurement and Data _____ _____				
	<i>Literature</i> <input type="checkbox"/> Key Ideas & Details <input type="checkbox"/> Craft & Structure <input type="checkbox"/> Integration of Knowledge & Ideas <input type="checkbox"/> Level of Text Complexity					<input type="checkbox"/> Geometry _____ _____				
	Writing Application <input type="checkbox"/> Informative <input type="checkbox"/> Argumentative									
	Writing Process <input type="checkbox"/> Production/Distribution of Writing <input type="checkbox"/> Research to Build/Present Knowledge									
	Qualities of Writing <input type="checkbox"/> Text Types & Purposes <input type="checkbox"/> Range of Writing									

See Reverse Side for Strategy Delivery Model

Progress Monitoring- State law requires that schools provide frequent monitoring of the student's progress in meeting the desired level of performance. (List Date and Method)				Parent/Guardian Commitment/Contribution: <i>Check All That Apply</i>		
Reading Test Avg./Date Test Avg./Date Test Avg./Date Test Avg./Date				<input type="checkbox"/> Monitor Attendance/Tardies <input type="checkbox"/> Encourage Reading at Home <input type="checkbox"/> Attend Parent Conferences <input type="checkbox"/> Check Assignments Sent Home: <hr/> <hr/>		
Math Test Avg./Date Test Avg./Date Test Avg./Date Test Avg./Date				<input type="checkbox"/> Reinforce Skills: <hr/> <input type="checkbox"/> Sign Daily/Weekly Notes <input type="checkbox"/> Sign Agenda Daily <input type="checkbox"/> Attend Parent Curriculum/Information Meetings		
Signature of Parent/Guardian Date						
Referral to CPST (A minimum of 5 weeks of data collection and Progress Monitoring has ensued):						
Rtl	Reading		Math		Signature of Teacher Date	
	Signature of Principal Date		End-of-Year Review (Enter Symbol in Box):		Reading	Math
<input type="checkbox"/>		<input type="checkbox"/>		PMP- Requires PMP Next School Year SS- Special Services/Placement O- Other S- Successfully Remediated		

	Reading <ul style="list-style-type: none"> <input type="checkbox"/> Differentiated Instruction and Assessment – ON Grade Level <input type="checkbox"/> Whole Class Fluency Practice <input type="checkbox"/> Read Aloud <input type="checkbox"/> Oral Language Lessons <input type="checkbox"/> Shared Reading <input type="checkbox"/> Guided Reading <input type="checkbox"/> Independent Reading Practice <input type="checkbox"/> Word / Work Study <input type="checkbox"/> Periodic Check for Understanding <input type="checkbox"/> Re-Reading Text for Fluency <input type="checkbox"/> Modeled Writing <input type="checkbox"/> Student-Specific Verbal & Non-Verbal Cues <input type="checkbox"/> Provide Student with Oral Review <input type="checkbox"/> Peer/Buddy Tutoring <input type="checkbox"/> Teacher Modeling <input type="checkbox"/> Organizational Support <input type="checkbox"/> Homework – Extra Practice <input type="checkbox"/> Other _____ 	Math <ul style="list-style-type: none"> <input type="checkbox"/> Differentiated Instruction and Assessment – ON Grade Level <input type="checkbox"/> Whole Class Practice <input type="checkbox"/> Small Group – Remediation Focus <input type="checkbox"/> Periodic Check for Understanding <input type="checkbox"/> Practicing Math Facts for Fluency <input type="checkbox"/> Modeled Problem Solving <input type="checkbox"/> Student-Specific Verbal & Non-Verbal Cues <input type="checkbox"/> Provide Student with Oral Review <input type="checkbox"/> Peer/Buddy Tutoring <input type="checkbox"/> Teacher Modeling <input type="checkbox"/> Student Data Chat <input type="checkbox"/> Organizational Support <input type="checkbox"/> Homework – Extra Practice <input type="checkbox"/> Other _____
Strategy Delivery Model*	<input type="checkbox"/> Individual <input type="checkbox"/> Small Group <input type="checkbox"/> Technology <input type="checkbox"/> Other _____	<input type="checkbox"/> Individual <input type="checkbox"/> Flexible Skills Groups <input type="checkbox"/> Technology <input type="checkbox"/> Other _____
Assignment Frequency	Reading	Math

*Additional strategies can be provided. Refer to our Special Programs Coordinator and/or RtI Coordinator for additional resources.

**All data (work samples, assessment score report, etc.) and documents (PMP, Parent Teacher Conference Forms, etc.) related to the student's PMP must be maintained in a separate folder.

D. Data-Driven Decision-Making

The collection and thoughtful use of quality data reinforces all instructional and non-instructional decisions at the School. All stakeholders within the educational environment use data to make informed decisions and to identify critical needs. The School prides itself on its data-driven culture as it helps to shape every step we take in our continuous pursuit of excellence in education. Assessment data is used on a routine basis by our school to understand strengths and weaknesses of students in relationship to the Florida Standards in Language Arts (LAFS) and Mathematics (MAFS) and the Next Generation Sunshine State Standards in Science and Social Studies. As a school and by individual grade levels, we analyze our end-of-year performance to determine goals and strategies that will be incorporated into our staff development based on our previous year's performance on local and state assessments. Student performance on the Florida Standards Assessments (FSA), FCAT 2.0 Science, and End-of-Course Assessments are also used to chart individual growth expectations for the coming year.

The School uses a variety of summative, formative and diagnostic assessment data at all grade levels for student placement in small groups in the areas of reading and mathematics and to drive school-wide instructional decision making. The analysis of both qualitative and quantitative data is competently used to inform and guide our instructional planning and practice, as well as related professional development. A problem solving collaborative approach is used in disaggregating the data. With the current technology available to us, our teams are able to easily access data online and also have the option to manipulate the data to allow for deeper data quarrying and disaggregation to effectively plan for individual learner needs.

As lessons are delivered within the classrooms, teachers continue to monitor student understanding of objectives through frequent use of mini-benchmark assessments and custom "probes" aligned to the standards. These assessments are derived from the Discovery Education program and guide the teachers in adjusting the pacing of curriculum objectives and assist in planning for remediation or enrichment opportunities for students. All students participate in school-wide progress monitoring assessments three times per year. These assessments are aligned to Common Core State Standards and use a similar format to the Florida Standards Assessments. School administrators, instructional support personnel and classroom teachers collaborate to analyze results of the benchmark assessments according to performance (mastery, partial-mastery, non-mastery) on specific reporting categories. This analysis enables the School-based leadership team to analyze data to assess the academic strengths and weaknesses of the entire grade level, specific classrooms, and individual students. Students who demonstrate instructional weaknesses are provided with additional resources by way of small group instruction, varied instructional materials, and increased technology support.

In the form of summative data and on a more global scale, one of the many tools utilized is Discovery Education (DE). DE is a predictive benchmark series used to understand student proficiency levels as it relates to the state standards. The predictive data also provides a snapshot of student progression toward meeting the Florida Standards as well as the Next Generation Sunshine State Standards. Three to four predictive benchmarks are administered per school year. Following each assessment, our grade level teams analyze the data to interpret how their classes are responding to the current instructional approaches. This data also drives the decision to differentiate as needed, administer additional assessments as needed, and/or provide tiered levels of support related to interventions or enrichment. With regard to formative assessment data,

the goal is to monitor student learning and to provide ongoing feedback that can be used by teachers to improve their teaching. More specifically, formative assessments are used at the School to help identify students' strengths and weaknesses and target areas that need remediation and to assist faculty in recognizing where students are struggling and address problems immediately. Finally, diagnostic data provide our teams with detailed information about individual student's needs down to the sub-skill level. Data are used to drive our small group instruction, utilizing effective, and differentiated lessons. Students receive explicit instruction at their level, guided practice, and graded reviews for progress monitoring.

Because we view ourselves as learners in an ever-changing world, professional development has been a cornerstone of our success since opening the School. The School's staff development plan has varied each year depending on the needs of our teachers and the analysis of our state standardized assessments. The School's focus since opening in 2013 has been on implementing best practices in education. Each year, the School has had the unique challenge of continuing the learning from previous training while bringing new teachers on board. Beginning teachers and their assigned mentors begin meeting during our pre-planning weeks and continue to meet on a monthly basis throughout the school year. These meetings provide opportunities for selected staff members to facilitate in-service on best practice topics and to continue the efforts of the School-based leadership to solidify its instructional program. Beginning teachers are continuously coached by their mentors through classroom observations, collaboration logs, and specific feedback.

E. Implementation of Exceptional Education Programs

The School has a diverse population of students with varied learning styles, medical needs and disabilities, including those who have been identified as gifted learners. These populations of students inspire, influence, and drive our special program delivery. The Special Programs Team (i.e. Exceptional Student Education (ESE), Gifted, and 504 Plan teams) work collaboratively with the general education teachers, administration and district liaisons to ensure all students are provided with a comprehensive education in the least restrictive environment, in accordance with federal, state and district mandates as prescribed by ADA and IDEA. Students who have an Individualized Education Plan (IEP), Education Plan (EP) or 504 Plan are provided with specialized instruction, collaboration, consultation, enrichment, and/or accommodations in the least restrictive environment to the greatest extent appropriate as noted by their individualized plans (e.g. general education campus, general education class, ESE class).

The School currently employs three special programs teachers, each who have obtained state certification as Exceptional Education teachers and who have passed the State of Florida Special Education Teacher licensing examination. The Gifted teacher is also Gifted Endorsed as evidenced by taking the proper course work mandated by the state. One provides services and supports at the elementary and middle school level (K-8); and the second provides the services and supports to our gifted population. The School's third educator serves as the LEA and Administrative Liaison, who in addition to ensuring federal, state and district compliance, provides support to the middle school students, teachers, and parents alike.

The School also employs two certified Speech and Language Pathologists, who are also ASHA accredited. They provide direct, indirect, and related services to our students who have been identified as language and/or speech impaired and work collaboratively to provide consultative

support to our entire general education teachers and parent community. Direct Speech and Language therapies address each child's individualized communication needs as they relates to their articulation, expressive and receptive language skills outlined in their Individualized Education Plans.

Each student with an IEP or EP has been assigned a data folder/binder that contains a copy of their plan and houses various goal related materials, documentation as to the research-based programs being utilized, project based learning for our gifted population, graded work samples, and goal/accommodations tracking data sheets. The team utilizes the data to help students understand their progress and creates an awareness and understanding of the services and supports they need. In turn, this influences the students' development of self-advocacy skills, and greater independence with communicating their needs in order to achieve academic and social success. Logs for student services such as: Instruction, Collaboration, and Consultation are kept on EdPlan, and shared between all educational team members in order to use for future analysis. This data helps the educational team formulate future data- driven goals and objectives in accordance with the student's performance and needs in both the ESE and Gifted program.

F. Implementation of ELL Program

The School ensures that all students entering with limited English proficiency receive comprehensive instruction that complies with federal, state and district requirements. Students classified as English Language Learners are provided with appropriate ESOL program that meet the needs of each individual student. ELL's receive instruction that is research-based in helping students develop the communicative and academic skills necessary to meet national, state, and district standards. ESOL instruction will be implemented according to the student's ELL plan, and will be delivered by teachers with appropriate certification and/or endorsement, that will include complete monitoring and reporting as required by applicable law.

The School employs an ESOL Coordinator who oversees, trains and assists the staff in meeting the needs of the school's ELL population. Every effort is made by the school to employ bi-lingual office and administrative staff in order to facilitate communication with non-English speaking parents. A Heritage Language person is dedicated and available to assist the ELL's in ESOL basic subject area classrooms. All students classified as English Language Learners receive instruction in the English language using teaching techniques for acquiring English and incorporates the cultural aspects of the student's experience in his/her instruction the implementation of strategies outlined in the Broward ESOL Strategies Matrix. The "Can Do" descriptors provided by WIDA are also utilized for individualized instruction. The goal of our content-based integrated approach paves the way for the acquisition of English so that the ELL student can succeed in an English-only classroom.

Core curriculum resources and ESOL instructional strategies used by the School throughout lessons are structured to support student-to-student or group interaction. All English Language Learners are required to use English to explain concepts and contribute to the work. Students who are classified as Level 1 (entering) or Level 2 (beginning) are provided with additional scaffolding and support through peer coaching, assistance in the student's native language, if applicable. A home language/English language dictionary is used as needed. The School's teachers informally assess for correct use of language structure and academic vocabulary. If ELL's are having difficulty with phrases or vocabulary, the classroom teacher offers guidance or further instruction to support language development by utilizing best practices.

In the content areas, teachers allow extra time for the ELL students to practice new vocabulary through extended discussion with their classmates after reading or between multiple readings. The classroom teacher utilizes best practices, for example: background knowledge, to develop content area vocabulary. Students engage in weekly writing activities that focus on developing certain writing skills. Students have many positive opportunities to develop writing skills that assist in strengthening their communication skills. Students develop their thought process by following the pre-writing process. The School's teachers use interactive word walls, vocabulary games, word banks, think-pair-share activities, art integration, celebrations, field trips, flowcharts, graphic organizers, "read and think alouds," digital tools/software, and other best practices to make teaching comprehensible to English Language Learners. The ESOL program at Franklin Academy is designed to meet the guidelines and requirements set forth by the Florida Department of Education under the Meta Consent Decree. ELLevation Reports are found on the following pages:

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Student Listing
Broward County

R

School: 5046 - FRANKLIN ACADEMY F, Active: Yes, Designation: ELL

#	Name	Test ID #	Sex DOB	Grade Level	Native Language	ELP Desig.	ESOL Status	Immi- grant	NOM Tier	Prof Level	School	Basis of Entry	ELL Plan Date	Lang. Classific
				6	Spanish	ELL	LY (ELL Current)	Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/28/2016 A1	
2.				6	Spanish	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/20165	
3.				6	Spanish	ELL	LY (ELL Current)	Y	N	4	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/22/2016 4	
4.				6	Spanish	ELL	LY (ELL Current)	Y	N	3	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	12/6/2016 3	
5.				6	Spanish	ELL	LY (ELL Current)	Y	N	2	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/22/2016 2	
6.				6	Spanish	ELL	LY (ELL Current)	Y	N	4	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/26/2016 4	
7.				6	Spanish	ELL	LY (ELL Current)	Y	N	4	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/26/2016 4	
8.				6	Spanish	ELL	LY (ELL Current)	Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/22/2016 B1	
9.				6	Spanish	ELL	LY (ELL Current)	Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/22/2016 B1	
10.				6	Spanish	ELL	LY (ELL Current)	Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/22/2016 A1	
11.				6	Spanish	ELL	LY (ELL Current)	Y	N	3	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/28/2016 3	
12.				6	Spanish	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/2016B1	
13.				6	Spanish	ELL	LY (ELL Current)	Y	N	1	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/26/2016 1	
14.				6	Spanish	ELL	LY (ELL Current)	Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/20/2016 B2	
15.				6	Spanish	ELL	LY (ELL Current)	Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/2016A1	
16.				6	Spanish	ELL	LY (ELL Current)	Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/20/2016 A1	
17.				6	Spanish	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	10/13/2016B1	
18.				6	Spanish	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	6/1/2015 A1	

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Student Listing
Broward County

R

School: 5046 - FRANKLIN ACADEMY F, Active: Yes, Designation: ELL

#	Name	Test ID #	Sex DOB	Grade Native Level	Native Language	ELP Desig.	ESOL Status	Immi- grant	NOM Tier	Prof Level	School	Basis of Entry	ELL Plan Date	Lang. Classific
19.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	Y	N	2	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/22/2016	2
20.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/29/20165	
21.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/15/2016B2	
22.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/20164	
23.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	Y	N	3	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	10/21/20163	
24.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	N	N	4	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/26/2016	4
25.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/26/2016	B2
26.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/22/2016	A1
27.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/16/2016	A1
28.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	Y	N	3	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/26/2016	3
29.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	N	N	2	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/8/2016	2
30.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	N	N	4	5046 - FRANKLIN ACADEMY F	R-Less than or = 32% on Reading/Writing	8/26/2016	4
31.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/23/2016	A1
32.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	Y	N	4	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	12/6/2016	4
33.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/14/2016	C1
34.	[REDACTED]			6	Chinese, Zhongwen	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/20164	
35.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/20166	
36.	[REDACTED]			6	Spanish	ELL	LY (ELL Current)	Y	N	4	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/22/2016	4

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Student Listing
Broward County

R

School: 5046 - FRANKLIN ACADEMY F, Active: Yes, Designation: ELL

#	Name	Test ID #	Sex	DOB	Grade	Native Language	ELP Desig.	ESOL Status	Immigrant	NOM	Tier	Prof Level	School	Basis of Entry	ELL Plan Date	Lang. Classific
37.	[REDACTED]				6	Dutch, Netherlands	ELL	LY (ELL Current)	Y	N	4	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/26/2016	4	
38.	[REDACTED]				6	Portuguese	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/2016		
39.	[REDACTED]				6	Portuguese	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/2016		
40.	[REDACTED]				6	Portuguese	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/2016		
41.	[REDACTED]				6	Spanish	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/2016		
42.	[REDACTED]				6	Spanish	ELL	LY (ELL Current)	Y	N	6	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/8/2016	6	
43.	[REDACTED]				6	Spanish	ELL	LY (ELL Current)	Y	N	3	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/26/2016	3	
44.	[REDACTED]				6	Creole	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	L-ELL/LEP Committee	11/11/2016		
45.	[REDACTED]				6	Spanish	ELL	LY (ELL Current)	Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/9/2016	A1	
46.	[REDACTED]				6	Spanish	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/2016		
47.	[REDACTED]				6	Spanish	ELL	LY (ELL Current)	N	N	2	5046 - FRANKLIN ACADEMY F	R-Less than or = 32% on Reading/Writing	8/22/2016	2	
48.	[REDACTED]				6	Spanish	ELL	LY (ELL Current)	Y	N	4	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/26/2016	4	
49.	[REDACTED]				6	Spanish	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/15/2016		
50.	[REDACTED]				6	Spanish	ELL	LY (ELL Current)	Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/22/2016	A1	
51.	[REDACTED]				7	Spanish	ELL	LY (ELL Current)	Y	N	3	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	10/12/2016		
52.	[REDACTED]				7	Spanish	ELL	LY (ELL Current)	N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/31/2016	A1	
53.	[REDACTED]				7	Spanish	ELL	LY (ELL Current)	Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/9/2016	B1	
54.	[REDACTED]				7	Spanish	ELL	LY (ELL Current)	Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/20/2016	A1	

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Student Listing

Broward County

R

School: 5046 - FRANKLIN ACADEMY F, Active: Yes, Designation: ELL

#	Name	Test ID #	Sex DOB	Grade Native Level	Native Language	ELP Desig.	ESOL Status	Immi- grant	NOM	Tier	Prof Level	School	Basis of Entry	ELL Plan Date	Lang. Classific
55.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/2016	
56.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/12/2016	A1
57.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/9/2016	A2
58.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		Y	N	3	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/26/2016	3
59.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/28/2016	A1
60.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/22/2016	C1
61.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	12/12/2016	A1
62.	[REDACTED]			7	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)		N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/26/2016	C1
63.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		Y	N	1	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/26/2016	1
64.	[REDACTED]			7	French	ELL	LY (ELL Current)		N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/2016	
65.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/2016	
66.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/8/2016	C1
67.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		N	N	4	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	12/12/2016	
68.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		Y	N	4	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/26/2016	4
69.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		N	N	3	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	12/12/2016	
70.	[REDACTED]			7	Portuguese	ELL	LY (ELL Current)		N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/29/2016	
71.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		Y	N	3	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/22/2016	3
72.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		Y	N	3	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/22/2016	3

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Student Listing

Broward County

R

School: 5046 - FRANKLIN ACADEMY F, Active: Yes, Designation: ELL

#	Name	Test ID #	Sex DOB	Grade Level	Native Language	ELP Desig.	ESOL Status	Immi- grant	NOM Tier	Prof Level	School	Basis of Entry	ELL Plan Date	Lang. Classific
73.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		N	N	3	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/26/2016 3
74.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/28/2016
75.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/20/2016 A1
76.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/20164
77.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/20165
78.	[REDACTED]			7	Portuguese	ELL	LY (ELL Current)		Y	N	2	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/22/2016 2
79.	[REDACTED]			7	Malayalam	ELL	LY (ELL Current)		N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/29/2016B1
80.	[REDACTED]			7	Spanish	ELL	LY (ELL Current)		N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/20165
81.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/13/2016 A1
82.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/20165
83.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/11/20163
84.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		Y	N	2	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	12/6/2016 2
85.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/16/2016 A1
86.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/22/2016 A2
87.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/12/2016 A1
88.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/13/2016 C1
89.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		Y	N	2	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/15/20162
90.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/12/2016 A2

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Date: 12/14/2016
Time: 8:56 AM

Student Listing
Broward County

R

School: 5046 - FRANKLIN ACADEMY F, Active: Yes, Designation: ELL

#	Name	Test ID #	Sex DOB	Grade Level	Native Language	ELP Desig.	ESOL Status	Immi- grant	NOM	Tier	Prof Level	School	Basis of Entry	ELL Plan Date	Lang. Classific
91.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		Y	N	2	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	8/22/2016	2
92.	[REDACTED] 12/20/2008			8	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN Committee ACADEMY F	L-ELL/LEP	8/22/2016	A2
93.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/12/2016	A1
94.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/13/2016	A1
95.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		Y	N	4	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/21/20164	
96.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/13/2016	1
97.	[REDACTED] 0517000400			8	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/28/2016A1	
98.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		N	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	10/13/20163	
99.	[REDACTED]			8	Spanish	ELL	LY (ELL Current)		Y	N		5046 - FRANKLIN ACADEMY F	A-Aural/Oral	9/16/2016	A2
100.	[REDACTED] A			8	Spanish	ELL	LY (ELL Current)		Y	N	2	5046 - FRANKLIN ACADEMY F	A-Aural/Oral	11/22/20162	

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FINANCIAL PERFORMANCE

Financial Management:

A. Demonstration of Professional Competence and Sound Systems in Managing the Schools Financial Operations

The Governing Board of The Florida Charter Foundation, Inc. is responsible for the School's finances, and as such, hires a firm with expertise in "Financial and Program Cost Accounting and Reporting for Florida Schools" and the accounting procedures for "not-for-profit" organizations. The School employs a business manager to manage accounts payable and payroll. The Governing Board retains the services of a certified public accountant/auditor to conduct the annual independent financial audit and review, and approves the audit report, including the audit recommendations and findings. The Governing Board has a proven track record of operating eight (8) financially sound charters in the State of Florida. (See Financial Reports on file with the District). Detailed financial statements are prepared on a monthly basis for analysis by the Governing Board. To ensure fiscal soundness, the School follows procedures established by the Sponsor and the State. The Governing Board has also adopted additional financial policies and procedures to ensure that financial resources are properly managed, and to ensure effective internal controls over revenues, expenses and fixed assets. The School's Fixed Assets Report Reconciled with General Ledger is below.

B. Adherence to Generally Accepted Accounting Principles

The School utilizes the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations. The School prepares monthly and quarterly financial statements, and annual, audited financial reports that include a statement of revenues and expenditures prepared in accordance with generally accepted account principles. The School's financial management and internal accounting processes are designed in accordance with the Department of Education and Broward County School District procedures. In the event the State or District changes to a new accounting and reporting system, the School will adopt new standards in accordance therewith. All requested reports are forwarded onto the Sponsor in a timely manner. The School submits to the District and pays for an annual financial audit in compliance with federal, state and school district regulations showing revenue received by the School by all sources, and all expenditures for services rendered to the School. The fiscal audit is prepared by independent auditor selected by the Governing Board and is delivered to the District in the timeframe required by the School's charter. The District's internal auditors may request and review an inspection of the School's books and records.

C. Financial Reporting Requirements

The School implements an effective system of internal controls over revenues, expenses, and fixed assets. The School submits financial reports to the District on a monthly basis, and these reports include a Balance Sheet and Statement of Revenue, Expenditures and Changes in Fund Balance. These reports contain a complete set of financial statements prepared in accordance with generally accepted accounting principles.

Franklin Academy F Cooper City
Depreciation Schedule by G/L Account Number
For the 12 Months Ended 06/30/16

Asset No.	Asset Description	Date Acquired	Method	Life	Sold?	Cost	Accum Depr 07/01/15	Current Depreciation	Accum Depr 06/30/16
1700000 Textbooks									
1	Textbooks July 2014	07/31/14	ST LINE	06/00	N	43,901.46	7,012.04	7,316.91	14,328.95
2	Textbooks Aug 2014	08/31/14	ST LINE	06/00	N	537.15	78.33	89.53	167.86
	Total for (Textbooks)					44,438.61	7,090.37	7,406.44	14,496.81
	Client Subtotal Before Sales					44,438.61	7,090.37	7,406.44	14,496.81
	Less Assets Sold					0.00			0.00
	Total					44,438.61	7,090.37	7,406.44	14,496.81

FINANCIAL PERFORMANCE

Financial Viability:

A. Budgeting

The School produces annual budgets, which are approved by the Governing Board and submitted to the District on or before the applicable due date. The Governing Board constantly monitors the actual to budget variances to ensure positive cash flows. The School Independent Auditor's Report indicates the School having a total net asset balance of \$(282,391) of fiscal year end 2016. (See the School's Annual Financial Audit, previously furnished to the District). The negative net asset balance in the past fiscal year represents an anomaly resulting from the School's former co-location with Franklin Academy E – 5037 and a one-time loss allocation to the School rather than its co-located charter. Going forward the School will maintain its strong financial position as represented in the attached budget projections. The School's Revenue Estimate Worksheet for 2016-17 and the School's projected budget for the requested fifteen (15) year renewal term for 2017-32 are contained on the following pages. Consistent with the entitlement afforded by s. 1002.33(7)(b)2., Florida Statutes, the School seeks a 15-year charter renewal.

B. Financial Obligations

The School is in good standing with respect to all its financial obligations.

C. Long-Term Financial Planning

Along with the School's Annual Budget, which was previously furnished to the Sponsor, the School has established a long-term strategic plan in conjunction with a fifteen-year strategic budget. The strategic plan and long term budget ensure the School's continued financial viability.

Revenue Estimate Worksheet for Franklin Academy F - 5046

Based on the 2016-17 FEFP First Calculation

School District:

Broward

1. 2016-17 FEFP State and Local Funding

Base Student Allocation \$4,160.71 District Cost Differential: 1.0259

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2016-17		
				(2)	(4)	Base Funding (WFTE x BSA x DCD) (5)
101 Basic K-3	0.00	1.103	0.0000	\$	-	
111 Basic K-3 with ESE Services	0.00	1.103	0.0000	\$	-	
102 Basic 4-8	716.00	1.000	716.0000	\$	3,056,226	
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$	-	
103 Basic 9-12	0.00	1.001	0.0000	\$	-	
113 Basic 9-12 with ESE Services	0.00	1.001	0.0000	\$	-	
254 ESE Level 4 (Grade Level PK-3)		3.607	0.0000	\$	-	
254 ESE Level 4 (Grade Level 4-8)		3.607	0.0000	\$	-	
254 ESE Level 4 (Grade Level 9-12)		3.607	0.0000	\$	-	
255 ESE Level 5 (Grade Level PK-3)		5.376	0.0000	\$	-	
255 ESE Level 5 (Grade Level 4-8)		5.376	0.0000	\$	-	
255 ESE Level 5 (Grade Level 9-12)		5.376	0.0000	\$	-	
130 ESOL (Grade Level PK-3)	0.00	1.194	0.0000	\$	-	
130 ESOL (Grade Level 4-8)	98.00	1.194	117.0120	\$	499,462	
130 ESOL (Grade Level 9-12)	0.00	1.194	0.0000	\$	-	
300 Career Education (Grades 9-12)		1.001	0.0000	\$	-	
Totals	814.00		833.0120	\$	3,555,688	

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2016-17	
		Base Funding (WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	833.0120	Total Base Funding	\$ 3,555,688

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix	Guarantee Per
			Level	Student
	0.00	PK-3	251	\$ 1,058 \$ -
Additional Funding from the ESE		PK-3	252	\$ 3,418 \$ -
Guaranteed Allocation. Enter the FTE		PK-3	253	\$ 6,974 \$ -
from 111,112 and 113 by grade and		4-8	251	\$ 1,187 \$ 96,147
matrix level. Students who do not have a		4-8	252	\$ 3,546 \$ -
matrix level should be considered 251.		4-8	253	\$ 7,102 \$ -
This total should equal all FTE from		9-12	251	\$ 845 \$ -
programs 111, 112 and 113 above.		9-12	252	\$ 3,204 \$ -
		9-12	253	\$ 6,760 \$ -
Total FTE with ESE Services	81.00			Total ESE Guarantee \$ 96,147

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 814.00 ÷ District's Total UFTE: 270,511.90 = 0.3009%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE 833.01 ÷ District's Total WFTE: 292,746.00 = 0.2846%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>54,817,014</u>	x	0.3009%	\$	164,944
300 Lowest Performing Schools Allocation	(d)				\$	-
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>0</u>	x	0.3009%	\$	-
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>4,739,980</u>	x	0.3009%	\$	14,263
7. Safe Schools Allocation (UFTE share)	(b)	<u>5,897,465</u>	x	0.3009%	\$	17,745
8. Instructional Materials Allocation (UFTE share)	(b)	<u>20,736,148</u>	x	0.3009%	\$	62,395
Dual Enrollment Instructional Materials Allocation						
ESE Applications Allocation:	(f)				\$	-
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.2846%	\$	-
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.2846%	\$	-
11. Reading Allocation (WFTE share)	(c)	<u>12,105,593</u>	x	0.2846%	\$	34,453
12. Discretionary Local Effort (WFTE share)	(c)	<u>123,841,519</u>	x	0.2846%	\$	352,453
13. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.2846%	\$	-
14. Discretionary Lottery (WFTE share)	(c)	<u>982,395</u>	x	0.2846%	\$	2,796

15. Class Size Reduction Funds:

<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	
PK - 3	0.0000	1.0259		1,321.49	= 0
4-8	833.0120	1.0259		901.39	= 770,316
9-12	0.0000	1.0259		903.56	= 0
Total *	833.0120			Total Class Size Reduction Funds	\$ 770,316

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation	(g)			
Enter All Adjusted Fundable Riders	163	x	371	\$ 60,473
Enter All Adjusted ESE Riders		x	1,378	\$ -

17. Federally Connected Student Supplement

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total			\$ -	\$ -

18. Florida Teachers Classroom Supply Assistance Program

(i)

19. Food Service Allocation (j) \$ -

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.

(k)

If you have more than a 75% ESE student population, please place a 1 in the following box: \$ -

Average Revenue per Student: \$ 6,304.27

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.
- (e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.
- (f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.

- (g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.
- (h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.
- (i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.
- (j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Franklin Academy F - 5046			2017-18			2018-19			2019-20				
			Expected	75% Enrollment		50 % Enrollment		50 % Enrollment					
				Cost	Basis	44	22	47	24	50 % Enrollment			
6 - 8	Classrooms		37	28	19	407	968	484	1,034	517			
Total Enrollment			814	611	407		968	484	1,034	517			
REVENUES													
State Sources with expected enrollment			\$ 5,131,673.00	\$ 3,851,906.88	\$ 2,565,836.50				\$ 6,649,059.74	\$ 3,324,529.87			
Federal Sources - NSLP funds 48% of students			\$ 209,582.21	\$ 157,315.39	\$ 104,791.10	\$ 3.02	\$ 252,971.39	\$ 126,485.69	\$ 3.07	\$ 274,272.73	\$ 137,136.37		
Local Sources - Lunch program paid students			\$ -	\$ -	\$ -	\$ 3.05	\$ -	\$ -	\$ 3.09	\$ -	\$ -		
Capital Outlay			\$ 275.00	Per Student	\$ 223,850.00	\$ 168,025.00	\$ 111,925.00	\$ 266,200.00	\$ 133,100.00	\$ 284,350.00	\$ 142,175.00		
Other Sources - Services					\$ 5,565,105.21	\$ 4,177,247.28	\$ 2,782,552.60		\$ 6,682,825.67	\$ 3,341,412.83	\$ 7,207,682.48	\$ 3,603,841.24	
EXPENDITURES													
<i>Instruction</i>													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)			See Staffing Plan		\$ 1,659,054.00	\$ 1,191,176.00	\$ 787,027.00		\$ 2,029,338.22	\$ 949,962.86	\$ 2,235,046.35	\$ 1,029,954.05	
Fringe Benefits					\$ 414,763.50	\$ 297,794.00	\$ 196,756.75		\$ 507,334.56	\$ 237,490.72	\$ 558,761.59	\$ 257,488.51	
Contracted Professional Services (includes Therapists & other contracted instructional services)			\$ 750.00	ESE Student	\$ 61,050.00	\$ 45,825.00	\$ 30,525.00	\$ 761.25	\$ 73,689.00	\$ 36,844.50	\$ 772.67	\$ 79,893.95	\$ 39,946.97
Classroom Supplies & Equipment			\$ 35.00	Student	\$ 28,490.00	\$ 21,385.00	\$ 14,245.00	\$ 35.53	\$ 34,388.20	\$ 17,194.10	\$ 36.06	\$ 37,283.84	\$ 18,641.92
Teacher Supplies			\$ 40.00	Student	\$ 32,560.00	\$ 24,440.00	\$ 16,280.00	\$ 40.60	\$ 39,300.80	\$ 19,650.40	\$ 41.21	\$ 42,610.11	\$ 21,305.05
Textbooks and/or ebooks/Student Activities			\$ 105.00	Student	\$ 85,470.00	\$ 64,155.00	\$ 42,735.00	\$ 106.58	\$ 103,164.60	\$ 38,686.73	\$ 108.17	\$ 55,925.76	\$ 41,944.32
Supplemental instructional materials (CIRP/SIRP and Technology)			\$ 50.00	Student	\$ 40,700.00	\$ 30,550.00	\$ 20,350.00	\$ 50.75	\$ 49,126.00	\$ 24,563.00	\$ 51.51	\$ 53,262.63	\$ 26,631.32
Digital Education Content Materials (Leased)			\$ 75.00	Student	\$ 61,050.00	\$ 45,825.00	\$ 30,525.00	\$ 76.13	\$ 73,689.00	\$ 36,844.50	\$ 77.27	\$ 79,893.95	\$ 39,946.97
Computer - Equipment for Instruction (leased)			\$ -	Classroom	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Instruction					\$ 2,383,137.50	\$ 1,721,150.00	\$ 1,145,943.75	\$ -	\$ 2,910,030.38	\$ 1,361,236.80	\$ -	\$ 3,142,678.18	\$ 1,475,859.13
<i>Pupil Personnel Services</i>													
Salaries (includes counselor, school nurse, health assistant)			See Staffing Plan		\$ 126,000.00	\$ -	\$ -		\$ 127,890.00	\$ -	\$ 129,808.35	\$ -	
Fringe Benefits					\$ 31,500.00	\$ -	\$ -		\$ 31,972.50	\$ -	\$ 32,452.09	\$ -	
Contracted Professional Services (counseling and psychological)			\$ 725.00	ESE Student	\$ 59,015.00	\$ 44,297.50	\$ 29,507.50	\$ 735.88	\$ 71,232.70	\$ 35,616.35	\$ 746.91	\$ 77,230.82	\$ 38,615.41
Sub-Total Pupil Personnel Services					\$ 216,515.00	\$ 44,297.50	\$ 29,507.50		\$ 231,095.20	\$ 35,616.35		\$ 239,491.25	\$ 38,615.41
<i>Media Services</i>													
Salaries (includes Librarian)					\$ 41,000.00	\$ -	\$ -		\$ 41,615.00	\$ -	\$ 42,239.23	\$ -	
Fringe Benefits					\$ 10,250.00	\$ -	\$ -		\$ 10,403.75	\$ -	\$ 10,559.81	\$ -	
Sub-Total Media Services					\$ 51,250.00	\$ -	\$ -		\$ 52,018.75	\$ -	\$ 52,799.03	\$ -	
<i>Curriculum Development</i>													
Salaries (includes Curriculum Specialist)					\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	
Fringe Benefits					\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)			\$ -	Student	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	
Student Activities			\$ 10.00	Student	\$ 8,140.00	\$ 6,110.00	\$ 4,070.00	\$ 10.15	\$ 9,825.20	\$ 4,912.60	\$ 10.30	\$ 10,652.53	\$ 5,326.26
Sub-Total Curriculum Development					\$ 8,140.00	\$ 6,110.00	\$ 4,070.00		\$ 9,825.20	\$ 4,912.60		\$ 10,652.53	\$ 5,326.26
<i>Staff Development</i>													
Workshops/Trainings			\$ 550.00	Teacher	\$ 21,450.00	\$ 15,400.00	\$ 10,175.00	\$ 558.25	\$ 25,850.00	\$ 12,100.00	\$ 566.62	\$ 28,050.00	\$ 12,925.00
Sub-Total Staff Development					\$ 21,450.00	\$ 15,400.00	\$ 10,175.00		\$ 25,850.00	\$ 12,100.00		\$ 28,050.00	\$ 12,925.00

Franklin Academy F - 5046			2017-18			2018-19			2019-20		
			Expected	75% Enrollment	50% Enrollment		50% Enrollment			50% Enrollment	
Instruction Related Technology											
Salaries (includes Technology Personnel)			\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Hardware Maintenance	\$ 425.00	Classroom	\$ 15,725.00	\$ 11,900.00	\$ 8,075.00	\$ 431.38	\$ 18,980.50	\$ 9,490.25	\$ 437.85	\$ 20,578.74	\$ 10,508.30
Sub-Total Instruction Related Technology			\$ 15,725.00	\$ 11,900.00	\$ 8,075.00		\$ 18,980.50	\$ 9,490.25		\$ 20,578.74	\$ 10,508.30
Board											
Professional Services (Legal)	\$ -	School	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Insurance (General Liability, D&O, Professional Liability)	\$ 975.00	Classroom	\$ 36,075.00	\$ 27,300.00	\$ 18,525.00	\$ 989.63	\$ 43,543.50	\$ 21,771.75	\$ 1,004.47	\$ 47,210.06	\$ 24,107.27
Travel	\$ 2,000.00	Board Mem	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,030.00	\$ 2,030.00	\$ 2,030.00	\$ 2,060.45	\$ 2,060.45	\$ 2,060.45
Sub-Total Board			\$ 38,075.00	\$ 29,300.00	\$ 20,525.00		\$ 45,573.50	\$ 23,801.75		\$ 49,270.51	\$ 26,167.72
General Administration											
Management Fees	\$ 550.00	Student	\$ 447,700.00	\$ 336,050.00	\$ 223,850.00	\$ 558.25	\$ 540,386.00	\$ 270,193.00	\$ 566.62	\$ 585,888.96	\$ 292,944.48
Administrative Fee											
Sub-Total General Administration			\$ 447,700.00	\$ 336,050.00	\$ 223,850.00		\$ 540,386.00	\$ 270,193.00		\$ 585,888.96	\$ 292,944.48
School Administration											
Salaries (includes Principal, Secretary & other Office Personnel)			\$ 223,856.00	\$ -	\$ -		\$ 256,395.09	\$ -		\$ 289,859.99	\$ -
Fringe Benefits			\$ 55,964.00	\$ -	\$ -		\$ 64,098.77	\$ -		\$ 72,465.00	\$ -
Equipment Rental / Lease	\$ 300.00	Per Month	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 304.50	\$ 3,654.00	\$ 3,654.00	\$ 309.07	\$ 3,708.81	\$ 3,708.81
Travel	\$ 1,500.00	Administrator	\$ 5,100.00	\$ 5,100.00	\$ 5,100.00	\$ 1,522.50	\$ 5,176.50	\$ 5,176.50	\$ 1,545.34	\$ 5,254.15	\$ 5,254.15
Advertising and Promotion	\$ 10.00	Student	\$ 8,140.00	\$ 6,110.00	\$ 4,070.00	\$ 10.15	\$ 9,825.20	\$ 4,912.60	\$ 10.30	\$ 10,652.53	\$ 5,326.26
License Fees	\$ 200.00		\$ 200.00	\$ 200.00	\$ 200.00	\$ 203.00	\$ 203.00	\$ 203.00	\$ 206.05	\$ 206.05	\$ 206.05
Dues and Subscriptions	\$ 4.00	Student	\$ 3,256.00	\$ 2,444.00	\$ 1,628.00	\$ 4.06	\$ 3,930.08	\$ 1,965.04	\$ 4.12	\$ 4,261.01	\$ 2,130.51
Postage	\$ 50.00	Classroom	\$ 1,850.00	\$ 1,400.00	\$ 950.00	\$ 50.75	\$ 2,233.00	\$ 1,116.50	\$ 51.51	\$ 2,421.03	\$ 1,236.27
Printing	\$ 225.00	Classroom	\$ 8,325.00	\$ 6,300.00	\$ 4,275.00	\$ 228.38	\$ 10,048.50	\$ 5,024.25	\$ 231.80	\$ 10,894.63	\$ 5,563.22
Office Supplies	\$ 25.00	Student	\$ 20,350.00	\$ 15,275.00	\$ 10,175.00	\$ 25.38	\$ 24,200.00	\$ 304.50	\$ 25.76	\$ 25,850.00	\$ 309.07
Office Equipment	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,522.50	\$ 1,522.50	\$ 1,522.50	\$ 1,545.34	\$ 1,545.34	\$ 1,545.34
Computer Equipment	\$ 1,000.00	Administrator	\$ 3,400.00	\$ 3,400.00	\$ 3,400.00	\$ 1,015.00	\$ 3,451.00	\$ 3,451.00	\$ 1,030.23	\$ 3,502.77	\$ 3,502.77
Sub-Total School Administration			\$ 335,541.00	\$ 45,329.00	\$ 34,898.00		\$ 384,737.64	\$ 27,329.89		\$ 430,621.28	\$ 28,782.43
Facilities Acquisition & Construction											
Building Lease / Rent (see budget summary for calculation)			\$ 976,800.00	\$ 305,500.00	\$ 203,500.00	\$ -	\$ 1,161,600.00	\$ 242,000.00	\$ -	\$ 1,240,800.00	\$ 258,500.00
Sub-Total Facilities Acquisition & Construction			\$ 976,800.00	\$ 305,500.00	\$ 203,500.00		\$ 1,161,600.00	\$ 242,000.00		\$ 1,240,800.00	\$ 258,500.00
Fiscal Services											
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			\$ 40,000.00	\$ -	\$ -		\$ 40,600.00	\$ -		\$ 41,209.00	\$ -
Fringe Benefits			\$ 10,000.00	\$ -	\$ -		\$ 10,150.00	\$ -		\$ 10,302.25	\$ -
Fee to County School Board - up to 250 students			\$ 78,803.33	\$ 78,803.33	\$ 78,803.33	\$ -	\$ 79,592.64	\$ 79,592.64	\$ -	\$ 80,380.32	\$ 80,380.32
Back office accounting fees	\$ 50.00		\$ 40,700.00	\$ 30,550.00	\$ 20,350.00	\$ 50.75	\$ 49,126.00	\$ 24,563.00	\$ 51.51	\$ 53,262.63	\$ 26,631.32
Professional Services - Annual Audit	\$ 11,000.00		\$ 11,000.00	\$ 11,000.00	\$ 11,000.00	\$ 11,165.00	\$ 11,165.00	\$ 11,165.00	\$ 11,332.48	\$ 11,332.48	\$ 11,332.48
Sub-Total Fiscal Services			\$ 180,503.33	\$ 120,353.33	\$ 110,153.33	#VALUE!	\$ 190,633.64	\$ 115,320.64	#VALUE!	\$ 196,486.67	\$ 118,344.11
Food Services											
Salaries (Food Service Workers)			\$ 42,000.00	\$ -	\$ -		\$ 42,630.00	\$ -		\$ 57,692.60	\$ -
Fringe Benefits			\$ 10,500.00	\$ -	\$ -		\$ 10,657.50	\$ -		\$ 14,423.15	\$ -
Food, Materials & Supplies - Vendor provided meals 48% Participation	\$ 2.56	Per Meal per day	\$ 180,043.78	\$ 135,143.42	\$ 90,021.89	\$ 2.60	\$ 217,317.70	\$ 108,658.85	\$ 2.64	\$ 235,616.84	\$ 117,808.42
Equipment Rental / Lease (provided by food vendor)			\$ 150.00	\$ 150.00	\$ 150.00	\$ -	\$ 152.25	\$ -	\$ -	\$ 154.53	\$ -
Inspection fees	\$ 75.00	Twice per year	\$ 232,693.78	\$ 135,293.42	\$ 90,171.89	\$ 76.13	\$ 270,757.45	\$ 108,658.85	\$ 77.27	\$ 307,887.13	\$ 117,808.42
Sub-Total Food Services			\$ 232,693.78	\$ 135,293.42	\$ 90,171.89		\$ 270,757.45	\$ 108,658.85		\$ 307,887.13	\$ 117,808.42

Franklin Academy F - 5046			2017-18			2018-19			2019-20				
			Expected	75% Enrollment	50% Enrollment		50% Enrollment			50% Enrollment			
Pupil Transportation Services Salaries (Drivers & Transportation workers) Fringe Benefits Contracted Transportation Services - \$290 per bus per day 20% utilization	See Staffing		\$ - \$ - \$ 290.00	\$ - \$ - \$ 156,600.00	\$ - \$ - \$ 104,400.00	\$ - \$ - \$ 104,400.00	\$ - \$ - \$ 156,600.00	\$ - \$ - \$ 104,400.00	\$ - \$ - \$ 298.77	\$ - \$ - \$ 208,800.00	\$ - \$ - \$ 104,400.00		
Sub-Total Pupil Transportation Services				\$ 156,600.00	\$ 106,900.00	\$ 106,900.00	\$ 156,600.00	\$ 104,400.00	\$ -	\$ 208,800.00	\$ 104,400.00		
Operation of Plant Salaries (Custodian, crossing guards, security) Fringe benefits Purchased Service (Custodial, fire and alarm, etc) Lawn Maintenance Pest Control Security Services Property Insurance Telephone Services Water & Sewer Electricity	See Staffing		\$ 20,800.80 \$ 5,200.20 \$ 2,400.00 \$ 200.00 \$ 40.00 \$ 300.00 \$ 1,600.00 \$ 250.00 \$ 90.00 \$ 2,300.00	\$ - \$ - Per Classroom Per Classroom Per Classroom Per Month Per Classroom Per Month Per Classroom Per Classroom	\$ - \$ - \$ 88,800.00 \$ 7,400.00 \$ 1,480.00 \$ 3,600.00 \$ 59,200.00 \$ 3,000.00 \$ 3,330.00 \$ 85,100.00	\$ - \$ - \$ 67,200.00 \$ 5,600.00 \$ 1,120.00 \$ 3,600.00 \$ 44,800.00 \$ 3,000.00 \$ 2,520.00 \$ 64,400.00	\$ - \$ - \$ 45,600.00 \$ 3,800.00 \$ 760.00 \$ 3,600.00 \$ 30,400.00 \$ 3,000.00 \$ 1,710.00 \$ 43,700.00	\$ 2,436.00 \$ 203.00 \$ 40.60 \$ 304.50 \$ 1,624.00 \$ 253.75 \$ 91.35 \$ 2,334.50	\$ 21,112.81 \$ 5,278.20 \$ 107,184.00 \$ 8,932.00 \$ 1,786.40 \$ 3,654.00 \$ 71,456.00 \$ 3,045.00 \$ 4,019.40 \$ 102,718.00	\$ - \$ - \$ 53,592.00 \$ 4,466.00 \$ 893.20 \$ 3,654.00 \$ 35,728.00 \$ 3,045.00 \$ 2,009.70 \$ 51,359.00	\$ 2,472.54 \$ 206.05 \$ 41.21 \$ 309.07 \$ 1,648.36 \$ 257.56 \$ 92.72 \$ 2,369.52	\$ 21,429.50 \$ 5,357.38 \$ 116,209.38 \$ 9,684.12 \$ 1,936.82 \$ 3,708.81 \$ 77,472.92 \$ 3,090.68 \$ 4,357.85 \$ 111,367.32	\$ - \$ - \$ 59,340.96 \$ 4,945.08 \$ 989.02 \$ 3,708.81 \$ 39,560.64 \$ 3,090.68 \$ 2,225.29 \$ 56,868.42
Sub-Total Operation of Plant				\$ 277,911.00	\$ 192,240.00	\$ 132,570.00	\$ -	\$ 329,185.82	\$ 154,746.90	\$ -	\$ 354,614.78	\$ 170,728.89	
Maintenance of Plant Repairs & Maintenance Supplies	\$ 1.25	Sq. Ft.		\$ 75,000.00	\$ 31,772.00	\$ 10,582.00	\$ 1.27	\$ 75,000.00	\$ 16,940.00	\$ 1.29	\$ 75,000.00	\$ 18,095.00	
Sub-Total Maintenance of Plant				\$ 75,000.00	\$ 31,772.00	\$ 10,582.00	\$ -	\$ 75,000.00	\$ 16,940.00	\$ -	\$ 75,000.00	\$ 18,095.00	
Administrative Technology Services Systems Operation Systems Planning & Analysis	\$ -	Per Classroom		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Sub-Total Administrative Technology Services				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Redemption of Principal Interest (Interest Only at 6%)				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Sub-Total Debt Service				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Contingency Operating expense contingency - 2% of FEFP - Considered restricted funds		2%		\$ 111,302.10	\$ 41,772.47	\$ 11,130.21		\$ 133,656.51	\$ -		\$ 144,153.65	\$ -	
Sub-Total Contingency				\$ 111,302.10	\$ 41,772.47	\$ 11,130.21	\$ -	\$ 133,656.51	\$ -	\$ -	\$ 144,153.65	\$ -	
Total Expenditures				\$ 5,528,343.71	\$ 3,143,367.73	\$ 2,142,051.68		\$ 6,535,930.59	\$ 2,486,747.03		\$ 7,087,772.72	\$ 2,679,005.13	
Excess of Revenues over Expenditures				\$ 36,761.50	\$ 1,033,879.55	\$ 640,500.92		\$ 146,895.08	\$ 854,665.80		\$ 119,909.76	\$ 924,836.11	

1.0%

Franklin Academy F - 5046	2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
	50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment	
	ENROLLMENT		Classrooms		47		47		47		47		47	
6 - 8			1,034	517			1,034	517	1,034	517	1,034	517	1,034	517
Total Enrollment			1,034	517			1,034	517	1,034	517	1,034	517	1,034	517
REVENUES														
State Sources with expected enrollment			\$ 6,715,550.34	\$ 3,357,775.17			\$ 6,782,705.85	\$ 3,391,352.92	\$ 6,918,359.96	\$ 7,056,727.16	\$ 7,197,861.70	\$ 7,341,818.94	\$ 7,488,655.32	
Federal Sources - NSLP funds 48% of students	\$ 3.12	\$ 278,386.82	\$ 139,193.41		\$ 3.16	\$ 282,562.62	\$ 141,281.31	\$ 288,213.88	\$ 293,978.15	\$ 299,857.72	\$ 305,854.87	\$ 311,971.97		
Local Sources - Lunch program paid students	\$ 3.14	\$ -	\$ -		\$ 3.18	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Capital Outlay	\$ 275.00	\$ 284,350.00	\$ 142,175.00		\$ 275.00	\$ 284,350.00	\$ 142,175.00	\$ 290,037.00	\$ 295,837.74	\$ 301,754.49	\$ 307,789.58	\$ 313,945.38		
Other Sources - Services								\$ 51,700.00	\$ -	\$ -	\$ -	\$ -	\$ -	
			\$ 7,278,287.16	\$ 3,639,143.58			\$ 7,349,618.47	\$ 3,726,509.23	\$ 7,496,610.84	\$ 7,646,543.06	\$ 7,799,473.92	\$ 7,955,463.39	\$ 8,114,572.66	
EXPENDITURES														
Instruction														
Salaries (includes classroom teachers, contract or hourly, and teacher aides)			\$ 2,268,572.05	\$ 1,045,403.36			\$ 2,302,600.63	\$ 1,106,192.36	\$ 2,348,652.64	\$ 2,395,625.69	\$ 2,443,538.21	\$ 2,492,408.97	\$ 2,542,257.15	
Fringe Benefits			\$ 567,143.01	\$ 261,350.84			\$ 575,650.16	\$ 276,548.09	\$ 587,163.16	\$ 598,906.42	\$ 610,884.55	\$ 623,102.24	\$ 635,564.29	
Contracted Professional Services (includes Therapists & other contracted instructional services)	\$ 784.26	\$ 81,092.36	\$ 40,546.18		\$ 796.02	\$ 82,308.74	\$ 41,154.37	\$ 83,954.92	\$ 85,634.02	\$ 87,346.70	\$ 89,093.63	\$ 90,875.50		
Classroom Supplies & Equipment	\$ 36.60	\$ 37,843.10	\$ 18,921.55		\$ 37.15	\$ 38,410.75	\$ 19,205.37	\$ 39,178.96	\$ 39,962.54	\$ 40,761.79	\$ 41,577.03	\$ 42,408.57		
Teacher Supplies	\$ 41.83	\$ 43,249.26	\$ 21,624.63		\$ 42.45	\$ 43,898.00	\$ 21,949.00	\$ 44,775.96	\$ 45,671.48	\$ 46,584.91	\$ 47,516.60	\$ 48,466.94		
Textbooks and/or ebooks/Student Activities	\$ 109.80	\$ 56,764.65	\$ 42,573.49		\$ 111.44	\$ 28,808.06	\$ 28,808.06	\$ 29,384.22	\$ 29,971.91	\$ 30,571.34	\$ 31,182.77	\$ 31,806.43		
Supplemental instructional materials (CIRP/SIRP and Technology)	\$ 52.28	\$ 54,061.57	\$ 27,030.79		\$ 53.07	\$ 54,872.50	\$ 27,436.25	\$ 55,969.95	\$ 57,089.34	\$ 58,231.13	\$ 59,395.75	\$ 60,583.67		
Digital Education Content Materials (Leased)	\$ 78.43	\$ 81,092.36	\$ 40,546.18		\$ 79.60	\$ 82,308.74	\$ 41,154.37	\$ 83,954.92	\$ 85,634.02	\$ 87,346.70	\$ 89,093.63	\$ 90,875.50		
Computer - Equipment for Instruction (leased)	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Sub-Total Instruction	\$ -	\$ 3,189,818.36	\$ 1,497,997.01		\$ -	\$ 3,208,857.57	\$ 1,562,447.88	\$ 3,273,034.72	\$ 3,338,495.42	\$ 3,405,265.32	\$ 3,473,370.63	\$ 3,542,838.04		
Pupil Personnel Services														
Salaries (includes counselor, school nurse, health assistant)			\$ 131,755.48	\$ -			\$ 133,731.81	\$ 44,577.27	\$ 136,406.44	\$ 139,134.57	\$ 141,917.26	\$ 144,755.61	\$ 147,650.72	
Fringe Benefits			\$ 32,938.87	\$ -			\$ 33,432.95	\$ 11,144.32	\$ 34,101.61	\$ 34,783.64	\$ 35,479.32	\$ 36,188.90	\$ 36,912.68	
Contracted Professional Services (counseling and psychological)	\$ 758.12	\$ 78,389.28	\$ 39,194.64		\$ 79,565.12	\$ 39,782.56	\$ 81,156.42	\$ 82,779.55	\$ 84,435.14	\$ 86,123.84	\$ 87,846.32			
Sub-Total Pupil Personnel Services	\$ 243,083.62	\$ 39,194.64			\$ 246,729.88	\$ 95,504.15	\$ 251,664.48	\$ 256,697.76	\$ 261,831.72	\$ 267,068.35	\$ 272,409.72			
Media Services														
Salaries (includes Librarian)			\$ 42,872.81	\$ -			\$ 43,515.91	\$ 43,515.91	\$ 44,386.22	\$ 45,273.95	\$ 46,179.43	\$ 47,103.02	\$ 48,045.08	
Fringe Benefits			\$ 10,718.20	\$ -			\$ 10,878.98	\$ 10,878.98	\$ 11,096.56	\$ 11,318.49	\$ 11,544.86	\$ 11,775.75	\$ 12,011.27	
Sub-Total Media Services	\$ 53,591.02	\$ -			\$ 54,394.88	\$ 54,394.88	\$ 55,482.78	\$ 56,592.44	\$ 57,724.28	\$ 58,878.77	\$ 60,056.34			
Curriculum Development														
Salaries (includes Curriculum Specialist)			\$ -	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Fringe Benefits			\$ -	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)			\$ -	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Activities	\$ 10.46	\$ 10,812.31	\$ 5,406.16		\$ 10,974.50	\$ 5,487.25	\$ 11,193.99	\$ 11,417.87	\$ 11,646.23	\$ 11,879.15	\$ 12,116.73			
Sub-Total Curriculum Development	\$ 10,812.31	\$ 5,406.16			\$ 10,974.50	\$ 5,487.25	\$ 11,193.99	\$ 11,417.87	\$ 11,646.23	\$ 11,879.15	\$ 12,116.73			
Staff Development														
Workshops/Trainings	\$ 575.12	\$ 28,050.00	\$ 12,925.00		\$ 28,050.00	\$ 13,475.00	\$ 28,611.00	\$ 29,183.22	\$ 29,766.88	\$ 30,362.22	\$ 30,969.47			
Sub-Total Staff Development	\$ 28,050.00	\$ 12,925.00			\$ 28,050.00	\$ 13,475.00	\$ 28,611.00	\$ 29,183.22	\$ 29,766.88	\$ 30,362.22	\$ 30,969.47			

Franklin Academy F - 5046	2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
Instruction Related Technology														
Salaries (includes Technology Personnel)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits														
Hardware Maintenance	\$ 444.41	\$ 20,887.43	\$ 10,665.92	\$ 451.08	\$ 21,200.74	\$ 10,825.91	\$ 21,624.75	\$ 22,057.25	\$ 22,498.39	\$ 22,948.36	\$ 23,407.33			
Sub-Total Instruction Related Technology	\$ 20,887.43	\$ 10,665.92		\$ 21,200.74	\$ 10,825.91	\$ 21,624.75	\$ 22,057.25	\$ 22,498.39	\$ 22,948.36	\$ 23,407.33				
Board														
Professional Services (Legal)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Insurance (General Liability, D&O, Professional Liability)	\$ 1,019.54	\$ 47,918.21	\$ 24,468.87	\$ 1,034.83	\$ 48,636.98	\$ 24,835.91	\$ 49,609.72	\$ 50,601.92	\$ 51,613.96	\$ 52,646.24	\$ 53,699.16			
Travel	\$ 2,091.36	\$ 2,091.36	\$ 2,091.36	\$ 2,122.73	\$ 2,122.73	\$ 2,165.18	\$ 2,208.49	\$ 2,252.65	\$ 2,297.71	\$ 2,343.66				
Sub-Total Board	\$ -	\$ 50,099.57	\$ 26,560.23	\$ -	\$ 50,759.71	\$ 26,958.63	\$ 51,774.91	\$ 52,810.40	\$ 53,866.61	\$ 54,943.94	\$ 56,042.82			
General Administration														
Management Fees	\$ 575.12	\$ 594,677.29	\$ 297,338.65	\$ 583.75	\$ 603,597.45	\$ 301,798.73	\$ 615,669.40	\$ 627,982.79	\$ 640,542.44	\$ 653,353.29	\$ 666,420.36			
Administrative Fee	\$ -			\$ -										
Sub-Total General Administration	\$ -	\$ 594,677.29	\$ 297,338.65	\$ -	\$ 603,597.45	\$ 301,798.73	\$ 615,669.40	\$ 627,982.79	\$ 640,542.44	\$ 653,353.29	\$ 666,420.36			
School Administration														
Salaries (includes Principal, Secretary & other Office Personnel)	\$ -	\$ 294,207.88	\$ -	\$ -	\$ 298,621.00	\$ 251,864.75	\$ 304,593.42	\$ 310,685.29	\$ 316,899.00	\$ 323,236.98	\$ 329,701.72			
Fringe Benefits		\$ 73,551.97	\$ -	\$ -	\$ 74,655.25	\$ 62,966.19	\$ 76,148.36	\$ 77,671.32	\$ 79,224.75	\$ 80,809.24	\$ 82,425.43			
Equipment Rental / Lease	\$ 313.70	\$ 3,764.44	\$ 3,764.44	\$ 318.41	\$ 3,820.91	\$ 3,820.91	\$ 3,897.33	\$ 3,975.27	\$ 4,054.78	\$ 4,135.87	\$ 4,218.59			
Travel	\$ 1,568.52	\$ 5,332.96	\$ 5,332.96	\$ 1,592.05	\$ 5,412.95	\$ 5,412.95	\$ 5,521.21	\$ 5,631.64	\$ 5,744.27	\$ 5,859.16	\$ 5,976.34			
Advertising and Promotion	\$ 10.46	\$ 10,812.31	\$ 5,406.16	\$ 10.61	\$ 10,974.50	\$ 5,487.25	\$ 11,193.99	\$ 11,417.87	\$ 11,646.23	\$ 11,879.15	\$ 12,116.73			
License Fees	\$ 209.14	\$ 209.14	\$ 209.14	\$ 212.27	\$ 212.27	\$ 212.27	\$ 216.52	\$ 220.85	\$ 225.27	\$ 229.77	\$ 234.37			
Dues and Subscriptions	\$ 4.18	\$ 4,324.93	\$ 2,162.46	\$ 4.25	\$ 4,389.80	\$ 4.25	\$ 4,477.60	\$ 4,567.15	\$ 4,658.49	\$ 4,751.66	\$ 4,846.69			
Postage	\$ 52.28	\$ 2,457.34	\$ 1,254.81	\$ 53.07	\$ 2,494.20	\$ 1,273.64	\$ 2,544.09	\$ 2,594.97	\$ 2,646.87	\$ 2,699.81	\$ 2,753.80			
Printing	\$ 235.28	\$ 11,058.05	\$ 5,646.66	\$ 238.81	\$ 11,223.92	\$ 5,731.36	\$ 11,448.40	\$ 11,677.37	\$ 11,910.91	\$ 12,149.13	\$ 12,392.11			
Office Supplies	\$ 26.14	\$ 25,850.00	\$ 313.70	\$ 26.53	\$ 25,850.00	\$ 318.41	\$ 26,367.00	\$ 26,894.34	\$ 27,432.23	\$ 27,980.87	\$ 28,540.49			
Office Equipment	\$ 1,568.52	\$ 1,568.52	\$ 1,568.52	\$ 1,592.05	\$ 1,592.05	\$ 1,592.05	\$ 1,623.89	\$ 1,656.36	\$ 1,689.49	\$ 1,723.28	\$ 1,757.75			
Computer Equipment	\$ 1,045.68	\$ 3,555.31	\$ 3,555.31	\$ 1,061.36	\$ 3,608.64	\$ 3,608.64	\$ 3,680.81	\$ 3,754.42	\$ 3,829.51	\$ 3,906.10	\$ 3,984.23			
Sub-Total School Administration	\$ -	\$ 436,692.85	\$ 29,214.16	\$ -	\$ 442,855.49	\$ 342,292.66	\$ 451,712.60	\$ 460,746.86	\$ 469,961.79	\$ 479,361.03	\$ 488,948.25			
Facilities Acquisition & Construction														
Building Lease / Rent (see budget summary for calculation)	\$ -	\$ 1,240,800.00	\$ 258,500.00	\$ -	\$ 1,240,800.00	\$ 620,400.00	\$ 1,265,616.00	\$ 1,290,928.32	\$ 1,316,746.89	\$ 1,343,081.82	\$ 1,369,943.46			
Sub-Total Facilities Acquisition & Construction	\$ -	\$ 1,240,800.00	\$ 258,500.00	\$ -	\$ 1,240,800.00	\$ 620,400.00	\$ 1,265,616.00	\$ 1,290,928.32	\$ 1,316,746.89	\$ 1,343,081.82	\$ 1,369,943.46			
Fiscal Services														
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	\$ -	\$ 41,827.14	\$ -	\$ -	\$ 42,454.54	\$ 42,454.54	\$ 43,303.63	\$ 44,169.71	\$ 45,053.10	\$ 45,954.16	\$ 46,873.24			
Fringe Benefits		\$ 10,456.78	\$ -	\$ -	\$ 10,613.64	\$ 10,613.64	\$ 10,825.91	\$ 11,042.43	\$ 11,263.27	\$ 11,488.54	\$ 11,718.31			
Fee to County School Board - up to 250 students	\$ -	\$ 81,184.12	\$ 81,184.12	\$ -	\$ 81,995.96	\$ 81,995.96	\$ 83,635.88	\$ 85,308.60	\$ 87,014.77	\$ 88,755.06	\$ 90,530.17			
Back office accounting fees	\$ 52.28	\$ 54,061.57	\$ 27,030.79	\$ 53.07	\$ 54,872.50	\$ 27,436.25	\$ 55,969.95	\$ 57,089.34	\$ 58,231.13	\$ 59,395.75	\$ 60,583.67			
Professional Services - Annual Audit	\$ 11,502.46	\$ 11,502.46	\$ 11,502.46	\$ 11,675.00	\$ 11,675.00	\$ 11,675.00	\$ 11,908.50	\$ 12,146.67	\$ 12,389.60	\$ 12,637.39	\$ 12,890.14			
Sub-Total Fiscal Services	#VALUE!	\$ 199,032.07	\$ 119,717.37	#VALUE!	\$ 201,611.63	\$ 174,175.38	\$ 205,643.87	\$ 209,756.74	\$ 213,951.88	\$ 218,230.91	\$ 222,595.53			
Food Services														
Salaries (Food Service Workers)	\$ -	\$ 58,557.99	\$ -	\$ -	\$ 59,436.36	\$ 29,718.18	\$ 60,625.09	\$ 61,837.59	\$ 63,074.34	\$ 64,335.83	\$ 65,622.54			
Fringe Benefits		\$ 14,639.50	\$ -	\$ -	\$ 14,859.09	\$ 7,429.54	\$ 15,156.27	\$ 15,459.40	\$ 15,768.58	\$ 16,083.96	\$ 16,405.64			
Food, Materials & Supplies - Vendor provided meals 48% Participation	\$ 2.68	\$ 239,151.09	\$ 119,575.55	\$ 2.72	\$ 242,738.36	\$ 121,369.18	\$ 247,593.13	\$ 252,544.99	\$ 257,595.89	\$ 262,747.81	\$ 268,002.76			
Equipment Rental / Lease (provided by food vendor)	\$ -			\$ -			\$ -	\$ -	\$ -	\$ -	\$ -			
Inspection fees	\$ 78.43	\$ 156.85	\$ -	\$ 79.60	\$ 159.20	\$ -	\$ 162.39	\$ 165.64	\$ 168.95	\$ 172.33	\$ 175.77			
Sub-Total Food Services	\$ 312,505.43	\$ 119,575.55		\$ 317,193.01	\$ 158,516.90	\$ 323,536.87	\$ 330,007.61	\$ 336,607.76	\$ 343,339.92	\$ 350,206.72				

Franklin Academy F - 5046	2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
	50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment	
Pupil Transportation Services														
Salaries (Drivers & Transportation workers)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Transportation Services - \$290 per bus per day 20% utilization	\$ 303.25	\$ 208,800.00	\$ 104,400.00	\$ 307.80	\$ 208,800.00	\$ 104,400.00	\$ 212,976.00	\$ 217,235.52	\$ 221,580.23	\$ 226,011.84	\$ 230,532.07	\$ 226,011.84	\$ 230,532.07	\$ 230,532.07
Sub-Total Pupil Transportation Services	\$ -	\$ 208,800.00	\$ 104,400.00	\$ -	\$ 208,800.00	\$ 104,400.00	\$ 212,976.00	\$ 217,235.52	\$ 221,580.23	\$ 226,011.84	\$ 230,532.07	\$ -	\$ -	\$ -
Operation of Plant														
Salaries (Custodian, crossing guards, security)	\$ -	\$ 21,750.95	\$ -	\$ -	\$ -	\$ 22,077.21	\$ 66,231.63	\$ 22,518.76	\$ 22,969.13	\$ 23,428.51	\$ 23,897.08	\$ 24,375.02	\$ -	\$ -
Fringe benefits	\$ -	\$ 5,437.74	\$ -	\$ -	\$ -	\$ 5,519.30	\$ 16,557.91	\$ 5,629.69	\$ 5,742.28	\$ 5,857.13	\$ 5,974.27	\$ 6,093.76	\$ -	\$ -
Purchased Service (Custodial, fire and alarm, etc)	\$ 2,509.63	\$ 117,952.52	\$ 60,231.07	\$ 2,547.27	\$ 119,721.81	\$ 61,134.54	\$ 122,116.24	\$ 124,558.57	\$ 127,049.74	\$ 129,590.74	\$ 132,182.55	\$ -	\$ -	\$ -
Lawn Maintenance	\$ 209.14	\$ 9,829.38	\$ 5,019.26	\$ 212.27	\$ 9,976.82	\$ 5,094.55	\$ 10,176.35	\$ 10,379.88	\$ 10,587.48	\$ 10,799.23	\$ 11,015.21	\$ -	\$ -	\$ -
Pest Control	\$ 41.83	\$ 1,965.88	\$ 1,003.85	\$ 42.45	\$ 1,995.36	\$ 1,018.91	\$ 2,035.27	\$ 2,075.98	\$ 2,117.50	\$ 2,159.85	\$ 2,203.04	\$ -	\$ -	\$ -
Security Services	\$ 313.70	\$ 3,764.44	\$ 3,764.44	\$ 318.41	\$ 3,820.91	\$ 3,820.91	\$ 3,897.33	\$ 3,975.27	\$ 4,054.78	\$ 4,135.87	\$ 4,218.59	\$ -	\$ -	\$ -
Property Insurance	\$ 1,673.09	\$ 78,635.01	\$ 40,154.05	\$ 1,698.18	\$ 79,814.54	\$ 40,756.36	\$ 81,410.83	\$ 83,039.05	\$ 84,699.83	\$ 86,393.82	\$ 88,121.70	\$ -	\$ -	\$ -
Telephone Services	\$ 261.42	\$ 3,137.04	\$ 3,137.04	\$ 265.34	\$ 3,184.09	\$ 3,184.09	\$ 3,247.77	\$ 3,312.73	\$ 3,378.98	\$ 3,446.56	\$ 3,515.49	\$ -	\$ -	\$ -
Water & Sewer	\$ 94.11	\$ 4,423.22	\$ 2,258.67	\$ 95.52	\$ 4,489.57	\$ 2,292.55	\$ 4,579.36	\$ 4,670.95	\$ 4,764.37	\$ 4,859.65	\$ 4,956.85	\$ -	\$ -	\$ -
Electricity	\$ 2,405.06	\$ 113,037.83	\$ 57,721.45	\$ 2,441.14	\$ 114,733.40	\$ 58,587.27	\$ 117,028.07	\$ 119,368.63	\$ 121,756.00	\$ 124,191.12	\$ 126,674.94	\$ -	\$ -	\$ -
Sub-Total Operation of Plant	\$ -	\$ 359,934.00	\$ 173,289.82	\$ -	\$ 365,333.01	\$ 258,678.71	\$ 372,639.67	\$ 380,092.46	\$ 387,694.31	\$ 395,448.20	\$ 403,357.16	\$ -	\$ -	\$ -
Maintenance of Plant														
Repairs & Maintenance	\$ 1.31	\$ 75,000.00	\$ 18,095.00	\$ 1.33	\$ 75,000.00	\$ 13,442.00	\$ 76,500.00	\$ 78,030.00	\$ 79,590.60	\$ 81,182.41	\$ 82,806.06	\$ -	\$ -	\$ -
Supplies	\$ -	\$ -	\$ -	\$ -	\$ 75,000.00	\$ 13,442.00	\$ 76,500.00	\$ 78,030.00	\$ 79,590.60	\$ 81,182.41	\$ 82,806.06	\$ -	\$ -	\$ -
Sub-Total Maintenance of Plant	\$ -	\$ 75,000.00	\$ 18,095.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Technology Services														
Systems Operation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Systems Planning & Analysis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Administrative Technology Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Redemption of Principal Interest (<i>Interest Only at 6%</i>)														
Sub-Total Debt Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contingency														
Operating expense contingency - 2% of FEEP - Considered restricted funds	\$ -	\$ 145,565.74	\$ -	\$ -	\$ 146,992.37	\$ 1,034.00	\$ 149,932.22	\$ 152,930.86	\$ 155,989.48	\$ 159,109.27	\$ 162,291.45	\$ -	\$ -	\$ -
Sub-Total Contingency	\$ -	\$ 145,565.74	\$ -	\$ -	\$ 146,992.37	\$ 1,034.00	\$ 149,932.22	\$ 152,930.86	\$ 155,989.48	\$ 159,109.27	\$ 162,291.45	\$ -	\$ -	\$ -
Total Expenditures	\$ -	\$ 7,169,259.69	\$ 2,712,879.50	\$ -	\$ 7,223,150.25	\$ 3,742,798.08	\$ 7,367,613.25	\$ 7,514,965.52	\$ 7,665,264.83	\$ 7,818,570.13	\$ 7,974,941.53	\$ -	\$ -	\$ -
Excess of Revenues over Expenditures	\$ 109,027.47	\$ 926,264.08	\$ 126,468.22	\$ (16,288.85)	\$ 128,997.59	\$ 131,577.54	\$ 134,209.09	\$ 136,893.27	\$ 139,631.14	\$ -	\$ -	\$ -	\$ -	\$ -

Franklin Academy F - 5046		2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
		47	47	47	47	47	47
ENROLLMENT							
6 - 8	Classrooms	47	47	47	47	47	47
		1,034	1,034	1,034	1,034	1,034	1,034
Total Enrollment		1,034	1,034	1,034	1,034	1,034	1,034
REVENUES							
State Sources with expected enrollment		\$ 7,638,428.42	\$ 7,791,196.99	\$ 7,947,020.93	\$ 8,105,961.35	\$ 8,268,080.58	\$ 8,433,442.19
Federal Sources - NSLP funds 48% of students		\$ 318,211.41	\$ 324,575.64	\$ 331,067.15	\$ 337,688.49	\$ 344,442.26	\$ 351,331.11
Local Sources - Lunch program paid students		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay		\$ 320,224.28	\$ 326,628.77	\$ 333,161.34	\$ 339,824.57	\$ 346,621.06	\$ 353,553.48
Other Sources - Services		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ 8,276,864.12	\$ 8,442,401.40	\$ 8,611,249.43	\$ 8,783,474.41	\$ 8,959,143.90	\$ 9,138,326.78
EXPENDITURES							
<i>Instruction</i>							
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		\$ 2,593,102.29	\$ 2,644,964.34	\$ 2,697,863.63	\$ 2,751,820.90	\$ 2,806,857.32	\$ 2,862,994.46
Fringe Benefits		\$ 648,275.57	\$ 661,241.08	\$ 674,465.91	\$ 687,955.22	\$ 701,714.33	\$ 715,748.62
Contracted Professional Services (includes Therapists & other contracted instructional services)		\$ 92,693.01	\$ 94,546.87	\$ 96,437.81	\$ 98,366.57	\$ 100,333.90	\$ 102,340.58
Classroom Supplies & Equipment		\$ 43,256.74	\$ 44,121.87	\$ 45,004.31	\$ 45,904.40	\$ 46,822.49	\$ 47,758.94
Teacher Supplies		\$ 49,436.27	\$ 50,425.00	\$ 51,433.50	\$ 52,462.17	\$ 53,511.41	\$ 54,581.64
Textbooks and/or ebooks/Student Activities		\$ 32,442.55	\$ 33,091.41	\$ 33,753.23	\$ 34,428.30	\$ 35,116.86	\$ 35,819.20
Supplemental instructional materials (CIRP/SIRP and Technology)		\$ 61,795.34	\$ 63,031.25	\$ 64,291.87	\$ 65,577.71	\$ 66,889.27	\$ 68,227.05
Digital Education Content Materials (Leased)		\$ 92,693.01	\$ 94,546.87	\$ 96,437.81	\$ 98,366.57	\$ 100,333.90	\$ 102,340.58
Computer - Equipment for Instruction (leased)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Instruction</i>		\$ 3,613,694.80	\$ 3,685,968.70	\$ 3,759,688.07	\$ 3,834,881.84	\$ 3,911,579.47	\$ 3,989,811.06
<i>Pupil Personnel Services</i>							
Salaries (includes counselor, school nurse, health assistant)		\$ 150,603.74	\$ 153,615.81	\$ 156,688.13	\$ 159,821.89	\$ 163,018.33	\$ 166,278.69
Fringe Benefits		\$ 37,650.93	\$ 38,403.95	\$ 39,172.03	\$ 39,955.47	\$ 40,754.58	\$ 41,569.67
Contracted Professional Services (counseling and psychological)		\$ 89,603.25	\$ 91,395.31	\$ 93,223.22	\$ 95,087.68	\$ 96,989.44	\$ 98,929.22
<i>Sub-Total Pupil Personnel Services</i>		\$ 277,857.92	\$ 283,415.07	\$ 289,083.38	\$ 294,865.04	\$ 300,762.34	\$ 306,777.59
<i>Media Services</i>							
Salaries (includes Librarian)		\$ 49,005.98	\$ 49,986.10	\$ 50,985.82	\$ 52,005.54	\$ 53,045.65	\$ 54,106.56
Fringe Benefits		\$ 12,251.49	\$ 12,496.52	\$ 12,746.45	\$ 13,001.38	\$ 13,261.41	\$ 13,526.64
<i>Sub-Total Media Services</i>		\$ 61,257.47	\$ 62,482.62	\$ 63,732.27	\$ 65,006.92	\$ 66,307.06	\$ 67,633.20
<i>Curriculum Development</i>							
Salaries (includes Curriculum Specialist)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Activities		\$ 12,359.07	\$ 12,606.25	\$ 12,858.37	\$ 13,115.54	\$ 13,377.85	\$ 13,645.41
<i>Sub-Total Curriculum Development</i>		\$ 12,359.07	\$ 12,606.25	\$ 12,858.37	\$ 13,115.54	\$ 13,377.85	\$ 13,645.41
<i>Staff Development</i>							
Workshops/Trainings		\$ 31,588.86	\$ 32,220.63	\$ 32,865.05	\$ 33,522.35	\$ 34,192.79	\$ 34,876.65
<i>Sub-Total Staff Development</i>		\$ 31,588.86	\$ 32,220.63	\$ 32,865.05	\$ 33,522.35	\$ 34,192.79	\$ 34,876.65

Franklin Academy F - 5046	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Instruction Related Technology						
Salaries (includes Technology Personnel)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Hardware Maintenance	\$ 23,875.47	\$ 24,352.98	\$ 24,840.04	\$ 25,336.84	\$ 25,843.58	\$ 26,360.45
Sub-Total Instruction Related Technology	\$ 23,875.47	\$ 24,352.98	\$ 24,840.04	\$ 25,336.84	\$ 25,843.58	\$ 26,360.45
Board						
Professional Services (Legal)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Insurance (General Liability, D&O, Professional Liability)	\$ 54,773.14	\$ 55,868.61	\$ 56,985.98	\$ 58,125.70	\$ 59,288.21	\$ 60,473.98
Travel	\$ 2,390.54	\$ 2,438.35	\$ 2,487.11	\$ 2,536.86	\$ 2,587.59	\$ 2,639.34
Sub-Total Board	\$ 57,163.68	\$ 58,306.95	\$ 59,473.09	\$ 60,662.55	\$ 61,875.81	\$ 63,113.32
General Administration						
Management Fees	\$ 679,748.77	\$ 693,343.74	\$ 707,210.62	\$ 721,354.83	\$ 735,781.92	\$ 750,497.56
Administrative Fee						
Sub-Total General Administration	\$ 679,748.77	\$ 693,343.74	\$ 707,210.62	\$ 721,354.83	\$ 735,781.92	\$ 750,497.56
School Administration						
Salaries (includes Principal, Secretary & other Office Personnel)	\$ 336,295.75	\$ 343,021.67	\$ 349,882.10	\$ 356,879.74	\$ 364,017.34	\$ 371,297.68
Fringe Benefits	\$ 84,073.94	\$ 85,755.42	\$ 87,470.52	\$ 89,219.94	\$ 91,004.33	\$ 92,824.42
Equipment Rental / Lease	\$ 4,302.96	\$ 4,389.02	\$ 4,476.80	\$ 4,566.34	\$ 4,657.67	\$ 4,750.82
Travel	\$ 6,095.87	\$ 6,217.78	\$ 6,342.14	\$ 6,468.98	\$ 6,598.36	\$ 6,730.33
Advertising and Promotion	\$ 12,359.07	\$ 12,606.25	\$ 12,858.37	\$ 13,115.54	\$ 13,377.85	\$ 13,645.41
License Fees	\$ 239.05	\$ 243.83	\$ 248.71	\$ 253.69	\$ 258.76	\$ 263.93
Dues and Subscriptions	\$ 4,943.63	\$ 5,042.50	\$ 5,143.35	\$ 5,246.22	\$ 5,351.14	\$ 5,458.16
Postage	\$ 2,808.88	\$ 2,865.06	\$ 2,922.36	\$ 2,980.81	\$ 3,040.42	\$ 3,101.23
Printing	\$ 12,639.96	\$ 12,892.76	\$ 13,150.61	\$ 13,413.62	\$ 13,681.90	\$ 13,955.53
Office Supplies	\$ 29,111.30	\$ 29,693.52	\$ 30,287.39	\$ 30,893.14	\$ 31,511.01	\$ 32,141.23
Office Equipment	\$ 1,792.90	\$ 1,828.76	\$ 1,865.33	\$ 1,902.64	\$ 1,940.69	\$ 1,979.51
Computer Equipment	\$ 4,063.91	\$ 4,145.19	\$ 4,228.09	\$ 4,312.65	\$ 4,398.91	\$ 4,486.89
Sub-Total School Administration	\$ 498,727.21	\$ 508,701.76	\$ 518,875.79	\$ 529,253.31	\$ 539,838.38	\$ 550,635.14
Facilities Acquisition & Construction						
Building Lease / Rent (see budget summary for calculation)	\$ 1,397,342.33	\$ 1,425,289.18	\$ 1,453,794.96	\$ 1,482,870.86	\$ 1,512,528.28	\$ 1,542,778.84
Sub-Total Facilities Acquisition & Construction	\$ 1,397,342.33	\$ 1,425,289.18	\$ 1,453,794.96	\$ 1,482,870.86	\$ 1,512,528.28	\$ 1,542,778.84
Fiscal Services						
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	\$ 47,810.71	\$ 48,766.92	\$ 49,742.26	\$ 50,737.11	\$ 51,751.85	\$ 52,786.89
Fringe Benefits	\$ 11,952.68	\$ 12,191.73	\$ 12,435.57	\$ 12,684.28	\$ 12,937.96	\$ 13,196.72
Fee to County School Board - up to 250 students	\$ 92,340.77	\$ 94,187.58	\$ 96,071.34	\$ 97,992.76	\$ 99,952.62	\$ 101,951.67
Back office accounting fees	\$ 61,795.34	\$ 63,031.25	\$ 64,291.87	\$ 65,577.71	\$ 66,889.27	\$ 68,227.05
Professional Services - Annual Audit	\$ 13,147.95	\$ 13,410.90	\$ 13,679.12	\$ 13,952.70	\$ 14,231.76	\$ 14,516.39
Sub-Total Fiscal Services	\$ 227,047.44	\$ 231,588.39	\$ 236,220.16	\$ 240,944.56	\$ 245,763.46	\$ 250,678.72
Food Services						
Salaries (Food Service Workers)	\$ 66,934.99	\$ 68,273.69	\$ 69,639.17	\$ 71,031.95	\$ 72,452.59	\$ 73,901.64
Fringe Benefits	\$ 16,733.75	\$ 17,068.42	\$ 17,409.79	\$ 17,757.99	\$ 18,113.15	\$ 18,475.41
Food, Materials & Supplies - Vendor provided meals 48% Participation	\$ 273,362.82	\$ 278,830.08	\$ 284,406.68	\$ 290,094.81	\$ 295,896.71	\$ 301,814.64
Equipment Rental / Lease (provided by food vendor)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Inspection fees	\$ 179.29	\$ 182.88	\$ 186.53	\$ 190.26	\$ 194.07	\$ 197.95
Sub-Total Food Services	\$ 357,210.85	\$ 364,355.07	\$ 371,642.17	\$ 379,075.01	\$ 386,656.51	\$ 394,389.64

Franklin Academy F - 5046	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Pupil Transportation Services						
Salaries (Drivers & Transportation workers)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Transportation Services - \$290 per bus per day 20% utilization	\$ 235,142.71	\$ 239,845.57	\$ 244,642.48	\$ 249,535.33	\$ 254,526.03	\$ 259,616.56
<i>Sub-Total Pupil Transportation Services</i>	<i>\$ 235,142.71</i>	<i>\$ 239,845.57</i>	<i>\$ 244,642.48</i>	<i>\$ 249,535.33</i>	<i>\$ 254,526.03</i>	<i>\$ 259,616.56</i>
Operation of Plant						
Salaries (Custodian, crossing guards, security)	\$ 24,862.53	\$ 25,359.78	\$ 25,866.97	\$ 26,384.31	\$ 26,912.00	\$ 27,450.24
Fringe benefits	\$ 6,215.63	\$ 6,339.94	\$ 6,466.74	\$ 6,596.08	\$ 6,728.00	\$ 6,862.56
Purchased Service (Custodial, fire and alarm, etc)	\$ 134,826.20	\$ 137,522.73	\$ 140,273.18	\$ 143,078.64	\$ 145,940.22	\$ 148,859.02
Lawn Maintenance	\$ 11,235.52	\$ 11,460.23	\$ 11,689.43	\$ 11,923.22	\$ 12,161.68	\$ 12,404.92
Pest Control	\$ 2,247.10	\$ 2,292.05	\$ 2,337.89	\$ 2,384.64	\$ 2,432.34	\$ 2,480.98
Security Services	\$ 4,302.96	\$ 4,389.02	\$ 4,476.80	\$ 4,566.34	\$ 4,657.67	\$ 4,750.82
Property Insurance	\$ 89,884.13	\$ 91,681.82	\$ 93,515.45	\$ 95,385.76	\$ 97,293.48	\$ 99,239.35
Telephone Services	\$ 3,585.80	\$ 3,657.52	\$ 3,730.67	\$ 3,805.28	\$ 3,881.39	\$ 3,959.02
Water & Sewer	\$ 5,055.98	\$ 5,157.10	\$ 5,260.24	\$ 5,365.45	\$ 5,472.76	\$ 5,582.21
Electricity	\$ 129,208.44	\$ 131,792.61	\$ 134,428.46	\$ 137,117.03	\$ 139,859.37	\$ 142,656.56
<i>Sub-Total Operation of Plant</i>	<i>\$ 411,424.31</i>	<i>\$ 419,652.79</i>	<i>\$ 428,045.85</i>	<i>\$ 436,606.76</i>	<i>\$ 445,338.90</i>	<i>\$ 454,245.68</i>
Maintenance of Plant						
Repairs & Maintenance Supplies	\$ 84,462.18	\$ 86,151.43	\$ 87,874.45	\$ 89,631.94	\$ 91,424.58	\$ 93,253.07
<i>Sub-Total Maintenance of Plant</i>	<i>\$ 84,462.18</i>	<i>\$ 86,151.43</i>	<i>\$ 87,874.45</i>	<i>\$ 89,631.94</i>	<i>\$ 91,424.58</i>	<i>\$ 93,253.07</i>
Administrative Technology Services						
Systems Operation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Systems Planning & Analysis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Administrative Technology Services</i>	<i>\$ -</i>					
Redemption of Principal Interest (<i>Interest Only at 6%</i>)						
<i>Sub-Total Debt Service</i>	<i>\$ -</i>					
Contingency						
Operating expense contingency - 2% of FEFP - Considered restricted funds	\$ 165,537.28	\$ 168,848.03	\$ 172,224.99	\$ 175,669.49	\$ 179,182.88	\$ 182,766.54
<i>Sub-Total Contingency</i>	<i>\$ 165,537.28</i>	<i>\$ 168,848.03</i>	<i>\$ 172,224.99</i>	<i>\$ 175,669.49</i>	<i>\$ 179,182.88</i>	<i>\$ 182,766.54</i>
Total Expenditures	\$ 8,134,440.36	\$ 8,297,129.17	\$ 8,463,071.75	\$ 8,632,333.18	\$ 8,804,979.85	\$ 8,981,079.44
Excess of Revenues over Expenditures	\$ 142,423.76	\$ 145,272.23	\$ 148,177.68	\$ 151,141.23	\$ 154,164.06	\$ 157,247.34

ORGANIZATIONAL PERFORMANCE

Student Enrollment and Conduct:

A. Student Enrollment Trends

The School has reported a consistent enrollment trend since 2013 with an average enrollment of 530 students during the term of the initial charter. The School will continue to market to the community using a variety of methods, including but not limited to newspaper, radio, television and mail. Additionally, the School conducts ongoing parent information sessions and campus tours where parents and students can meet to obtain information in person. Campus tours are offered to prospective parents and students twice a month starting in January of each year. These sessions are advertised through the School's website in advance providing families with the opportunity to reserve their seat. The focus of all marketing materials is to provide parents and students with clear and concise information about the academic, community and program opportunities available at the School. The goal is to ensure parents have a clear understanding of how their child's needs will be met at the School prior to enrollment. In addition to the efforts described above, special efforts will be made to make information available to all families. The goal is to maintain as closely as possible the balance reflective of the community served by the School.

The chart below depicts the School's enrollment trend as reflected in the Power School Student Information System:

STUDENT ENROLLMENT TRENDS			
2013-2014 (CC Campus)	2014-2015 (CC Campus)	2015-2016 (CC Campus)	2016-2017 (PP MSHS Campus)
464	444	464	750

B. Racial/Ethnic Composition of the Student Body

In accordance with federal and state anti-discrimination laws, and in accordance with Florida Statutes, the School does not discriminate on the basis of race, gender, religion, national or ethnic origin, sexual orientation, or exceptionality in the admission of students at all grade levels. All students are entitled to, and receive, a "Free and Appropriate Public Education" in accordance to federal and state law.

The School is open to any age/grade appropriate student residing within the school district, and students served in ESE or ESOL programs have equal opportunity of being selected for enrollment. The School enrolls any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class grade level or building. Further, in upcoming school years, the School will be open to students residing outside the school district pursuant to the School's Controlled Open Enrollment

Policy and applicable law. The chart below illustrates the recent demographic data as reported by Broward County Public Schools and the 2010 Census:

Demographic Data	Franklin 5046 2016 – 2017	Broward County 2015 - 2016	Pembroke Pines 2010 Census
Race/Ethnicity			
Asian	4%	4%	10% (other)
Black	20%	41%	20%
Hispanic	54%	31%	41%
Multi	4%	3%	3%
White	71%	51%	67%

The screenshots below reflect the School's Enrollment Information:

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
WHITE	57	58	25.9	24.1	23.2	24.1	40.2	40.9
BLACK OR AFRICAN AMERICAN	37	43	18.0	21.1	39.7	39.7	22.7	22.9
HISPANIC/LATINO	110	103	48.0	47.1	30.6	29.7	30.7	30.0
ASIAN	11	*	3.8	3.9	3.5	3.5	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER					0.1	0.1	0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE					0.3	0.3	0.3	0.3
TWO OR MORE RACES	*	11	4.3	3.7	2.6	2.6	3.3	3.2

|School: Franklin Academy - F - CC Term: 13-14

Grade Level	Total in Grade	Asian	African-American	Caucasian	Hispanic	American Indian	Other	Pacific Islander	Unclassified
6	180 91 / 89	0 0 / 0	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	0 0 / 0	0 0 / 0	179 90 / 89
7	152 78 / 74	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	0 0 / 0	1 0 / 1	0 0 / 0	150 77 / 73
8	102 51 / 51	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	102 51 / 51
Total	464 223/241	0 0 / 0	0 0 / 0	2 2 / 0	3 2 / 1	0 0 / 0	2 1 / 1	0 0 / 0	464 223/241



School: Franklin Academy - F - CC **Term:** 14-15 Yea

Grade Level	Total in Grade	Asian	African-American	Caucasian	Hispanic	American Indian	Other	Pacific Islander	Unclassified
6	151 73 / 78	0 0 / 0	0 0 / 0	1 1 / 0	1 0 / 1	0 0 / 0	0 0 / 0	0 0 / 0	149 72 / 77
7	156 78 / 78	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	156 78 / 78
8	137 69 / 68	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	136 68 / 68
Total	444 220 / 224	0 0 / 0	0 0 / 0	2 2 / 0	2 1 / 1	0 0 / 0	0 0 / 0	0 0 / 0	444 220 / 224



School: Franklin Academy - F - CC **Term:** 15-16 Year

Grade Level	Total in Grade	Asian	African-American	Caucasian	Hispanic	American Indian	Other	Pacific Islander	Unclassified
6	165 86 / 79	0 0 / 0	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	0 0 / 0	0 0 / 0	164 85 / 79
7	162 74 / 88	0 0 / 0	0 0 / 0	0 0 / 0	2 0 / 2	0 0 / 0	0 0 / 0	0 0 / 0	160 74 / 86
8	137 63 / 74	0 0 / 0	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	0 0 / 0	0 0 / 0	136 62 / 74
Total	464 223 / 241	0 0 / 0	0 0 / 0	0 0 / 0	6 2 / 4	0 0 / 0	0 0 / 0	0 0 / 0	464 223 / 241



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PANEL: L03. ENROLLMENT COUNTS YEAR: 17

SCHL/TYP 5046 - FRANKLIN ACADEMY F AREA: C Curr/Next: C 12/13/16

GRADE	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
06	209	60	0	1	17	10	148	149	297	157
07	157	36	0	1	9	11	95	119	214	122
08	149	37	0	0	5	6	88	109	197	117
TOTAL	515	133	0	2	31	27	331	377	708	396

PF1=HELP 3=EXIT 5=REFRESH 6=PREVIOUS PANEL 7=BKWD 8=FWD 9=NEXT PANEL 12=ESCAPE
No additional pages...Next? TERML: QPADEV

Online 14:54

7:57 AM 12/14/2016

Search the web and Windows

C. Enrollment Procedures

The School's enrollment procedures ensure that all students applying to the School have an equal opportunity of being selected for enrollment the School. The School will enroll any eligible student who resides in Broward County and who submits a timely application, as specified in its charter, unless the number of applicants exceeds the capacity of a program, class, grade level, or building. Pursuant to recently passed legislation, the School will develop and adopt a controlled open enrollment plan which shall specify the parameters under which certain students residing in other school districts in Florida shall be entitled to enrollment at the School. In accordance with Florida Statutes, the School will not discriminate on the basis of race, gender, religion, national or ethnic origin, sexual orientation, or exceptionality in the admission of students at all grade levels.

As per Florida Statute 1002.33, a lottery will be conducted at each grade level. All lotteries will be conducted in a manner that ensures each eligible student receives an equal chance of being selected. Applicants will be selected in random order until all applications have been ordered. In order (with consideration of any applicable preference), applicants will be offered admission until all seats have been filled. The remaining students' names will be placed on an ordered waiting list in the order in which their name was selected. Any applicant who is the sibling of a currently enrolled student, sibling of an accepted applicant for the same academic year, child of an active employee or child of an active duty military personnel will receive a preference on their application.

Upon enrollment, parents/guardians of students who will enroll in the School receive an Enrollment Package in the parent's primary language containing information about the school, a list of items necessary for registration, and blank forms to be completed by the parents. The Enrollment Package will include a registration form; an Emergency Dismissal form designed to indicate where the student should go in the event that school is dismissed at an unscheduled time due to any unforeseen circumstances; and a Clinic Information card designed to indicate emergency contacts and the doctor that should be called in case of an accident. Parents will also sign a release of student records so their child's Department of Health's Cumulative School Health Record form can be transferred, or must present one from their physician. Parents will be given a copy of the Parent-Student Handbook, the core of which will be based on the Broward County Student Code of Conduct. Copies of the School's registration forms in different languages are included at the end of this Section.

D. School Environment

The School believes that student safety and an orderly environment is a vital component of an effective instructional program. Providing a safe and orderly environment while developing skills, attitudes, and personal responsibility is emphasized with every staff member and student. The School has adopted and follows the Broward County Code Book of Student Conduct incorporating the documented policies for discipline, suspension, dismissal and recommendation for expulsion. In addition to the requirements found in the Broward County Code Book of Student Conduct, the School has developed a School-wide program that incorporates the Six Pillars of Character and a reward system that recognizes positive student behavior to promote and sustain a safe and positive learning environment.

All School faculty and staff must undergo the necessary application and security clearance procedures set forth by the Florida Department of Education, Broward County Public Schools and the Governing Board of The Florida Charter Foundation, Inc. This process includes fingerprinting and a detailed background check. Additionally, all employees are trained on the school Crisis Action Plan and comply with periodic drills for Fire, Tornado and Lockdown emergencies. In an effort to further ensure a safe school environment, a school nurse is on staff and attends to student health and medical needs on a daily basis. The School also partners with the Broward County Sheriff's Department in securing a detail officer on campus during school operating hours. The detail officer assists with arrival, dismissal, school campus security and student services as needed.

Additionally, the School utilizes the Raptor Volunteer Management System which allows the School to keep unsolicited visitors out while tracking those permitted to enter campus. The School's front desk personnel scans the visitor's Driver's License or other state issued ID and Raptor instantly screens for registered sex offenders in all 50 states. Raptor can also screen for individuals with restraining orders, custody issues, suspended or expelled students, known gang members, or for any custom alert. When a visitor is cleared, Raptor prints a badge featuring the visitor's name, photo, date and time, and destination. If a potential threat is identified, the Raptor system sends instant alerts to designated School officials. Raptor is also used to track and report parent service hours as well as student tardies and early sign-outs. All campus visitors must adhere to the School's security policy in order to gain access to the school for any purpose. During regular school operating hours, the building is locked and secured allowing a single point of entry exclusively through the front lobby where the Raptor system is activated. The facility also boasts numerous security cameras strategically placed throughout the building to further maintain a safe and secure environment at all times.

The School monitors discipline and tracks the number of incidents which occur each year. The chart below illustrates the significant decline in instances of student discipline issues resulting in a critical incident report and/or a crime and violence event as defined by the Broward County Public Schools Code Book of Student Conduct, further demonstrating that the School maintains a safe and orderly environment.

	Franklin Academy F 5046 - Discipline Reporting				
	Number of Incidents				
Categories	2012 - 2013	2013 - 2014	2014-2015	2015-2016	2016 - 2017
Criminal Incidents	Planning Year	0	2	2	1
Disruptive Incidents		7	11	14	13
Acts Against Persons		4	7	6	3
Total Incidents		11	20	21	17



2016-2017

REGISTRATION PACKAGE

Select a Campus:

- Boynton Beach
- Cooper City
- Palm Beach Gardens
- Pembroke Pines (K – 8)
- Pembroke Pines (6 – 12)
- Sunrise



Registration Checklist

The following documents must be provided by the parent/guardian to complete registration:

Proof of Residency (one of the following)

One current piece of evidence from the following sources in the name of the parent/guardian registering the child:

- Current telephone or electric bill in the name of the parent registering the child
- Rent receipt of the lessor and contact information/mortgage statement
- Lease agreement with the name of the lessor and contact information
- Mortgage commitment
- Home purchase contract including specified closing date, with copy of deed to be provided within 60 days of closing

And (One of the Following):

- Auto Insurance
- Current Florida Driver's license/Florida Identification card
- Cellular Phone Bill
- Credit Card statement
- Bank Account statement
- United States Postal Service confirmation of address change request
- Declaration of Domicile form from county Records Department

Evidence of Proper Age (one of the following)

- Birth Certificate
- A duly attested transcript of a certificate of a religious document showing date of birth
- A passport or certificate of arrival in the U.S. showing child's age

Evidence of Medical Examination

- Students must provide evidence of a current medical examination performed within the past/last twelve months
- Parents must provide a written notification of any health/medical problem that requires staff awareness and/or supervision for their child
- Medical Treatment Form, if needed

Evidence of Immunization

- Florida Certificate of Immunization (Form HD 680)
- Permanent medical exemption (if immunization is contraindicated for one or all)
- Religious exemption (Form 681), a temporary exemption (Form 680 part B) or a medical exemption (Form DH680, Part C)

Evidence of Custody/Guardianship

- If the student is residing with someone other than the parent or legal guardian, the following provisions shall apply
- If the parent/guardian lives within the tri-county area (Miami-Dade, Broward, or Palm Beach), the individual registering the child must provide documentation of custody by an appropriate state agency such as the Department of Children and Families or the Court. In cases of hardship, to be determined by the school, a signed, notarized letter appointing custody will be sufficient
- If the parent/guardian lives outside the tri-county area (including outside the U.S.), a notarized statement from the parent/guardian, identifying the person assuming responsibility for the child must be presented

Evidence of Special Program Eligibility (if applicable)

- Current Copy of EP (Education Plan) for Gifted
- Current Copy of IEP (Individualized Education Plan)
- Current Copy of 504 Plan

The following documents will be provided by the school and will require your signature

<input type="checkbox"/> Registration Form	<input type="checkbox"/> Transportation Survey
<input type="checkbox"/> Parent Contract	<input type="checkbox"/> Home Language Survey
<input type="checkbox"/> Photo Release	<input type="checkbox"/> Parent Service Form
<input type="checkbox"/> Dress Code Acknowledgement	<input type="checkbox"/> After School Survey

**Registration Form****Student Information:**

Campus: Boynton Beach Cooper City Palm Beach Gardens
 Pembroke Pines (K - 8) Pembroke Pines (6 - 12) Sunrise

Academic Year: _____ Current Grade Level: _____ Grade Entering: _____

(Legal Name) Last _____ First _____ Middle _____

Address _____ Apt _____ City _____

Zip Code _____ Home Phone _____ Sex: Male _____ Female _____

Date of Birth: ____ / ____ / ____ State or Country of birth: _____

Last 4 digits of SSN: XXX-XX-_____

Ethnicity: Is the student of Hispanic, Latino or Spanish origin? Yes _____ No _____

Race: White _____ Black _____ Asian _____ Native American/Alaskan _____ Native Hawaiian/Pacific Islander _____

Multiracial _____

Has the student previously attended a: If yes, write name of school:

Florida Public School: Yes _____ No _____ County: _____
Florida Private School: Yes _____ No _____
US School outside of FL: Yes _____ No _____ State: _____
School outside the US: Yes _____ No _____ Country: _____

Date child first entered school in the US: ____ / ____ / ____

Has the student been:

Retained (repeated the same grade): Yes _____ No _____ If yes, grade(s) _____
In a Home Education Program: Yes _____ No _____

If yes, dates of attendance: ____ / ____ / ____ to ____ / ____ / ____

In Exceptional Student Education ESE: Yes _____ No _____ (Provide IEP)
Gifted Yes _____ No _____ (Provide EP)
In a Magnet Program: Yes _____ No _____
On a 504 plan: Yes _____ No _____ (Provide 504 Plan)
In an ESOL program: Yes _____ No _____
Expelled from School: Yes _____ No _____
Convicted of a Felony: Yes _____ No _____

**Parent Information:**

Mother: _____ Cell Phone: _____
Name: Last, First

Mother Email: _____ Father Email: _____

Father: _____ Cell Phone: _____
Name: Last, First

Marital Status of parents (optional): Married _____ Divorced _____ Widow(er) _____ Other _____

1. Indicate who the student lives with:
____Both Parents, ____Mother, ____Father, ____Grandparent, ____Foster Parent, ____Group Home
2. Indicate whether the student is homeless: ____ Yes ____ No
3. Indicate if student has health insurance:
____Medicaid ____Healthy Kids/Kid Care ____Private ____None
4. Has the parent/guardian worked in agriculture or fishing? ____Yes ____ No
5. Is the student in physical custody of parent/guardian (Unaccompanied youth)?
____Yes ____ No
6. Is there a Court Order barring either parent from removing the student from school?
____Yes ____ No If yes, provide school with a copy of the applicable Court Order.
7. Do parents have shared (or joint) parental rights and responsibilities?
____Yes ____ No ____NA
8. Does either parent have final decision making authority regarding educational decisions for the student? ____Yes ____ No
If yes, name parent _____
9. Is there a Temporary Restraining Order, Permanent Restraining Order, Order of No Contact, or other Court Order that restricts or impacts access to the student by anyone, including a parent?
____Yes ____ No
If yes, provide school with a copy of the applicable court order.

The above information is correct and complete to the best of my knowledge. In the event of a change of name, address, or phone, I will notify school staff within ten (10) days. I understand that the students whose parents are found, after appropriate investigation, to have submitted fraudulent information shall be immediately withdrawn by the school. I understand that I must provide Proof of Residence.

Print Name: _____ Signature: _____

Date: _____



**FRANKLIN ACADEMY
PARENT-SCHOOL CONTRACT
2016-2017 SCHOOL YEAR**

This **Contract** between the **Parent(s) and/or Guardian(s)** of below-named Franklin Academy student and **Franklin Academy** stipulates the commitments required of all Franklin Academy families. At Franklin Academy, we believe that a safe and orderly environment is a vital component of our instructional program. Providing such an environment while developing appropriate skills, attitudes and personal responsibility is embedded in every staff member and student. Each parent and/or guardian must take an active role in supporting this plan. In order for students to learn to be responsible citizens, parents, guardians and school staff must work together to create the proper learning environment and set an example with positive actions and behaviors. Therefore, all Franklin Academy students are required to have their Parent(s) and/or Guardian(s) enter into this contract which establishes the requirements of all Franklin Academy families.

1. Contractual and Financial Matters

- a. This Contract must be signed by the Parent(s) and/or Guardian of each Franklin Academy student each school year and is part of the registration requirement.
- b. All financial obligations for all prior school year(s) must be met by May 1 of the current calendar year. Recommitment for subsequent school year is conditioned upon satisfaction of this provision.
- c. The timely payment of all invoices for balances due to Franklin Academy (e.g., for outstanding lunch balance, late pickup fees, returned check fees) is a contractual duty on the part of the family of each student. Therefore, I/we agree that I/we will make such payments by the designated due dates.
- d. I/we expressly agree that my child will not be allowed to participate in any extracurricular activities (e.g., field trips, dances, sports, after school clubs) if there is an outstanding balance due to Franklin Academy on my child's account.

2. Academic Matters

- a. I/we agree to stay informed about my child's education and be responsible for my child's academic progress. I/we agree to maintain communications with the school by promptly reading all notices from the school received by my child whether through hand-carry by my child, mail, or email. I/we also agree to respond to such communications as appropriate.
- b. I/we agree to monitor my child's academic progress in PowerSchool, and through other school-home communications (e.g., agendas, teacher websites, and weekly folders). I/we will communicate with the teachers regarding my child's academic progress as needed, or as directed by the school.



3. Attendance and Transportation

a. I/we will ensure that my child arrives at school on time, completes a full day of school, and is not absent without a justifiable cause. I/we will monitor my child's attendance and tardies to ensure compliance with state attendance requirements.

b. I/we will provide transportation to and from school for my child if the school's limited transportation does not serve my area.

c. I/we shall drop off my child in the location and manner designated by the school. My child shall be dropped off in a timely manner to allow him/her to arrive in his/her classroom at the start of homeroom.

Specifically: (*Parent/Guardian must initial each item*)

- No Dropping Off Early – I/we shall not drop off my/our child before the scheduled time appropriate for grade level, as determined by school policy.

Parent/Guardian: _____

- No Offsite parking – I/we will not pickup nor drop-off my child at any location off campus and have my child walk to/from school. (e.g. no parking in the neighborhood shopping centers or developments, to have my child walk to/from school; no illegal parking)

Parent/Guardian: _____

- No arriving for pickup prior to scheduled time appropriate for grade level, as determined by school policy (e.g. no early stacking down the street)

Parent/Guardian: _____

- No Parking Offsite for Parental Walk-Up Dismissal – I/we will not park offsite and walk to the school to pickup my/our child during dismissal. Parents of students registered as walkers/bikers who come to the school during dismissal must walk/bike all the way home with child.

Parent/Guardian: _____

- Dash Placards – I/we will have our dash placard visible the entire time I/we are on campus during dismissal. The placard will be the correct color and will indicate my child's name and grade level.

Parent/Guardian: _____

- No Mobile Phones In Car Line – I/we understand that using a mobile phone in car line during drop-off or dismissal is prohibited because it is a safety issue that puts parents, staff and students in danger.

Parent/Guardian: _____

- I/we understand that no child will be released as a walker/biker without the "Walker/Biker Registration" form being completed. I/we also understand that once a Walker/Biker Registration is completed, my child must walk/bike all the way home and not be picked up after leaving school grounds.

Parent/Guardian: _____



- I/we expressly agree that "Early Dismissal/Sign-Out" ends at 1:45 pm each school day and that no child can be dismissed from school early after that time. Parents shall not schedule student appointments that require student to be released after this time. Parent/Guardian: _____

4. Code of Conduct

a. I/we agree to adhere to school operations guidelines (e.g., drop off and pick-up rules and procedures, early dismissal, dress code requirements).

b. I/we agree to purchase required school uniforms for my child from the specified vendor and only from the specified vendor and ensure that my child(ren) is/are dressed in the required school uniform every day (including appropriate shoes, hair, socks, outerwear, and belt). I/we agree that my child will not wear unapproved clothing to school.

c. I/we agree to provide lunch or purchase lunch from the school-approved service provider for my child each day.

d. I/we understand there is a code of conduct for all school students. I/we am/are responsible for ensuring my child understands the guidelines and expectations of being respectful, courteous and polite to the entire Franklin Academy community.

e. I/we expressly agree that any of the following actions by me or my child may result in the dismissal of my child from Franklin Academy and in my child losing the privilege of registering for future school years:

(Both the Parent/Guardian and the Student must initial each item)

(1) Disruptive behavior or actions posing any threat or danger to himself or herself or anyone else;

Parent/Guardian: _____ Student: _____

(2) Earning a third school detention or school suspension;

Parent/Guardian: _____ Student: _____

(3) Bullying, or witnessing bullying without reporting the action to a Franklin Academy staff member;

Parent/Guardian: _____ Student: _____

(4) Defacing or destroying school property;

Parent/Guardian: _____ Student: _____

(5) Carrying any weapon, or threatening a person with a weapon (whether or not the weapon is actually carried by the student);

Parent/Guardian: _____ Student: _____



(6) Misbehaving, or causing unsafe conditions while in school or on the school bus;

Parent/Guardian: _____ Student: _____

(7) Falsifying any document submitted to the school, or failing to provide complete and accurate information as required on a school-provided form.

Parent/Guardian: _____ Student: _____

(8) I/we understand that failure to comply with dress code will void my child's recommitment to Franklin Academy. (e.g. unusual hair color, un-tucked shirts, failure to wear a belt or the approved footwear, etc.)

Parent/Guardian: _____ Student: _____

5. School Service Program

a. I/we agree individually to participate in the school service program and will contribute 20 hours of service to the school over the course of the academic school year for my/our first enrolled child. I/we will further contribute 10 hours of service if I/we have more than one child enrolled in the school.

I/we understand and agree that Franklin Academy is a school of choice. I/we have elected to send my child to the school. If I/we do not fulfill the terms and conditions described above, I/we agree that my child may be dismissed from Franklin Academy or I/we shall lose the privilege of registering my child for any future school year.

Child's Name: _____ Grade Level: _____

I/we understand and agree to be bound by the terms and conditions of this Contract.

Parent/Guardian Signature

Parent/Guardian Signature

Printed Name

Date

Printed Name

Date



Video/Photo Release

At Franklin Academy, we welcome the opportunity to promote the exciting and creative accomplishments of our students. Please review the items below and sign as appropriate. Return the form to Franklin Academy.

I give permission to Franklin Academy or any school approved agent to photograph or video my child for the purpose of promoting the school or demonstrating the school's accomplishments and activities. Photos may be published on brochures, the school website, flyers, advertisements, etc.

I give Franklin Academy permission to publish or print work of or by my child that promote the best interest of the school and its accomplishments.

Yes, I give permission. _____

No, I do not give permission. _____

Student's Name

Parent or Guardian's Signature

Date



DRESS CODE – STUDENTS 2016-2017

Shirts

- ❖ All students must wear a uniform shirt with the school logo.
- ❖ Shirts must be tucked-in and neat. Shirts must stay tucked-in when arms are raised, midriffs are never to show.

Slacks, Shorts, Skorts and Jumpers

- ❖ Only properly fitted uniform bottoms may be worn.
- ❖ Shorts and skorts must be of appropriate length and at the discretion of the administration, but no longer than 1 inch below the knee.
- ❖ Only slacks, shorts, skorts and jumpers with the official school logo may be worn.

Outerwear

- ❖ Only outerwear with the official school logo may be worn.
- ❖ School uniform shirts must be worn under any outerwear.

Belts

- ❖ Students in grades 2 - 8 must wear a belt with a buckle.
- ❖ Plain brown or black dress style belt (no holes or studs)
- ❖ Belts must be worn correctly through the belt loops.

Socks

- ❖ Solid white, black or navy socks.
- ❖ Solid white, black or navy tights may be worn with skorts in cooler months.

Shoes

- ❖ Athletic style (sneaker) shoes.
- ❖ Dress style shoes (loafer or tie)
- ❖ Mary Jane style

Hats

- ❖ Hats may **not** be worn in school building.
- ❖ Hats without logos or hats with the school logo may be worn during outdoor PE and/or recess.

Physical Education Uniform

- ❖ PE shorts and shirts (with the school logo) must be worn, along with socks, and sneakers for PE class.
- ❖ PE sweatpants (with the school logo) may be worn in cooler months.

Other

- ❖ Jewelry must not pose a threat to safety, and must not be distractible. Only stud style earrings may be worn for safety reasons.
- ❖ Bracelets are limited to three.
- ❖ Necklaces should be tucked into the shirt.
- ❖ No unnatural hair color/highlights.
- ❖ Hair styles must not be distracting and are subject to administration approval (mohawks, spikes, etc.)
- ❖ Hair should be neat and not fall onto the face.
- ❖ No body piercings visible other than one earring per ear.
- ❖ Torn or tattered clothing is prohibited.
- ❖ Sunglasses may not be worn in class.
- ❖ Middle school/High school ID badges must be worn around neck with school provided lanyard. (Students are charged \$8 for each lost ID and lanyard)

** All uniforms must be purchased from the approved uniform vendor. **

Parent Signature_____ Date_____



Transportation Request

Franklin Academy will be providing limited bus service for those students who are eligible for the 2016-2017 academic year. The bus transportation provided is designed in accordance with the School Board and county transportation guidelines. All public schools have limited transportation boundaries set according to these guidelines.

Routes, pick-up, and drop-off times and locations will be developed prior to the start of school. As these points are finalized, you will be notified of the locations, if your child/children qualify.

A Bus Pass will be issued to qualified students once transportation has been approved. A student will not be transported without a bus pass.

To complete a request for transportation, please return to the "Campus" page, select "Registration" from the side menu bar, select the link provided to submit a *request for transportation*.

The transportation company will notify you after all data is complied and eligibility has been determined.

Thank you.



Home Language Survey

2016-2017

Student Name:

Last First MI.

Ethnicity: Is the student of Hispanic, Latino or Spanish origin? Yes _____ No _____

Race: W B A AM/IND HAW/PI

(White) (Black or African American) (Asian) (American Indian/Alaskan Native)
(Native Hawaiian/other Pacific Islander)

Previous School

Private School? Yes No If yes, School

County Outside of Florida? Yes No

If yes, School _____ City _____

State _____ **Country** _____ **Check One: Public** _____ **Private** _____ **Other** _____

Place a check on the line to answer each question below:

1. Is a language other than English used in the home by parents?

2. Does the student have a first language other than English?

3. Does the student most frequently speak a language other than English?

If yes what language?

Parent/Guardian signature _____ Date _____

Based on your answers to these questions, your child may be assessed for the ESOL program.



Aftercare Survey

Franklin Academy has partnered with After School Connections to provide an enriching and safe after school program. We offer extracurricular indoor and outdoor activities, STEAM, SPARK, study time, team sports and much more in a safe and productive environment.

After School Connections operates every school day including early release days, spring, summer and winter break camps until 6:00pm. Our policies, schedule and registration package are available online, please visit our website at:

www.afterschool-connections.org.

Please check the appropriate items listed below and return with your school registration documents.

I intend to use aftercare. (If so please fill out the registration package available online at www.afterschool-connections.org and send it along with the Registration payment to secure your child's participation in the program. Payments can be made online or by check to: After School Connections.

- Boynton Beach Campus
- Cooper City Campus
- Palm Beach Gardens Campus
- Pembroke Pines Campus (K – 8)
- Sunrise Campus

I do not intend to use aftercare.

Please list your children:

Student Name _____ Grade entering _____

Student Name _____ Grade entering _____

Student Name _____ Grade entering _____

Parent Name _____ Phone #: _____ Date _____



2016-2017

PAQUETE DE INSCRIPCIÓN

Seleccione su campus:

- Boynton Beach
- Cooper City
- Palm Beach Gardens
- Pembroke Pines (K – 8)
- Pembroke Pines (6 – 12)
- Sunrise



Lista de verificación de Inscripción

Los siguientes documentos deben proporcionarse por el padre/tutor para completar la inscripción:

Constancia de Residencia (uno de los siguientes)

Una prueba o constancia de las siguientes fuentes en nombre del padre/tutor que inscribe al niño:

- Factura eléctrica o teléfono actual en nombre del padre que inscribe al niño
- El recibo de renta del arrendador y la información de contacto y estado de cuenta de hipoteca
- Contrato de arrendamiento con nombre del arrendador y la información de contacto
- Compromiso Hipotecario
- El contrato de compra de vivienda que incluye la fecha de cierre especificada, con copia de escritura a ser presentada en el plazo de 60 días del cierre

Y (Uno de lo siguiente):

- Seguro de Automóvil
- Licencia de conducir de Florida actual e Identificación o documento de Florida
- Factura de teléfono celular
- Resumen de tarjeta de crédito
- Resumen de cuenta bancaria
- Confirmación de Solicitud de cambio de domicilio del Servicio Postal de los Estados Unidos
- Formulario de Declaración de domicilio del Departamento de Registros del condado

Constancia de Edad adecuada (uno de los siguientes)

- Acta de nacimiento
- Una copia debidamente autorizada de un certificado de un documento religioso que muestra fecha de nacimiento
- Un pasaporte o certificado de llegada a los Estados Unidos que muestra la edad del niño

Constancia de examen médico

- Los estudiantes deben proporcionar la constancia de un examen médico actual realizada en los últimos doce meses.
- Los padres deben presentar una notificación escrita de cualquier problema médica o de salud que requiera la concientización del personal y la supervisión y de sus niños
- Formulario de Tratamiento Médico, si es necesario

Constancia de Vacunación

- El Certificado de Vacunación de Florida (Formulario HD 680)
- Exención médica permanente (si la vacunación está contraindicada para uno o para todos)
- Exención religiosa (Formulario 681), una exención temporal (Formulario 680 parte B) o una exención médica (Formulario DH680, Parte C)

Constancia de tutela y guarda

- Si el estudiante reside con alguien que no es el padre o el tutor lega, se aplicarán las siguientes disposiciones
- Si el padre o tutor vive dentro del área de los tres condados (Miami-Dade, Broward o Palm Beach), la persona que inscribe al niño debe presentar la documentación de custodia por una agencia estatal adecuada, como el Departamento de Niños y Familias o el Tribunal. En casos de adversidad, a determinarse por la escuela, será suficiente presentar una carta firmada y notarizada que designa custodia.
- Si el padre o tutor vive fuera del área de tres condados (incluso fuera de los Estados Unidos), se debe presentar una declaración notarizada del padre/tutor que identifica la persona que asume la responsabilidad por el niño.

Constancia de Elegibilidad del Programa Especial (si corresponde)

- Copia actual de EP (Plan de Educación) para Talentosos
- Copia actual de IEP (Plan de Educación Individualizado)
- Copia actual de Plan 504

Se presentarán los siguientes documentos por la escuela y necesitarán su firma

<input type="checkbox"/> Formulario de Inscripción	<input type="checkbox"/> Encuesta de Transporte
<input type="checkbox"/> Contrato Parental	<input type="checkbox"/> Encuesta de idioma principal
<input type="checkbox"/> Publicación de foto	<input type="checkbox"/> Formulario de Servicio Parental
<input type="checkbox"/> Constancia de Código de Vestimenta	<input type="checkbox"/> Encuesta Despues de la Escuela

Formulario de Inscripción

Información de estudiante:

Campus: Boynton Beach Cooper City Palm Beach Gardens
 Pembroke Pines (K – 8) Pembroke Pines (6 – 12) Sunrise

Año Académico: _____ Nivel de grado actual: _____ Grado al que Ingresa: _____

(Nombre legal o razón social) Apellido _____ Nombre _____

Domicilio _____ Apartamento _____ Ciudad _____

Código Postal _____ Teléfono particular _____ Sexo: Hombre _____ Mujer _____

Fecha de nacimiento: ____ / ____ / ____ Estado o país de nacimiento: _____
Últimos 4 dígitos del SSN (Seguro Social): XXX-XX-_____

Etnia: El estudiante, ¿es de origen hispano, latino o español? Sí ____ No ____

Raza: Blanco ____ Negro ____ Asiático ____ Nativo de Alaska o América ____ Nativo de Hawaï / isleño del Pacífico ____

Multirracial ____

El estudiante asistió previamente a: Si la respuesta es afirmativa, indique el nombre de la escuela:

Escuela Pública de Florida (Florida Public School): Sí ____ No ____ Condado: _____
Escuela Privada de Florida (Florida Private School): Sí ____ No ____ _____
Escuela de los Estados Unidos fuera de FL: Sí ____ No ____ Estado: _____
Escuela fuera de los Estados Unidos: Sí ____ No ____ País: _____

Fecha en que el niño ingresó por primera vez a la escuela en los Estados Unidos: ____ / ____ / ____

Ha sido/estado el estudiante:

Retenido (repitió el mismo grado): Sí ____ No ____ Si la respuesta es afirmativa, grado(s) _____
En un programa de Educación en el Hogar: Sí ____ No ____

Si la respuesta es afirmativa, fechas de asistencia: ____ / ____ / ____ a ____ / ____ / ____

En Educación Excepcional Estudiante (Exceptional Student Education, ESE): Sí ____ No ____ (Proveer IEP)
Talentooso Sí ____ No ____ (Proveer EP)
En un Programa "Magnet": Sí ____ No ____
En un plan 504: Sí ____ No ____ (Proveer Plan 504)
En un Programa ESOL: Sí ____ No ____
Expulsado de la Escuela: Sí ____ No ____
Condenado por un delito: Sí ____ No ____

Formulario de Inscripción**Información del padre:**

Madre: _____ Teléfono Celular: _____

Nombre: Apellido, Nombre

Dirección de correo electrónico de la madre: _____ Correo electrónico del padre _____

Padre: _____ Teléfono Celular: _____

Nombre: Apellido, Nombre

Estado Civil de los Padres (opcional): Casado ____ Divorciado ____ Viudo (a) ____ Otro ____

1. Indique con quién vive el estudiante:

 Ambos padres, Madre, Padre, Abuelo, Padre adoptivo, Vivienda del Grupo familiar2. Indique si el estudiante no tiene hogar: Sí No

3. Indique si el estudiante tiene seguro médico:

 Medicaid Healthy Kids/Kid Care Privada Ninguna4. El padre o tutor, ¿ha trabajado en agricultura o pesca? Sí No

5. ¿Está el estudiante bajo la custodia física de un padre o tutor (joven no acompañado)?

 Sí No

6. ¿Existe una orden del tribunal que prohíba a ambos padres a sacar al estudiante de la escuela?

 Sí No Si la respuesta es afirmativa, presente una copia a la escuela de la Orden del Tribunal vigente.

7. ¿Tienen los padres derechos y responsabilidades parentales compartidas (o conjuntas)?

 Yes No NA (No disponible)8. ¿Tienen ambos padres la autoridad de toma final de decisiones en relación con las decisiones educativas para el estudiante? Sí No

Si la respuesta es afirmativa, indique el parent _____

9. ¿Existe alguna orden de restricción temporal, orden de restricción permanente, orden de no contacto u otra orden del tribunal que limite o afecte el acceso al estudiante por cualquier persona, incluso un parent? Sí No Si la respuesta es afirmativa, presente una copia a la escuela de la Orden del Tribunal vigente.

La información antes proporcionada es verdadera y correcta a mi leal saber y entender. En caso de cambio de nombre, dirección o teléfono, avisaré al personal de la escuela en el plazo de diez (10) días. Comprendo que los estudiantes con padres que, después de la investigación correspondiente, se constata han presentado información fraudulenta, serán expulsados de inmediato de la escuela. Comprendo que debo presentar constancia de residencia

Nombre en letra imprenta: _____ Firma: _____

Fecha: _____



FRANKLIN ACADEMY - CONTRATO PADRE-ESCUELA

AÑO ESCOLAR 2016-2017

Este **Contrato** entre los **Padres y/o Tutores** de nombre a continuación del estudiante de Franklin Academy y **Franklin Academy** estipula los compromisos obligatorios de todas las familias de Franklin Academy. En Franklin Academy, creemos que un ámbito seguro y ordenado es un elemento esencial de nuestro programa de instrucción. La provisión de tal ambiente mientras se desarrollan las habilidades, actitudes y responsabilidad personal adecuada está incorporado en todos los estudiantes y miembros del personal. Cada parent y/o tutor debe desempeñar un papel activo en el respaldo de este plan. Para que los estudiantes aprendan a ser ciudadanos responsables, padres, tutores y el personal de la escuela trabajan juntos para crear el ámbito de aprendizaje adecuado y establecer un ejemplo con acciones y comportamientos positivos. Por esto, todos los estudiantes de Franklin Academy deben tener este contrato de padres y/o tutores que establece los requisitos de todas las familias de Franklin Academy.

1. Asuntos Financieros y Contractuales

- a. Este Contrato debe firmarse por los padres y/o tutor de cada estudiante de Franklin Academy en cada año escolar y forma parte del requisito de inscripción.
- b. Todas las obligaciones financieras para todos los años escolares previos deben cumplirse antes del 1 de mayo del año calendario actual. La renovación continua para el año escolar siguiente está condicionada al cumplimiento de esta disposición.
- c. El pago a tiempo de todas las facturas por saldos adeudados a Franklin Academy (por ejemplo, para saldos de almuerzo pendientes, aranceles de búsquedas tardes, aranceles de cheques rebotados) constituye un deber contractual por parte de la familia de cada estudiante. Por lo tanto, acuerdo realizar todos esos pagos en las fechas de vencimiento indicadas.
- d. Yo/nosotros acordamos de manera expresa que mi niño no podrá participar en ninguna actividad extracurricular (por ejemplo, viajes de campo, danzas, deportes, clubes después de la escuela) si hay un saldo pendiente adeudado a Franklin Academy en la cuenta de mi niño.

2. Asuntos Académicos

- a. Yo/nosotros acordamos mantenernos informados sobre la educación de mi niño y ser responsables del avance académico de mi niño. Yo/nosotros acordamos mantener las comunicaciones con la escuela al leer de inmediato todas las notificaciones de la escuela recibidas por mi niño, ya sean mediante su envío a través de mi hijo, correo postal o correo electrónico. Yo/nosotros también acordamos responder a dichas comunicaciones, conforme sea adecuado.
- b. Yo/nosotros acordamos controlar el avance académico de mi niño en PowerSchool, y a través de otras comunicaciones entre la escuela y el hogar (por ejemplo, agendas, sitios en Internet de la maestra, y carpetas semanales). Yo/nosotros nos



comunicaremos con las maestras en relación con el avance académico de mi niño, según sea necesario, o conforme lo indique la escuela.

3. Asistencia y Transporte

a. Yo/nosotros garantizaremos que mi niño llega a horario a la escuela, completa un día entero en la escuela y no está ausente sin motivo justificable. Yo/nosotros controlaremos la asistencia de mi niño y llegadas tarde, a fin de garantizar el cumplimiento con los requisitos de asistencia estatal.

b. Yo/nosotros proporcionaremos transporte de y a la escuela para mi niño si el transporte limitado de la escuela no presta servicios en mi área.

c. Yo/nosotros dejaremos a mi niño en el lugar y de la forma indicada por la escuela. Mi niño será entregado de manera oportuna para permitir que él o ella lleguen a su clase al inicio del salón de clase.

En especial: (*Padre/Tutor deben firmar con sus iniciales cada punto*)

- No dejar al niño temprano – Yo/nosotros no dejaremos al niño antes del horario estipulado adecuado para cada nivel, conforme está establecido por nuestra política de la escuela. Padre / Tutor: _____
- Sin estacionamiento fuera del sitio – Yo/nosotros no recogeremos ni dejaremos a mi niño en cualquier lugar fuera del campus y hacer que mi niño camine hacia o desde la escuela. (por ejemplo, no se puede estacionar en los centros de compras del lugar ni los desarrollos del lugar para que mi niño camine hasta la escuela o desde la escuela; no está permitido el estacionamiento ilegal) Padre/Tutor: _____
- No se puede llegar para retirar al niño antes del horario establecido adecuado para cada nivel de grado, conforme se determina por la política escolar (por ejemplo, no está permitido amontonarse en la calle) Padre/Tutor: _____
- No se puede estacionar fuera del sitio a la salida para la búsqueda a pie o en la calle de los padres. Yo/nosotros no estacionaremos fuera del lugar y caminaremos a la escuela para recoger a mi/nuestro hijo durante la salida. Los padres de los estudiantes inscritos como peatones/motoristas que se presentan a la escuela durante la salida deben caminar o ir en la moto todo el camino hacia la casa con el niño. Padre / Tutor: _____
- Letreros tableros – Yo/nosotros tendremos nuestros letreros tableros visibles todo el tiempo que yo/nosotros esté/estemos en el campus durante la salida. El letrero será el color correcto e indicará el nombre de mi niño y su nivel de grado. Padre / Tutor: _____
- Nada de teléfonos celulares en la cola de automóviles. Yo/nosotros comprendemos que el uso de un teléfono celular en una cola de automóviles en el horario de la entrada o salida está prohibido porque es una medida de



seguridad y precaución que coloca a los padres, al personal y a los estudiantes en peligro. Padre / Tutor: _____

- Yo/nosotros comprendemos que ningún niño puede retirarse como un peatón o conductor sin completar el formulario de "Inscripción de peatón/motorista". Yo/nosotros también comprendemos que una vez completada la Inscripción de Peatón/Conductor, mi hijo debe caminar o pedalear todo el camino a casa y no será recogido después de abandonar el lugar de la escuela. Padre / Tutor: _____
- Yo/nosotros acordamos en forma expresa que "Salida/Finalización Temprana" termina a las 1:45 pm en cada día escolar y que ningún niño puede ser retirado de la escuela antes de ese horario. Los padres no programarán ninguna cita con el estudiante que obligue al estudiante a ser retirado después de ese horario. Padre / Tutor: _____

4. Código de Conducta

a. Yo/Nosotros acordamos cumplir con todos los lineamientos de funcionamiento escolar (por ejemplo, normas y procedimientos de entrada y salida, retiro temprano, requisitos del código de vestimenta).

b. Yo/Nosotros acordamos comprar los uniformes escolares obligatorios para mi niño del vendedor adecuado y solo del vendedor especificado y garantizar que mi hijo está vestido con el uniforme obligatorio de la escuela todos los días (incluso los zapatos adecuados, cabello, medias, ropa de abrigo y cinturón). Yo/Nosotros acordamos que mi hijo no usará la vestimenta no adecuada o no aprobada para la escuela.

c. Yo/Nosotros acordamos proporcionar almuerzo o comprar el almuerzo del proveedor de servicios aprobado por la escuela para mi hijo todos los días.

d. Yo/Nosotros comprendemos que existe un código de conducta para todos los estudiantes de la escuela. Yo/nosotros soy/somos responsables de garantizar que mi niño comprende los lineamientos y las expectativas de ser respetuoso, cortés y amable con toda la comunidad de Franklin Academy.



e. Yo/Nosotros acordamos de manera expresa que cualquiera de las acciones siguientes por mi o por mi hijo pueden derivarse en la expulsión de mi hijo de la Franklin Academy y en el hecho de que mi hijo puede perder el privilegio de poder inscribirse para futuros años escolares:

(Ambos el parent/tutor y el estudiante deben firmar con sus iniciales cada punto)

(1) El comportamiento o las acciones perturbadoras que sean una amenaza o un peligro para ellos mismos o para alguien;

Padre/Tutor: _____ Estudiante: _____

(2) Obtener una detención o suspensión escolar;

Padre/Tutor: _____ Estudiante: _____

(3) Abuso o ser testigo de un acoso o intimidación sin informar sobre la acción al personal de Franklin Academy;

Padre/Tutor: _____ Estudiante: _____

(4) Pintarrajear o destruir la propiedad de la escuela;

Padre/Tutor: _____ Estudiante: _____

(5) Tener un arma o amenazar a una persona con un arma (sin importar si el arma es realmente portada por el estudiante);

Padre/Tutor: _____ Estudiante: _____

(6) Comportarse mal o provocar condiciones inseguras mientras está en la escuela o en el transporte escolar;

Padre/Tutor: _____ Estudiante: _____

(7) Falsificar cualquier documento presentado a la escuela o no presentar la información completa y precisa, conforme se necesita en un formulario proporcionado por la escuela.

Padre / Tutor: _____ Estudiante: _____

(8) Yo/nosotros comprendemos que el incumplimiento del código de vestimenta anulará el compromiso continuo de mi hijo con Franklin Academy. (Por ejemplo, color inusual de cabello, camisas fuera del pantalón, no usar un cinturón o el calzado adecuado, etc.)

Padre/Tutor: _____ Estudiante: _____



5. Programa de Servicio de la Escuela

a. Yo/nosotros acordamos en forma individual participar en el programa de servicio escolar y contribuiremos con 20 horas de servicio en la escuela durante el año escolar académico para mi/nuestro primer hijo inscrito. Yo/nosotros seguiremos contribuyendo con 10 horas de servicio si Yo/nosotros tenemos más de un hijo inscrito en la escuela.

Yo/nosotros comprendemos y acordamos que Franklin Academy es nuestra escuela de elección. Yo/nosotros elegimos enviar a nuestro hijo a la escuela. Si yo/nosotros no cumplimos con los términos y las condiciones descritas anteriormente, yo/nosotros acordamos que mi niño puede ser expulsado de la Franklin Academy o yo/nosotros perderemos el privilegio de inscribir a mi hijo para cualquier año escolar en el futuro.

Nombre del niño: _____ Nivel de Grado: _____

Yo/nosotros comprendemos y acordamos estar vinculados por los términos y las condiciones de este Contrato.

Firma del parent/tutor _____ *Firma del parent/tutor* _____

Nombre impreso _____ Fecha _____ Nombre impreso _____ Fecha _____



Publicación de fotografía y video

En Franklin Academy, brindamos la oportunidad de promover los logros creativos y asombrosos de nuestros estudiantes. Revise los puntos a continuación y firme según corresponda. Devuelva el formulario a Franklin Academy.

Doy mi permiso a Franklin Academy o a cualquier agente aprobado de la escuela para fotografiar o filmar a mi niño con el fin de promover la escuela o mostrar las actividades y logros de la escuela. Las fotografías pueden publicarse en folletos, en el sitio en Internet de la escuela, en volantes, avisos, etc.

Doy permiso a Franklin Academy para publicar o imprimir trabajos de mi hijo que promuevan el mejor interés de la escuela y sus logros.

Sí, doy mi permiso. _____

No, no doy mi permiso. _____

Nombre del estudiante

Firma del Padre o Tutor

Fecha



CÓDIGO DE VESTIMENTA – ESTUDIANTES - 2016-2017

Camisas

- ❖ Todos los estudiantes deben usar la camisa de uniforme con el logotipo de la escuela.
- ❖ Las camisas deben usarse dentro del pantalón y deben estar pulcras. Las camisas deben permanecer dentro del pantalón cuando se levantan los brazos. No debe mostrarse el abdomen.

Pantalones de vestir, shorts, Falda shorts y jumper o suéter

- ❖ Solo pueden usarse los pantalones de uniforme adecuadamente ajustados.
- ❖ Los shorts y las faldas shorts deben tener un largo adecuado y a criterio de la administración. No obstante, no pueden ser más largas a 1 pulgada por debajo de la rodilla.
- ❖ Solo pueden usarse los pantalones de vestir, shorts, falda shorts y jumper o suéteres con el logotipo oficial de la escuela.

Ropa de abrigo

- ❖ Solo puede usarse la ropa de abrigo con el logotipo oficial de la escuela.
- ❖ Las camisas del uniforme de la escuela deben usarse debajo de cualquier ropa de abrigo.

Cinturones

- ❖ Los estudiantes en grados 2 a 8 deben usar un cinturón con una hebilla.
- ❖ Cinturón de estilo de vestir negro o marrón simple (sin agujeros ni broches).
- ❖ Los cinturones deben usarse de manera correcta a través de sus presillas del cinturón.

Medias

- ❖ Medias blancas, negras o azul marino firmes.
- ❖ Las medias azul marino, negras, blancas firmes pueden usarse con falda pantalón en meses más fríos.

Zapatos

- ❖ Zapatos estilo atlético (zapatillas).
- ❖ Zapatos de estilo de vestir (mocasines o con cordones)
- ❖ Estilo Mary Jane

Sombreros

- ❖ Los sombreros **no** pueden usarse en el edificio de la escuela.
- ❖ Los sombreros sin logotipos ni sombreros con el logotipo de la escuela pueden usarse durante PE externa y/o recesos.

Uniforme de Educación Física

- ❖ Los shorts y las camisas de educación física (con el logotipo de la escuela) deben usarse, junto con las medias y zapatillas para la clase de educación física.
- ❖ Los pantalones para correr de educación física (con el logotipo de la escuela) pueden usarse en meses más fríos.

Otros

- ❖ La joyería no debe ser una amenaza a la seguridad, y no debe ser un factor distractor. Solo los aros de estilo con broches pueden usarse por motivos de seguridad.
- ❖ Las pulseras están restringidas a tres.
- ❖ Los collares deben colocarse dentro de la camisa.
- ❖ No se permiten las iluminaciones o las tinturas de cabello que no sean naturales.
- ❖ Los estilos de cabello no deben distraer y están sujetos a la aprobación de administración (una tribu de indios americanos, picos, etc.).
- ❖ El cabello debe estar prolíjo y no debe caer sobre la cabeza.
- ❖ No pueden observarse perforaciones corporales visibles, aparte de un aro por oreja.
- ❖ Se prohíbe la vestimenta desgarrada o en harapos.
- ❖ Las gafas de sol no deben usarse en clase.
- ❖ Los distintivos de identificación de escuela intermedia / la escuela secundaria deben usarse alrededor del cuello con cordones proporcionados por la escuela. (Los estudiantes deben pagar \$8 por cada identificación perdida y cuerda de seguridad)

** Todos los uniformes deben adquirirse del proveedor de uniforme aprobado. **

Firma del Padre _____ Fecha _____

Solicitud de Transporte

Franklin Academy ofrecerá un servicio de bus o camioneta limitado para aquellos estudiantes que cumplan con los requisitos para el año académico 2016-2017. El transporte en camioneta (bus) proporcionado está diseñado de acuerdo con los lineamientos de transporte del condado y la Junta Escolar. Todas las escuelas públicas tienen límites de transporte limitados establecidos de acuerdo con estos lineamientos.

Las rutas, horarios de salida y llegada y las ubicaciones se desarrollarán antes del inicio de la escuela. Cuando estos puntos estén terminados, se le notificarán las ubicaciones, si su hijo o sus hijos califican y tienen derecho a recibir este servicio.

Un pase de bus o camioneta se emitirá para los estudiantes que califican, una vez que se apruebe el transporte. No se podrá transportar a un estudiante que no cuente con su pase de bus o camioneta.

Para completar una solicitud de transporte, regrese a la página de “Campus”, seleccione “Inscripción” de la barra de menú lateral, seleccione el vínculo proporcionado para presentar una *solicitud de transporte*.

La compañía de transporte le avisará después de recopilar todos los datos y determinar la elegibilidad.

Gracias.



Encuesta de Idioma Materno - 2016-2017

Nombre del Estudiante: _____

Apellido _____ Nombre _____ Segundo nombre _____

Etnia: El estudiante, ¿es de origen hispano, latino o español? Sí ____ No ____

Raza: B ____ N ____ A ____ AM/IND ____ HAW/IP ____

(Blanco) (Negro o Afroamericano) (Asiático) (Indo Americano/nativo de Alaska) (Nativo de Hawai/otro isleño del Pacífico)

Escuela anterior _____

¿Escuela Privada? Sí ____ No ____ Si la respuesta es afirmativa, Escuela _____

¿Escuela Pública de Florida (Florida Public School)? Sí ____ No ____ Si la respuesta es afirmativa, Escuela _____ Condado _____ ¿Fuera de Florida? Sí ____ No ____ Si la respuesta es afirmativa, Escuela _____ Ciudad _____

Estado _____ País _____ Marcar uno: Pública ____ Privada ____ Otros ____

Marque en la línea para responder a cada pregunta a continuación:

1. ¿Usa otro idioma, aparte de inglés, en la casa de sus padres? Sí ____ No ____
2. El estudiante, ¿tiene un primer idioma, aparte de inglés? Sí ____ No ____
3. El estudiante, ¿habla la mayor parte del tiempo un idioma diferente al inglés? Sí ____ No ____

Si la respuesta es afirmativa, ¿qué idiomas? _____

4. ¿ Firma de parente/tutor _____ Fecha _____

Basado en sus respuestas a estas preguntas, su hijo puede ser evaluado para el programa ESOL.



Encuesta de Cuidado Postratamiento

Franklin Academy se asoció con After School Connections para proporcionar un programa después de la escuela seguro y enriquecedor. Ofrecemos actividades extracurriculares internas y externas, STEAM, SPARK, tiempo para el estudio, deportes en equipo y mucho más en un ámbito seguro y productivo.

Las conexiones después de la escuela funcionan todos los días escolares, incluso los días de salidas temprano, campamentos de receso en primavera, verano e invierno hasta las 6:00 de la tarde. Nuestras políticas, paquete de inscripción y programas están disponibles en línea. Visita nuestro sitio en Internet en:

www.afterschool-connections.org.

Verifique los artículos adecuados indicados a continuación y regrese con sus documentos para de inscripción a la escuela.

Tengo intención de utilizar atención posterior. (*Si es así, complete el paquete de inscripción disponible en línea en www.afterschool-connections.org y envíelo junto con el pago de inscripción para garantizar la participación de su niño en el programa. Los pagos pueden hacerse por cheque o en línea a: Conexiones After School (Después de la escuela):*

- Boynton Beach Campus
- Cooper City Campus
- Palm Beach Gardens Campus
- Pembroke Pines Campus (K-8)
- Sunrise Campus

No tengo intención de utilizar atención posterior.

Enumere sus niños:

Nombre del estudiante _____ Grado al que ingresa _____

Nombre del estudiante _____ Grado al que ingresa _____

Nombre del estudiante _____ Grado al que ingresa _____

Nombre en letra imprenta _____ N.º de teléfono: _____

Fecha _____



2016-2017

PACOTE DE MATRÍCULA

Selecione um Campus:

- Boynton Beach
- Cooper City
- Palm Beach Gardens
- Pembroke Pines (K – 8)
- Pembroke Pines (6 – 12)
- Sunrise



Lista de Conferência da Matrícula

Os seguintes documentos devem ser providenciados pelos pais/responsável para a conclusão da Matrícula:

Comprovante de Residência (qualquer um dos seguintes)

Um comprovante recente das seguintes fontes, em nome do pai/responsável que está fazendo a Matrícula da criança:

- Telefone ou conta de luz recente em nome do pai que está fazendo a Matrícula da criança
- Recibo de aluguel do locador e informações para contato/demonstrativo de financiamento habitacional
- Contrato de locação com o nome do locador e informações para contato
- Carta de financiamento habitacional
- Contrato de compra da casa incluindo a data especificada do fechamento do negócio, sendo que a cópia da escritura deverá ser fornecida no prazo de 60 dias do fechamento

Além de (qualquer um dos seguintes):

- Seguro de automóvel
- Carteira de habilitação vigente da Flórida ou identidade da Flórida
- Conta de telefone celular
- Demonstrativo de cartão de crédito
- Extrato de conta bancária
- Confirmação de solicitação de mudança de endereço do Serviço Postal dos Estados Unidos (USPS)
- Formulário de Declaração de Domicílio do Departamento de Registros do Condado

Comprovante de idade adequada (qualquer um dos seguintes)

- Certidão de Nascimento
- Uma transcrição devidamente atestada de um certificado de um documento religioso, mostrando a data de nascimento
- Um passaporte ou certificado de chegada aos EUA mostrando a idade da criança

Comprovante de exame médico

- Os alunos devem fornecer um comprovante de exame médico recente, realizado nos últimos doze meses
- Os pais devem providenciar uma notificação por escrito de qualquer problema de saúde/médico que deve ser levado ao conhecimento dos funcionários e/ou da supervisão referente à criança
- Formulário de tratamento médico, caso necessário

Comprovante de Vacinação

- Certificado de Imunização da Flórida (Formulário HD 680)
- Dispensa médica permanente (caso a imunização seja contraindicada para uma ou todas as imunizações)
- Dispensa religiosa (Formulário 681), uma dispensa temporária (Formulário 680 parte B) ou uma dispensa médica (Formulário DH680, parte C)

Comprovante de Guarda/Tutela

- Caso o aluno resida com alguém que não seja o pai ou responsável legal, são aplicáveis as seguintes disposições
- Se o pai ou responsável residir dentro da área dos condados de Miami-Dade, Broward ou Palm Beach, o indivíduo que estiver fazendo a Matrícula da criança deverá providenciar documentação de custódia emitida por um órgão estadual apropriado como o Departamento de Crianças e Famílias ou por um Tribunal. Em caso de adversidades, a critério da escola, será suficiente uma carta assinada e reconhecida por um notário público aprovando a tutela
- Caso o pai/responsável residir fora da área dos condados de Miami-Dade, Broward ou Palm Beach (inclusive fora dos Estados Unidos), uma declaração do pai/responsável, autenticada por notário público, identificando a pessoa que assume a responsabilidade pela criança, deve ser apresentada

Comprovante de Elegibilidade para Programa Especial (se for o caso)

- Cópia recente do EP (Plano Educacional) para Alunos Superdotados
- Cópia recente do IEP (Plano Educacional Individualizado)
- Cópia recente do Plano 504

Os documentos a seguir serão fornecidos pela escola e necessitam da sua assinatura

<input type="checkbox"/> Formulário de Matrícula	<input type="checkbox"/> Pesquisa de transporte
<input type="checkbox"/> Contrato dos pais	<input type="checkbox"/> Pesquisa do idioma falado em casa
<input type="checkbox"/> Autorização para foto	<input type="checkbox"/> Formulário de atendimento dos pais
<input type="checkbox"/> Confirmação de recebimento do código de vestuário	<input type="checkbox"/> Pesquisa sobre programas após o horário da aula

Formulário de Matrícula
Informações do Aluno:

Campus: Boynton Beach Cooper City Palm Beach Gardens
 Pembroke Pines (K – 8) Pembroke Pines (6 – 12) Sunrise

Ano letivo: _____ Série atual: _____ Indo para que série: _____

(Nome Legal) Sobrenome _____ Nome _____ Nome do Meio _____

Endereço _____ Apto. _____ Cidade _____

Código Postal _____ Telefone Residencial _____ Sexo: Masculino _____ Feminino _____

Data de Nascimento: ____ / ____ / ____ Estado ou país de nascimento: _____

Últimos 4 dígitos do SSN (número de seguro social): XXX-XX-_____

Etnia: O aluno é de origem hispânica, latina ou espanhola? Sim ____ Não ____

Raça: Branco ____ Negro ____ Asiático ____ Americano nato/do Alasca ____ Havaiano nato/das ilhas do pacífico ____

Várias raças ____

O aluno já estudou antes em uma: Em caso afirmativo, escreva o nome da escola:

Escola pública da Flórida: Sim ____ Não _____ Condado: _____

Escola particular da Flórida: Sim ____ Não _____

Escola americana fora da Flórida: Sim ____ Não _____ Estado: _____

Escola fora dos EUA: Sim ____ Não _____ País: _____

Data em que o aluno ingressou pela primeira vez numa escola nos Estados Unidos: ____ / ____ / ____

O aluno já:

Reprovou (repetiu a mesma série): Sim ____ Não ____ Em caso afirmativo, qual(is) série(s) _____

Frequentou um programa de educação domiciliar: Sim ____ Não ____

Em caso afirmativo, datas da frequência: De ____ / ____ / ____ a ____ / ____ / ____

Frequentou ensino para alunos excepcionais (ESE): Sim ____ Não ____ (Disponibilize o IEP)

Frequentou ensino para alunos Superdotados Sim ____ Não ____ (Disponibilize o EP)

Frequentou um programa Magnet: Sim ____ Não ____

Esteve num Plano 504: Sim ____ Não ____ (Disponibilize o Plano 504)

Esteve num programa ESOL: Sim ____ Não ____

Foi expulso da escola: Sim ____ Não ____

Foi condenado por um crime: Sim ____ Não ____

Formulário de Matrícula**Informações dos Pais:**

Mãe: _____ Celular: _____

Nome: Sobrenome, nome

E-mail da mãe: _____ E-mail do pai: _____

Pai: _____ Celular: _____

Nome: Sobrenome, nome

Estado civil dos pais (opcional): Casados _____ Divorciados _____ Viúvos _____ Outro _____

1. Indique com quem o aluno mora:

____ Ambos os pais, ____ Mãe, ____ Pai, ____ Avós, ____ Família de acolhimento, ____ Casa-Família

2. Indique se o aluno está desabrigado: ____ Sim ____ Não

3. Indique se o aluno tem plano de saúde:

____ Medicaid ____ Healthy Kids/Kid Care ____ Particular ____ Nenhum

4. Os pais/responsável já trabalhou/trabalharam na agricultura ou na pesca? ____ Sim ____ Não

5. O aluno se encontra sob a tutela física dos pais/responsável (Jovem desacompanhado)?

____ Sim ____ Não

6. Existe uma Ordem Judicial barrando que qualquer um dos pais retire o aluno da escola?

____ Sim ____ Não Em caso afirmativo, providencie uma cópia da Ordem Judicial em questão à escola.

7. Os pais têm responsabilidades e direitos compartilhados (ou conjuntos)?

____ Sim ____ Não ____ Não se aplica

8. Algun dos pais tem autoridade de tomar decisões finais com relação às decisões de ensino do aluno?

____ Sim ____ Não

Em caso afirmativo, forneça o nome de tal pai: _____

9. Existe alguma Medida Cautelar Temporária, Medida Cautelar Permanente, Ordem Judicial de Afastamento ou demais Ordem Judicial que restringe ou impacta o contato com o aluno por qualquer pessoa, inclusive um dos pais?

____ Sim ____ Não

Em caso afirmativo, providencie uma cópia da Ordem Judicial em questão à escola.

As informações acima estão corretas e completas salvo melhor juízo. Em caso de mudança de nome, endereço ou telefone, notificarei os funcionários da escola no prazo de 10 (dez) dias. Compreendo que os alunos cujos pais forem condenados, após uma investigação adequada, pelo fornecimento de informações falsas deverão ser retirados da escola imediatamente. Entendo que devo providenciar Comprovante de Residência.

Nome em letras de forma: _____ Assinatura: _____

Data: _____



FRANKLIN ACADEMY
CONTRATO DOS PAIS COM A ESCOLA
ANO LETIVO 2016-2017

Este **Contrato** entre os **País e/ou o Responsável** do aluno da Franklin Academy denominado a seguir e a **Franklin Academy** estipula os compromissos a serem cumpridos por todas as famílias da Franklin Academy. Na Franklin Academy, acreditamos que um ambiente seguro e ordenado é um componente vital do nosso programa de instrução. Proporcionar um ambiente assim ao desenvolver as competências, atitudes e responsabilidades pessoais adequadas está no âmago de cada funcionário e aluno. Cada pai e/ou responsável deve(m) assumir um papel ativo em apoiar este plano. Para que os alunos aprendam a ser cidadãos responsáveis, os pais, responsáveis e funcionários da escola devem trabalhar juntos para fomentar o ambiente de aprendizagem apropriado e servir de exemplo com ações e comportamentos positivos. Portanto, exige-se que os Pais e/ou Responsáveis de todos os alunos da Franklin Academy celebrem este contrato, que estabelece os requisitos de todas as famílias da Franklin Academy.

1. Assuntos Financeiros e Contratuais

- a. O presente Contrato deve ser assinado pelos Pais ou Responsável de cada aluno da Franklin Academy, para todos os anos letivos, e faz parte da exigência de matrícula.
- b. Todas as obrigações financeiras referentes a todos os anos letivos prévios devem ser pagas até o dia 1º de maio do ano civil atual. A renovação referente ao ano letivo subsequente é condicionada à satisfação desta disposição.
- c. O pagamento pontual de todas as faturas referentes aos saldos devidos à Franklin Academy (por exemplo, saldo em aberto de almoços, taxas referentes a atrasos, taxas de cheque estornado) é uma obrigação contratual da família de cada aluno. Portanto, estou de acordo que esses pagamentos serão feitos até as datas estipuladas.
- d. Concordo de forma expressa que o meu filho não poderá participar de quaisquer atividades extracurriculares (por exemplo, viagens escolares, danças, esportes, clubes após o horário de escola) se houver um saldo em aberto devido à Franklin Academy referente à conta do meu filho.

2. Assuntos Acadêmicos

- a. Concordo em manter-me informado sobre o ensino dado ao meu filho e responsabilizar-me pelo progresso acadêmico do mesmo. Concordo em manter contato com a escola e ler prontamente todos os avisos da mesma entregues ao meu filho, seja em mãos para o meu filho, via correio ou e-mail. Concordo também em responder a tais comunicados, conforme o caso.
- b. Concordo em monitorar o progresso acadêmico do meu filho através do PowerSchool e através de outros comunicados da escola em casa (por exemplo, agendas, sites dos professores e pastas de uso semanal). Entrarei em contato com os professores quanto ao progresso acadêmico do meu filho, conforme necessário, ou conforme indicado pela escola.



3. Presença e Transporte

a. Vou garantir que o meu filho chegue à escola no horário, passe o dia inteiro na escola e não se ausente sem uma causa justificável. Irei monitorar a presença e os atrasos do meu filho para cumprir com as exigências de presença do estado.

b. Providenciarei transporte de ida e volta da escola para o meu filho se o transporte limitado da escola não atender a minha área.

c. Deixarei o meu filho no local apropriado conforme estipulado pela escola. O meu filho deverá ser deixado na escola com tempo hábil para que consiga chegar a sua sala de aula antes do início da aula.

Especificamente: (Os Pais/Responsável devem rubricar cada item)

- Restrição de Deixar o Aluno Cedo – Não deixarei o meu filho na escola antes da hora programada e apropriada para a série dele, conforme determinado pela política da escola. Pai/Responsável: _____
- Restrição de Estacionar Fora das Dependências – Não pegarei nem deixarei o meu filho em qualquer local fora do campus para que ele caminhe indo ou voltando da escola. (Por exemplo, é proibido estacionar nas lojas ou conjuntos residenciais nas proximidades e fazer com que o seu filho caminhe até a escola; proibido estacionar de forma ilegal)
Pai/Responsável: _____
- É proibido chegar para pegar o aluno antes do horário programado e apropriado para a série dele, conforme determinado pela política da escola (por exemplo, proibido chegar adiantado e estacionar na rua) Pai/Responsável: _____
- Proibido Estacionar Fora das Dependências e Caminhar até a Entrada na Hora da Saída – Não estacionarei fora do local para caminhar até a escola para pegar o meu filho na hora da saída. Os pais que forem, especificamente, caminhar ou vir de bicicleta buscar os alunos na escola devem caminhar ou ir de bicicleta por todo o percurso até em casa com a criança após a hora da saída.

Pai/Responsável: _____

- Cartaz no Painel – Deixarei o cartaz de painel visível o tempo todo que estiver no campus durante a hora da saída. O cartaz terá a cor correta indicando o nome do meu filho e a série.
Pai/Responsável: _____
- Proibido Uso de Telefones Celulares na Fila de Carros – Compreendo que usar telefone celular na fila de carros ao deixar ou pegar o filho na escola é proibido porque é uma questão de segurança que coloca os pais, funcionários e alunos em risco.
Pai/Responsável: _____



- Entendo que nenhuma criança será liberada para caminhar ou ir de bicicleta para casa sem o preenchimento do formulário de "Registro para Caminhada/Bicicleta". Também entendo que depois de preenchido o Registro para Caminhada/Bicicleta, o meu filho deverá caminhar/ir de bicicleta por todo o percurso até em casa e não poderá ser pego depois de deixar a escola.
Pai/Responsável: _____
- Concordo de forma expressa que a "Liberação Mais Cedo" se encerra às 13h45 todos os dias em que há aulas e que nenhuma criança poderá ser liberada da escola mais cedo após esse horário. Os pais não devem agendar compromissos que exijam que os alunos sejam liberados após este horário. Pai/Responsável:

4. Código de Conduta

a. Concordo em aderir às diretrizes operacionais da escola (por exemplo, regras e procedimentos com relação a deixar e pegar o aluno, liberação mais cedo, exigências do código de vestuário).

b. Concordo em comprar os uniformes escolares necessários para o meu filho do fornecedor especificado, e somente do fornecedor especificado, e garantir que o meu filho vai estar vestido com o uniforme escolar obrigatório todos os dias (inclusive com relação a cabelo, cinto, meias, roupas e sapatos apropriados). Concordo que o meu filho não usará roupas não aprovadas na escola.

c. Concordo em providenciar o almoço, ou comprar o almoço do prestador de serviços aprovado pela escola, para o meu filho todos os dias.

d. Entendo que há um código de conduta para todos os alunos da escola. Fico responsável por garantir que o meu filho compreenda as orientações e expectativas de ser respeitoso, cordial e educado com toda a comunidade da Franklin Academy.

e. Concordo de forma expressa que qualquer uma das seguintes ações minhas ou de meu filho pode resultar no desligamento do meu filho da Franklin Academy e este perderá o privilégio de se matricular para os próximos anos letivos:

(Tanto os Pais/Responsável quanto o Aluno devem rubricar cada item)

(1) Comportamento perturbador ou ações que causam qualquer ameaça ou risco ao aluno ou aos demais indivíduos;

Pais/Responsável: _____ Aluno: _____

(2) Receber uma terceira detenção ou suspensão na escola;

Pais/Responsável: _____ Aluno: _____

(3) *Bullying*, ou presenciar *bullying* sem denunciar a um funcionário da Franklin Academy;

Pais/Responsável: _____ Aluno: _____



(4) Estragar ou destruir propriedade da escola;
 País/Responsável: _____ Aluno: _____

(5) Portar qualquer arma, ou ameaçar uma pessoa com uma arma (estando a arma efetivamente com o aluno ou não);
 País/Responsável: _____ Aluno: _____

(6) Falta de comportamento ou causar condições inseguras, enquanto estiver na escola ou no ônibus da escola;
 País/Responsável: _____ Aluno: _____

(7) Falsificar qualquer documento apresentado à escola ou deixar de providenciar informações completas e precisas, conforme exigido em formulário fornecido pela escola.

País/Responsável: _____ Aluno: _____

(8) Entendo que deixar de cumprir o código de vestuário anulará a renovação do meu filho na Franklin Academy. (por exemplo, cores de cabelo fora do comum, camisas para fora das calças, deixar de usar um cinto ou calçado aprovado, etc.)

País/Responsável: _____ Aluno: _____

5. Programa de Serviços da Escola

a. Concordo em participar individualmente do programa de serviços da escola e contribuir com 20 horas de serviço para a escola ao longo do ano letivo referente ao meu primeiro filho inscrito na escola. Irei contribuir mais 10 horas de serviço se tiver mais de um filho matriculado na escola.

Entendo e concordo que a Franklin Academy é uma escola de escolha. Foi minha opção colocar o meu filho nesta escola. Caso deixe de cumprir os termos e condições descritas acima, concordo que o meu filho poderá ser desligado da Franklin Academy ou perderei o privilégio de matricular o meu filho em qualquer ano letivo no futuro.

Nome da Criança: _____ Série: _____

Entendo e concordo em ficar vinculado pelos termos e condições do presente Contrato.

Assinatura do Pai/Responsável

Assinatura do Pai/Responsável

Nome em Letras de Forma _____ Data _____

Nome em Letras de Forma _____ Data _____



Autorização para Foto/Vídeo

Na Franklin Academy, apreciamos a oportunidade de promover as conquistas empolgantes e criativas de nossos alunos. Por favor, reveja os itens abaixo e assine conforme apropriado. Devolva o formulário para a Franklin Academy.

Autorizo a Franklin Academy ou qualquer agente aprovado pela escola a tirar fotografias ou fazer vídeos com o meu filho, com a finalidade de promover a escola ou demonstrar atividades e conquistas da escola. As fotos poderão ser publicadas em panfletos, no site da escola, boletins informativos, anúncios, etc.

Autorizo a Franklin Academy a publicar ou imprimir o trabalho feito pelo meu filho a fim de promover o interesse da escola e suas conquistas.

Sim, dou minha autorização. _____

Não, não dou minha autorização. _____

Nome do aluno _____

Assinatura do Pai ou Responsável _____ Data _____

CÓDIGO DE VESTUÁRIO – ALUNOS 2016-2017

Camisas

- ❖ Todos os alunos devem usar uma camisa de uniforme com o logotipo da escola.
- ❖ As camisas devem estar limpas e para dentro da calça. As camisas devem permanecer dentro da calça quando os braços forem levantados, a barriga nunca pode ficar à mostra.

Calças, Shorts, Saias e Jardineiras

- ❖ Somente poderão ser usadas as roupas de uniforme com o ajuste devido.
- ❖ Os shorts e saias devem ter o tamanho apropriado a critério da secretaria, porém jamais mais do que uma (01) polegada abaixo do joelho.
- ❖ Somente calças, shorts, saias e jardineiras com o logotipo oficial da escola poderão ser usados.

Roupas Externas

- ❖ Somente as roupas externas com o logotipo oficial da escola poderão ser usadas.
- ❖ As camisas de uniforme da escola devem ser usadas por baixo de quaisquer roupas externas.

Cintos

- ❖ Os alunos da 2^a à 8^a séries devem usar um cinto com fivela.
- ❖ Os cintos devem ser sociais em marrom ou preto simples (sem buracos adicionais ou tachas)
- ❖ Os cintos devem ser usados corretamente dentro dos passadores.

Meias

- ❖ Meias inteiramente brancas, pretas ou azul-marinho.
- ❖ Meias-calças inteiramente brancas, pretas ou azul-marinho poderão ser usadas com saias nos meses mais frios.

Calçados

- ❖ Calçados (tênis) esportes.
- ❖ Sapato social (mocassim ou sapato de cadarço)
- ❖ Sapato boneca (Mary Jane)

Bonés

- ❖ Bonés não podem ser usados dentro da escola.
- ❖ Bonés sem logotipos ou bonés com o logotipo da escola podem ser usados durante aulas de educação física e/ou durante o recreio ao ar livre.

Uniforme de Educação Física

- ❖ Shorts e camisas para educação física (com o logotipo da escola) devem ser usados, junto com meias e tênis para aula de educação física.
- ❖ Calças de moletom para educação física (com o logotipo da escola) poderão ser usadas nos meses mais frios.

Acessórios

- ❖ Joias não devem por em risco a segurança e não devem ser uma distração. Somente brincos pequenos de tarraixa poderão ser usados por razões de segurança.
- ❖ Pulseiras são limitadas a três.
- ❖ Colares devem ficar dentro da camisa.
- ❖ Fica proibido cores de cabelo que não sejam naturais ou luzes/realces.
- ❖ Os penteados não devem ser uma distração e estão sujeitos à aprovação da secretaria (moicanos, cabelo arrepiado, etc.)
- ❖ O cabelo deve estar limpo e não pode ficar sobre o rosto.
- ❖ Proibido usar piercings visíveis no corpo a não ser um brinco por orelha.
- ❖ Vestuário rasgado ou esfarrapado é proibido.
- ❖ Óculos de sol não podem ser usados em aula.
- ❖ O uso dos crachás de identificação do ensino fundamental é obrigatório por volta do pescoço com o cordão fornecido pela escola. (Será cobrado US\$8 por identificação e cordão perdidos)

** Todos os uniformes devem ser adquiridos junto ao fornecedor de uniformes aprovado. **

Assinatura dos Pais _____ Data _____

Solicitação de Transporte

A Franklin Academy vai fornecer um serviço limitado de ônibus para aqueles alunos que são elegíveis para o ano letivo 2016-2017. O transporte de ônibus fornecido é projetado de acordo com as diretrizes de transporte do condado e do Conselho Escolar. Todas as escolas públicas têm suas fronteiras de transporte estabelecidas de acordo com estas diretrizes.

As rotas, os horários dos ônibus e os locais das paradas serão estabelecidos antes do início das atividades. Conforme estes pontos são finalizados, você será avisado dos locais se o seu filho estiver apto.

Um Passe de Ônibus será emitido para os alunos aptos após a aprovação do transporte. O aluno não poderá ser transportado sem o passe de ônibus.

Para preencher uma solicitação de transporte, retorne à página "Campus", selecione "Registration (Matrícula)" na barra de menu lateral e selecione o link fornecido para encaminhar uma *request for transportation* (solicitação de transporte).

A empresa de transporte irá enviar uma notificação a você após todos os dados terem sido entregues e a elegibilidade determinada.

Grato.



Pesquisa do Idioma Falado em Casa
2016-2017

Nome do Aluno:

Sobrenome _____ Nome _____ Nome do Meio _____

Etnia: O aluno é de origem hispânica, latina ou espanhola? Sim _____ Não _____

Raça: B _____ N _____ A _____ AM/IND _____ HAV/IP _____

(Branco) (Negro ou Afroamericano) (Asiático) (Ameríndio/nativo do Alasca) (Nativo do Havaí/das ilhas do Oceano Pacífico)

Escola Anterior _____

Escola particular? Sim _____ Não _____ Em caso afirmativo, Escola _____

Escola pública da Flórida? Sim _____ Não _____ Em caso afirmativo, Escola _____

Condado de _____ Fora da Flórida? Sim _____ Não _____

Em caso afirmativo, Escola _____ Cidade _____

Estado _____ País _____ Assinale uma: Pública _____ Privada _____ Outra _____

Assinale na linha para responder a cada pergunta abaixo:

1. Um idioma que não seja o inglês é usado em casa pelos pais?

Sim _____ Não _____

2. O aluno fala uma língua materna que não seja inglês?

Sim _____ Não _____

3. O aluno fala um idioma que não seja inglês com mais frequência?

Sim _____ Não _____

Em caso afirmativo, qual idioma? _____

Assinatura do Pai/Responsável _____ Data _____

Com base em suas respostas a estas perguntas, o seu filho poderá ser avaliado com relação ao programa ESOL.



Pesquisa do Aftercare (Programa Após o Horário Escolar)

A Franklin Academy fez uma parceria com a After School Connections para disponibilizar um programa após o horário escolar estimulante e seguro. Oferecemos atividades extracurriculares em sala de aula e ao ar livre, STEAM, SPARK, horários de estudo, esportes em equipe e muito mais em um ambiente seguro e produtivo.

A After School Connections opera todos os dias em que há aulas, incluindo nos dias em que os alunos saem mais cedo, em acampamentos de férias de primavera, verão e inverno até as 18h00. O nosso pacote de matrícula, as políticas e a programação estão disponíveis on-line, acesse o nosso site:

www.afterschool-connections.org.

Por favor, verifique os itens apropriados relacionados abaixo e devolva juntamente com os documentos de matrícula da escola.

Eu pretendo usar o Aftercare. (Em caso afirmativo, preencha o pacote de matrícula disponível on-line www.afterschool-connections.org e o envie juntamente com o pagamento da Matrícula para garantir a participação do seu filho no programa. Os pagamentos podem ser feitos on-line ou com cheque nominal para a: After School Connections.

- Boynton Beach Campus
- Cooper City Campus
- Palm Beach Gardens Campus
- Pembroke Pines Campus (K-8)
- Sunrise Campus

Eu não pretendo usar o Aftercare.

Por favor, relacione os seus filhos:

Nome do Aluno _____ Entrando em que série _____

Nome do Aluno _____ Entrando em que série _____

Nome do Aluno _____ Entrando em que série _____

Nome do Pai _____ Telefone: _____ Data _____



DOSYE ENSKRIPSYON POU

2016-2017

Chwazi yon kanpis:

- Boynton Beach
- Cooper City
- Palm Beach Gardens
- Pembroke Pines (K – 8)
- Pembroke Pines (6 - 12)
- Sunrise



List pou kontwole sa ou bezwen pou Enskripsyon an

Se pou paran/responsab elèv lan remèt dokiman sa yo pou satisfè tout egzijans enskripsyon yo:

Prèv sou Rezidans (youn nan sa yo):

Yon prèv ki ajou epi ki soti nan sous sa yo epi ki nan non paran/responsab timoun kap enskri an:

- Yon bil telefòn oubyen kouran ki nan non paran timoun kap enskri an
- Resi lwavey pwopriyetè an epi enfòmasyon kontakt/eta kont ipotèk (mortgage) kay lan
- Kontra bay lan avèk non pwopriyetè kay lan epi enfòmasyon kontakt li
- Pwomèz pou akòde prè ipoteké
- Kontra pou acha kay lan, ki gen ladan l yon dat klè pou finalize kontra an, avèk yon kopi papye tit ay lan ki fèt pou remèt nan 60 jou apre kloti kontra finalize an

Epi (Youn nan sa yo):

- Asirans machin
- Yon lisans pou kondwi Eta Florid ki ajou/yon kat idantite Eta Florid ki ajou
- Bil Telefòn selilè
- Eta kont Kat de Kredi
- Eta kont pou yon kont nan labank
- Konfirmasyon yon demand pou chanjman adrès ki soti nan biwo lapòst United States Postal Service
- Fòmilè Deklarasyon Domisil ki soti nan biwo dokiman County Records Department pou konte an

Dokiman ki pwouwe timoun lan gen bon Laj lan (youn nan sa yo)

- Batistè/Akt de nesans
- Yon transkripsyon ki byen asèmante sou yon sètifikasi yon dokiman legliz ki dokimante dat nesans lan
- Yon paspò oubyen yon sètifikasi ki montre arive nan Etazini epi ki di laj timoun lan

Dokiman ki pwouwe Egzamen Medikal

- Elèv yo gen pou yo remèt yon dokiman ki pwouwe yon egzamen medikal ki te fèt nan douz (12) dènye mwa ki pase yo
- Paran yo gen pou yo remèt yon avi ekri sou nenpòt pwoblèm sante/pwoblèm medikal ki mande atansyon pèsonèl lekòl lan epi/oubyen sipèvizon ak siveyans pou pitit yo
- Papye tretman doktè an ki rele Medical Treatment Form, si sa nesesè

Dokiman ki pwouwe Vaksinasyon

- Sètifikasi vaksen an ki rele Florida Certificate of Immunization (Form HD 680)
- Dispans medikal pèmanan ki rele Permanent medical exemption (si gen kontrendikasyon ki entèdi vaksinasyon pou youn oubyen tout)
- Dispans pou rezon Relijye (Form 681), yon dispans pwovizwa (Form 680 part B) oubyen yon dispans medikal (Form DH680, Part C)

Dokiman ki pwouwe kiyès ki gen gad/ki responsab timoun lan

- Si elèv lan ap viv avèk yon moun ki pa manman/papa li oubyen ki pa moun ki gen responsabilite li devan la lwa, dispozisyon sa yo pral vin nesesè:
- Si paran/responsab timoun lan viv nan zòn twa konte yo (Miami-Dade, Broward oubyen Palm Beach), moun kap enskri timoun lan dwe pou li remèt dokiman ki montre li gen gad timoun lan. Se pou dokiman sa a soti nan yon ajans Eta Florid lan ki konvènab, tankou pa egzanp Department of Children and Families oubyen Tribunal lan. Si gen a difikilite oubyen povrete, selon sa lekòl la detèmine, yon lèt ki siyen epi notarye pou akòde gad timoun lan ap sifizan.
- Si paran/responsab timoun lan ap viv andeyò zòn twa konte yo (sa kapab siyifye andeyò Lezetazini), se pou yo prezante yon deklarasyon notarye ki soti nan men paran/responsabe timoun lan, epi ki idantifye moun kap pran responsabilite timoun lan.

Dokiman ki pwouwe elijibilite pou Pwogram Spesyal (si dosye an mande sa)

- Yon Kopi Plan Ansèyman pou timoun ki douwe (Education Plan for Gifted – EP) ki ajou
- Yon Kopi Plan Ansèyman Endividiyèl lan ki ajou (Individualized Education Plan - IEP)
- Yon Kopi Plan 504 lan ki ajou

Lekòl lan pral founi dokiman ki make pi ba la a epi ou pral gen pou ou siyen yo The following documents will be provided by the school and will require your signature

<input type="checkbox"/> Fòmilè Enskripsyon	<input type="checkbox"/> Ankèt sou Transpò
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<input type="checkbox"/> Kontra Paran	<input type="checkbox"/> Kestyonè sou Lang ki pale lakay
<input type="checkbox"/> Otorizasyon foto	<input type="checkbox"/> Fòmilè sou Sèvis Paran
<input type="checkbox"/> Rekonesans Kòd Vestimantè	<input type="checkbox"/> Kestyonè sou Gadri Apre Fen Jounen Lekòl

Enfòmasyon sou Elèv lan:

Kanpis: Boynton Beach Cooper City Palm Beach Gardens
 Pembroke Pines (K – 8) Pembroke Pines (6 – 12) Sunrise

Ane Akademik: _____ Aktyèlman nan Klas: _____ Pral Antre nan Klas: _____

(Non Ofisyèl) Siyati

Prenon

Dezyèm Prenon

Adrès _____ Apatman _____ Vil _____

Kòd Postal _____ Téléfòn Kay _____ Sèks: Gason _____ Fiy _____

Dat Nesans: ____ / ____ / ____ Eta oubyen Peyi Nesans: _____

4 Dènye Chif Nimewo Sekirite Sosyal: XXX-XX-_____

Etnisite: Eske Elèv lan gen orijin Ispanik, Latinoameriken oubyen Panyòl? Wi _____ Non _____

Ras: Blan _____ Nwa _____ Azyatik _____ Amerendyen/Alasken _____ Natif Awayi/II Pasifik _____

Metis _____

Eske elèv lan te déjà frekante yon: Si repons lan se wi, silvouplè ekri non lekòl lan:

Lekòl Piblik Florid: Wi _____ Non _____ Konte: _____

Lekòl Prive Florid: Wi _____ Non _____

Lekòl Ameriken andeyò Florid: Wi _____ Non _____ Eta: _____

Lekòl andeyò Etazini: Wi _____ Non _____ Peyi: _____

Premye dat timoun lan antre nan lekòl Ozetazini: ____ / ____ / ____

Eske elèv lan te:

Retni (double klas): Wi _____ Non _____ Si wi, klas lan/yo _____

Nan yon Pwogram Edikasyon Lakay: Wi _____ Non _____

Si repons lan se wi, dat li te frekante l: _____ / _____ / _____ rive _____ / _____ / _____

Nan pwogram elèv eksepsyonèl (Exceptional Student Education ESE): Wi _____ Non _____ (Make IEP an)

Elèv Douwe Wi _____ Non _____ (Make EP an)

Nan yon lekòl ansèyman spesyalize Magnet School: Wi _____ Non _____

Nan yon plan 504: Wi _____ Non _____ (Make Plan 504 lan)

Nan yon pwogram anglè kòm 2yèm lang ESOL: Wi _____ Non _____

Mete deyò nan lekòl: Wi _____ Non _____

Kondane pou yon krim: Wi _____ Non _____

Enfòmasyon sou paran yo:

Manman: _____ Nimewo selilè: _____

Non: Siyati, Prenon

Imèl Manman: _____ Imèl Papa: _____

Papa: _____ Nimewo selilè: _____

Non: Siyati, Prenon

Eta Sivil paran yo (fakiltatif): Marye _____ Divòse _____ Vèv(vèf) _____ Lòt _____

1. Endike avèk kiyès elèv lan ap viv:

_____ Toulede Paran, _____ Manman, _____ Papa, _____ Granparan, _____ Paran fanmi dakèy, _____ Fwaye gwoup

2. Endike si elèv lan san domisil fiks: _____ Wi _____ Non

3. Endike si elèv lan gen asirans sante:

_____ Medicaid _____ Healthy Kids/Kid Care _____ Prive _____ Pa Genyen

4. Eske paran/respondab lan te travay nan agrikilti oubyen lapèch? _____ Wi _____ Non

5. Eske elèv lan anba gad fizik paran/respondab lan (Minè Non-Akonpaye)? _____ Wi _____ Non

6. Eske gen Manda yon Tribunal ki entèdi pou youn oubyen lòt nan paran yo al chèche timoun lan lekòl
_____ Wi _____ Non Si repons lan se wi, remèt lekòl lan yon kopi Manda sa a.

7. Eske paran yo pataje dwa avèk responsabilite paran oubyen gen dwa ak responsabilite konjwen?
_____ Wi _____ Non _____ NA

8. Eske youn oubyen lòt paran an gen otorite pou pran desizyon final sou kestyon edikasyon elèv lan?
_____ Wi _____ Non

Si repons lan se wi, mete kiyès nan paran yo _____

9. Eske gen yon Manda Pwoteksyon Pwovizwa (*Temporary Restraining Order*), Manda Pwoteksyon
Pèmanan (*Permanent Restraining Order*), Manda ki entèdi komunikasyon (*Order of No Contact*),
oubyen lòt Manda ki soti nan Tribunal epi ki limite oubyen afekte aksè yon moun ta gen avèk elèv lan;
sa kapab enkli yon paran tou?

_____ Wi _____ Non

Si repons lan se wi, remèt lekòl lan yon kopi manda sa a ki soti nan tribunal.

Enfòmasyon ki pi wo la a korèkt epi li konplè, selon sa mwen konnen. Si ta gen yon chanjman nan non, adrès,
oubyen nimewo telefòn, mwen pral avize pèsonèl lekòl lan anvan dis (10) jou pase apre chanjman an. Mwen
byen konprann elèv yo ki gen paran ki revele, apre yon bonjan envestigasyon, yo te remèt enfòmasyon ki fwodile,
pral imedyatman mete l deyò nan lekòl lan. Mwen byen konprann se pou mwen remèt Prèv de Kote mwen Rezide.

Non an lèt detache: _____ Siyati: _____

Dat: _____



**FRANKLIN ACADEMY
KONTRA PARAN-LEKÒL
ANE SKOLÈ 2016-2017**

Kontra sa a ant **Paran an/yo epi/oubyen Responsab lan/yo** ki gen responsabilite elèv Franklin Academy an ki gen non li make anba an stipile angajman tout fanmi Franklin Academy yo dwe pou yo pran. Nan Franklin Academy, konviksyon nou se yon anviwonman ki gen sekirite ak disiplin se yon eleman esansyèl nan pwogram edikasyon nou an. Devwa pou yo founi kalite anviwonman sa a, epi an menm tan devlope konesans, atitud avèk responsabilite pèsonèl lakay elèv yo, ankre nan chak moun nan pèsonèl lan epi nan chak elèv. Chak paran epi/oubyen responsab gen pou li jwe yon wòl aktif pou sipòte plan sa a. Pou chak elèv kapab aprann kijan pou li vin yon sitwayen responsab, se pou paran yo, responsab yo epi pèsonèl lekòl lan travay ansanm pou kreye bonjan anviwonman pou aprantisaj epi bay egzant avèk aksyon epi konpòtman ki pozitif. Se konsa tout elèv Franklin Academy gen egzijans pou fè Paran li an/yo epi/oubyen Responsab li an/yo pase kontra sa a ki etabli egzijans yo mande tout fanmi nan Franklin Academy.

1. Kestyon Kontra avèk Afè Finansye

a. Se pou Paran an/yo epi/oubyen Responsab lan/yo ki gen responsabilite chak elèv Franklin Academy siyen Kontra sa a chak ane skolè epi kontra an fè pati de egzijans pou enskripsyon nan lekòl lan.

b. Se pou tout obligasyon finansye pou tout ane presedan nan lekòl lan satisfè anvan 1^{ye} me nan kalandriye ane aktyèl lan. Akseptasyon elèv lan pou ane skolè ki swiv yo fèt anba kondisyon pou dispozisyon sa a respekte.

c. Youn nan responsabilite fanmi chak elèv yo selon kontra sa a se peye nan dat ki prevwa yo tout balans lajan yo dwe Franklin Academy (pa egzant balans sou peman kantin lan, chaj pou lè yo vin chèche elèv lan an reta, chaj pou chèk ki retounen ba yo). Se pou sa, mwen/nou pral fè peman sa yo nan dat ki deziye yo.

d. Mwen/nou konvni ekspreseman pou pitit mwen pa gen otorizasyon pou li patisipe nan okèn ativite paraskolè (pa egzant, pwomnad, bal, spò, klòb paraskolè) si genyen yon balans ki pako peye bay Franklin Academy sou kont pitit mwen

2. Kestyon Akademik

a. Mwen/nou dakò pou nou kenbe tèt nou enfòme sou edikasyon pitit mwen epi pran responsabilite pwogrè akademik pitit mwen. Mwen/nou dakò pou nou mentni komunikasyon avèk lekòl lan. Pou fè sa mwe/hou pral li touswit nenpòt avi pitit mwen resevwa nan lekòl lan, epi ki kapab rive lè pitit mwen remèt avi an de la men a la men, pa lapòst oubyen pa imèl. Mwen/nou dakò tou pou nou reponn komunikasyon sa yo nan yon fason ki konvnab.

b. Mwen/nou dakò pou nou siveye pwogrè akademik pitit mwen a travè PowerSchool, epi a travè lòt komunikasyon ant lekòl avèk lakay (pa egzant ajanda, sit entènèt pwofesè yo, epi dosye ebdomadè). Mwen/nou pral kominike avèk pwofesè yo osijè de pwogrè akademik pitit mwen selon nesesite an, oubyen jan lekòl lan mande sa. .



3. Prezans ak Transpò

a. Mwen/nou pral veye pou ptit mwen rive lekòl a lè, pase tout jounen lekòl lan, epi li pa absan san rezon ki jistifye. Mwen/nou pral siveye prezans ptit mwen nan lekòl epi tout reta pou mwen kapab si li respekte tout egzijans Eta an sou prezans nan lekòl.

b. Mwen/nou pral bay ptit mwen transpò pou ale epi pou soti nan lekòl lan si sistèm transpò lekòl lan, ki limite, pa kouvari zòn mwen an.

c. Mwen/nou pral depose ptit mwen nan kote epi fason lekòl lan deziyen. Ptit mwen pral depoze lekòl a lè pou li kapab rive nan saldeklas li lè klas homeroom lan kòmanse.

Pi presizeman: (*Se pou Paran/Responsab lan mete lèt inisyal non li pou chak règleman*)

- Pa Depoze anvan Lè – Mwen/nou pap depoze ptit mwen/nou anvan lè ki te deziyen an pou klas timoun lan, menm jan politik lekòl lan detèminen sa.
Paran/Responsab: _____
- Pa Stasyonan andeyò Kanpis lan – Mwen/nou pap al chèche ni depoze ptit mwen nan yon kote ki pa sou kanpis lan epi fè ptit mwen mache pou ale nan/kite lekòl lan. (pa egzanp, pa stasyonan nan pakin magazen oubyen katye ki nan zòn lekòl lan, pou fèt ptit mwen mache pou li ale nan oubyen kite lekòl lan; pa stasyonan ilegalman)
Paran/Responsab: _____
- Pa rive anvan lè ki deziyen pou chak klas yo pou vin chèche timoun yo (sètadi pa anpile machin nan lari lekòl lan) Paran/Responsab: _____
- Pa stasyone andeyò kanpis lekòl lan pou Paran mache vin chèche timoun yo – Mwen/nou pap stasyone andeyò kanpis lan epi mache pou al nan lekòl lan pou vin chèche ptit mwen/nou lè lekòl lage. Paran elèv yo ki enskri kòm timoun ki al lekòl a pye oubyen sou bisiklèt dwe pou yo mache/ale a bisiklèt pou rive jis lakay yo lè yo vin chèche ptit yo.
Paran/Responsab: _____
- Viyèt pou Dash machin – Mwen/nou pral genyen viyèt sou dash lan vizib pandan tout tan mwen/nou sou kanpis lan lè lekòl lage. Viyèt lan pral gen koulè korèkt lan epi li pral endike non avèk klas ptit mwen.
Paran/Responsab: _____
- Telefòn mobil entèdi nan liy machin yo – Mwen/nou byen konprann sa entèdi pou moun itilize telefòn mobil nan liy machin yo pandan nap depoze oubyen vin chèche timoun paske se yon pwoblèm pou sekirite ki mete paran yo, pèsonèl lan avèk elèv yo an danje.
Paran/Responsab: _____
- Mwen/nou byen konprann okèn timoun pap gen pèmisyon pou li ale lakay li apye/sou bisiklèt si li pa remèt yon fòmilè "Rejistrasyon Pyeton/Bisiklèt" ki deja ranpli. Mwen/nou byen konprann tou, yon fwa yon fòmilè "Rejistrasyon



Pyeton/Bisiklèt" fin ranpli, se pou ptit mwen rive jis lakay nou a pye oubyen sou bisiklèt epi se pa pou pèsòn vin chèche li an machin sou wout lakay li.

Paran/Responsab: _____

- Mwen/nou konvni ekspreseman peryòd pou "Lekòl lage/Siyen pou soti anvan lè" an fini a 1:45 chak jou gen lekòl epi okèn timoun pral soti lekòl lan anvan lè apre lè sa a. Paran yo pap pwograme randevou ki mande pou elèv yo soti lekòl anvan lè sa a. Paran/Responsab: _____

4. Kòd Kondwit

a. Mwen/nou dakò pou nou respekte direktiv fonksyonman lekòl lan (sètadi règleman ak pwosedi pou jan yo depoze epi vin chèche timoun yo, soti lekòl anvan lè, egzijans kòd vestimantè an).

b. Mwen/nou dakò pou nou achte inifòm lekòl yo selon egzijans yo pou ptit mwen nan magazen ki deziyen yo e sèlman nan magazen ki deziyen yo epi pou mwen veye pou ptit mwen an/yo abiye avèk inifòm lekòl lan chak jou (sa gen ladan l soulye, kwafi, chosèt, jakèt epi sentiwon ki konvnab). Mwen/nou dakò pou ptit mwen pa mete vètman l pa gen apwobasyon pou li vin lekòl.

c. Mwen/nou dakò pou nou bay manje a midi oubyen achte manje a midi pou ptit mwen nan men founisè an ki gen apwobasyon lekòl lan.

d. Mwen/nou byen konprann gen yon kòd pou kondwit pou tout elèv nan lekòl lan. Mwen/nou responsab pou veye pou ptit mwen byen konprann direktiv avèk atant pou yo montre respè, koutwazi epi politès bay tout kominote Franklin Academy an.

e. Mwen/nou ekspreseman dakò pou nenpòt aksyon ki make pi ba yo, si mwenmenm oubyen ptit mwen fè yo, sa kapab genyen kòm rezulta pou yo mete ptit mwen deyò nan Franklin Academy epi ptit mwen kapab pèdi privilèj pou li enskri nan lavni nan lekòl lan:

(Se pou e Paran/Responsab e Elèv lan mete lèt inisyal non yo akote chak aksyon)

(1) Konpòtman oubyen aksyon ki deranjan epi ki reprezante yon menas oubyen danje pou limenm oubyen nenpòt lòt moun;

Paran/Responsab: _____ Elèv: _____

(2) Pran yon twazyèm retni oubyen sispansyon nan lekòl lan;

Paran/Responsab: _____ Elèv: _____

(3) Entimide lòt timoun, oubyen temwen entimidasyon yon timoun san rapòte sa bay yon moun nan pèsonèl Franklin Academy an;

Paran/Responsab: _____ Elèv: _____

(4) Andomaje oubyen detwi byen ki apatni a lekòl lan;

Paran/Responsab: _____ Elèv: _____



(5) Pote nenpòt zam, oubyen menase yon moun avèk yon zam (menm si timoun lan pa gen zam lan nen men li menm);

Paran/Responsab: _____ Elèv: _____

(6) Move konpòtman, oubyen kreye kondisyon ki mete moun an danje, swa nan lekòl lan oubyen nan otobis lekòl lan;

Paran/Responsab: _____ Elèv: _____

(7) Falsifye nenpòt dokiman yo remèt lekòl lan, oubyen pa bay enfòmasyon ki konplè epi korèkt jan sa egzije nan fòmilè lekòl lan bay.

Paran/Responsab: _____ Elèv: _____

(8) Mwen/nou byen konprann si mwen/nou pa respekte kòd vestimantè an sa pral anpeche pitit mwen enskri ankò nan lavni nan Franklin Academy (sètadi koulè cheve ki pa nòmal, chemiz ki pa antre nan pantalon/jip, pa mete sentiwon oubyen soulye ki gen apwobasyon lekòl lan, ets.)

Paran/Responsab: _____ Elèv: _____

5. Pwogram Sèvis Lekòl

a. Mwen/hou byen dakò pou chak nan nou patisipe nan pwogram sèvis lekòl lan epi mwen/nou pral konbribye 20 èd tan sèvis bay lekòl lan pandan ane skolè an pou premye pitit mwen ki enskri nan lekòl lan. Mwen/nou pral konbribye anplis 10 èdtan sèvis si mwen/nou gen plis pase yon timoun ki enskri nan lekòl lan.

Mwen/nou byen konprann epi dakò Franklin Academy se yon lekòl de chwa. Mwen/nou chwazi pou voye pitit mwen nan lekòl sa a. Si mwen/nou pa respekte dispozisyon ak kondisyon ki dekri pi wo an, mwen/nou dakò pou pitit mwen ranvwaye nan Franklin Academy oubyen mwen/nou pral pèdi privilèj pou enskri pitit mween nan yon ane skolè a lavni.

Non Timoun lan: _____ Klas li: _____

Mwen/nou byen konprann epi nou dakò pou dispozisyon ak kondisyon Kontra sa a lye nou.

Siyati Paran/Responsab

Non a lèt detache

Dat

Siyati Paran/Responsab

Non an lèt detache

Dat



Pèmisyon pou pibliye Foto/Videyo

Nan Franklin Academy, nou akeyi avèk plezi opòtinite pou nou fè pwomosyon reyalizasyon enpòtan elèv nou yo. Silvouplè li sa ki ekri pi ba la yo epi siyen si se sa ki konvni. Retounen fòmilè an bay Franklin Academy.

Mwen bay otorizasyon bay Franklin Academy oubyen bay nenpòt ajan lekòl lan apwouve pouf è foto oubyen videyo pitit mwen pou kapab fè pwomosyon lekòl lan oubyen pou demontre reyalizasyon avèk aktivite lekòl lan. Foto yo kapab parèt sou bwochi, nan sit entènèt lekòl lan, depliyan, pibilisite, ets.

Mwen bay Franklin Academy otorizasyon pou li pibliye oubyen enprime travay sou pitit mwen oubyen travay pitit mwen fè ki fè pwomosyon enterè lekòl lan avèk reyalizasyon li yo.

Wi, mwen bay otorizasyon. _____

Non, mwen pa bay otorizasyon. _____

Non Elèv lan

Siyati Paran oubyen Responsab lan

Dat



KÒD VESTIMANTÈ – ELÈV YO
2016-2017

Mayo

- ❖ Se pou tout elèv yo abiye avèk inifòm ki gen logo lekòl lan.
- ❖ Se pou mayo yo antre nan pantalon/jip epi byen ranje. Se pou mayo yo rete anndan pantalon/jip lan lè elèv lan leve bra li; vant elèv yo pa janm dwe parèt.

Pantalon, Chòt, Skort (jip avèk shot) epi Wòb jumper

- ❖ Se elèv lan mete sèlman pati enferyè inifòm lan ki tonbe byen sou li.
- ❖ Chòt avè skort yo dwe pou yo gen longè ki konvnab epi selon diskresyon direksyon lekòl lan, men se pa pou yo pi long pase yon pouz rive anba jenou an.
- ❖ Se sèlman pantalon, chòt, skort epi wòb jumper ki gen logo lekòl la sèlman pou elèv yo mete.

Manto ak Jakèt

- ❖ Se sèlman manto ak jakèt ki gen logo ofisyèl lekòl la sèlman pou elèv yo mete.
- ❖ Se pou elèv yo mete mayo inifòm lekòl lan anba nenpòt manto ak jakèt.

Sentiwon

- ❖ Elèv yo ki nan 2^{yèm} rive nan 8^{yèm} ane dwe mete yon sentiwon avèk boukl.
- ❖ Yon sentiwon abiye senp ki mawon oubyen nwa (san twou ni klou)
- ❖ Se pou sentiwon yo mete konvnableman nan tout pasan pantalon oubyen shòt la.

Chosèt

- ❖ Blan, nwa, ble marin san desen.
- ❖ Nan mwa kote tan an pi frèt ba blan, nwa oubyen ble marin san desen kapab mete anba skort yo.

Soulye

- ❖ Tenis pou spò.
- ❖ Soulye abiye (stil mokasen oubyen soulye lase)
- ❖ Soulye fèmèn stil Mary Jane pou ti fiy

Chapo

- ❖ Elèv yo pa otorize pou mete chapo anndan batiman lekòl lan.
- ❖ Chapo ki pa gen logo oubyen chapo ki gen logo lekòl lan yo otorize pandan klas kilti fizik ki fèt deyo oubyen pandan rekreyasyon lè elèv yo deyo.

Inifòm pou las Kilti Fizik

- ❖ Se pou elèv yo mete chòt avèk mayo pou kilti fizik (ki gen logo lekòl lan) avèk chosèt ak tenis pou klas kilti fizik yo.
- ❖ Nan mwa kote tan an pi frèt, yo kapab mete pantalon sweatpants (ki gen logo lekòl lan) pou kilti fizik.

Lòt regleman

- ❖ Se pa pou bijou reprezante yon danje pou sekrite, epi se pa pou yo reprezante yon distraksyon. Pou rezon sekrite, se pwen sèlman ki otorize kòm zanno.
- ❖ Limit kantite braslè ki otorize an se twa (3).
- ❖ Se pou tout chèn rantre nan mayo an.
- ❖ Koulè/mèch cheve ki pa natirèl entèdi.
- ❖ Se pa pou kwafi avèk stil cheve yo distrè elèv yo e direksyon lekòl lan gen diskresyon pou otorize oubyen entèdi yon kwafi (pa egzanp koup mohawk oubyen kwafi pikan ets.)
- ❖ Se pou kwafi an byen ranje e se pa pou cheve an tonbe sou figi elèv lan.
- ❖ Nenpòt piercing ki pa yon twou zanno nan chak zorèy entèdi.
- ❖ Nenpòt vètman ki chire oubyen ize entèdi.
- ❖ Entèdiksyon pou pote linèt solèy anndan saldeklas yo.
- ❖ Badj idantite pou klas middle school/high school yo dwe pann nan kou elèv lan avèk yon kòdon lekòl lan bay. (Elèv yo gen pou yo peye \$8 pou chak kat idantite epi chak kòdon yo pèdi)

** Se nan magazen ki apwouve an sèlman pou tout acha inifòm fèt. **

Siyati Paran _____ Dat _____

Demand pou Transpò

Franklin Academy pral founi yon sèvis otobis ki limite pou elèv ki elijib yo pou ane skolè 2016-2017 lan. Transpò nan otobis lan konsi ann akò avèk direktiv pou transpòKomisyon Skolè (*School Board*) lan nan konte an. Tout lekòl piblik yo gen bòn transpò ki limite ki etabli selon direktiv sa yo.

Wout yo, lè yo vin chèche epi lè avèk kote yo depoze timoun yo pral etabli anvan kòmansman ane skolè an. Lè eleman sa yo finalize, ou pral resevwa yon avi sou kote sa yo, si pitit ou an/yo kalifye.

Elèv ki kalifye yo pral resevwa yon Kat abonman otobis yon fwa transpò an apwouve. Okèn elèv pap transpòte nan otobis si li pa gen kat abonman otobis li nan men l.

Pou ranpli yon demand pou transpò, silvouplè retounen nan paj “Campus” lan, seleksyone “Enskripsyon” nan ba meni ki akote an, seleksyone lyen li bay lan pou soumèt yon *demand pou transpò*.

Konpayi transpò an pral kontakte ou yon fwa tout done yon konpile epi elijibilite elèv lan detèmine.

Mèsi.



Kestyonè sou Lang ki pale Lakay
2016-2017

Non Elèv lan:

Siyati	Prenon	Dezyèm Prenon.
--------	--------	----------------

Etnisite: Eske elèv lan gen orijin Ispanik, Latinoameriken oubyen Panyòl? Wi _____ Non _____
 Ras: B _____ N _____ A _____ AM/IND _____ HAW/IP _____

(Blan) (Nwa oubyen Afwoameriken) (Azyatik) (Amerendyen/Natif Alaska) (Natif Awayi/lòt abitan II Pasifik)

Lekòl presedan _____

Lekòl prive? Wi _____ Non _____ Si repons lan se Wi, ki Lekòl? _____

Piblik nan Florid? Wi _____ Non _____ Si repons lan se Wi, ki Lekòl? _____

Konte _____ Andeyò Florid? Wi _____ Non _____

Si repons lan se Wi, ki Lekòl? _____ Vil _____

Eta _____ Peyi _____ Make Youn: Piblik _____ Prive _____ Lòt _____

Mete yon mak sou liy lan pou reponn chak kestyon ki pi ba yo:

1. Èske paran yo nan kay lan pale yon lang ki pa Angle?

Wi _____ Non _____

2. Èske elèv lan gen yon lang matènèl ki pa Angle?

Wi _____ Non _____

3. Èske elèv lan pale pi souvan yon lang ki pa Angle?

Wi _____ Non _____

Si repons lan se wi, ki lang? _____

Siyati Paran/Responsab _____ Dat _____

Selon repons ou bay nan kestyonè sa a, pitit ou kapab fè yon evalyasyon pou plase li nan yon pwogram ESOL pou aprenan anglè kòm dezyèm lang.



Kestyonè sou Gadri apre jounen Lekòl

Franklin Academy etabli yon patenarya avèk konpayi After School Connections pou founi yon pwogram paraskolè ki anrichisan epi ki garanti sekirite timoun yo. Nou ofri ativite paraskolè ki fèt anndan epi deyò, STEAM, SPARK, peryòd pou etid, spò ann ekip epi anpil lòt aktivite nan yon aviwonman ki pwodiktif epi ki bay sekirite.

After School Connections fonksyone chak jou gen lekòl, e menm pandan jou lekòl lage bonè, li genyen tou kan pandan vakans prentan, ete epi ivè an jis 6:00 nan aswè. Politik nou yo, orè an avè dosye rejistrasyon an disponib sou entènèt. Silvouplè vizite sit nou an nan adrès:

www.afterschool-connections.org.

Silvouplè make repons yon ki konvni pi ba an epi retounen fèy sa a avèk dosye enskripsyon nan lekòl lan.

- Mwen gen entansyon itilize sèvis gadri apre jounen lekòl fini an. (*Si repons lan se wi, silvouplè ranpli dosye rejistrasyon an ki disponib sou entènèt nan adrès www.afterschool-connections.org epi voye li ansanm avèk peman Rejistrasyon an pou kenbe plas pou pitit ou patisipe nan pwogram lan. Se pou peman yo fèt sou entènèt oubyen pa chèk ki fèt nan non: After School Connections.*)
 - Kanpis Boynton Beach
 - Kanpi Cooper City
 - Kanpis Palm Beach Gardens
 - Kanpis Pembroke Pines (K-8)
 - Kanpis Sunrise
- Mwen pa gen entansyon sèvi avèk gadri apre jounen lekòl lan fini.

Silvouplè ekri non tout pitit ou yo:

Non Elèv _____ Pral antre nan Klas _____

Non Elèv _____ Pral antre nan Klas _____

Non Elèv _____ Pral antre nan Klas _____

Non Paran _____ # Telefòn: _____ Dat _____

ORGANIZATIONAL PERFORMANCE

A. Facilities Compliance

Construction of the School was completed in 2016. The spacious 40 acre campus is located at 5000 SW Terrace in Pembroke Pines, and has the capacity to serve 2,600 students in grades 6 – 12. Currently the School is co-located upon the campus with Franklin Academy Pembroke Pines High School (5142). The newly constructed 125,000 foot state of the art facility includes classroom, specialty rooms for music, art, computer labs, multipurpose rooms, and gymnasium with lockers. The School's students enjoy a spacious campus with athletic fields and jogging paths with fitness stations located throughout. The School's facility construction complies with all applicable laws and codes. The School adheres to the State of Florida, Broward County Public Schools, educational facility requirements, as applicable, and the State Uniform Building Code for Public Educational Facilities. Annual fire, safety and health inspections are conducted and addressed accordingly to ensure continual compliance is maintained as mandated by Florida Statute 1013.12.

B. Health and Safety

Enrollment at the School is subject to compliance with the provisions of Section 1002.33, F.S., concerning school entry health examinations and immunizations. The School complies with all applicable state and/or federal laws pertaining to the health, safety and welfare of students. The School annually updates and maintains a comprehensive Emergency/Crisis Plan to ensure the safety and security of all students, parents, faculty and staff residing on campus. All faculty and staff members are trained annually and regularly participate with their students in drills. Emergency preparedness drills include, but are not limited to, fire, tornado and emergency lockdown. Health Inspections conducted and recorded annually have been met with success. The school kitchen, clinic, ADA machines, restrooms, water and sewer are well maintained and have consistently adhered to all applicable codes and laws as noted on annual health inspection reports on file with the District. The School's Comprehensive Emergency/Evacuation Plan is set forth on the following pages.



SCHOOL CRISIS PLAN

2016-2017

ABSTRACT

Contains all emergency information, prevention preparedness and procedures.

**Pembroke
Pines MS/HS**



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General Information

<u>School Numbers</u>	<u>Student Count</u>
Franklin Academy Grades 9-10 #5142	
Franklin Academy Grade 6-8 #5046	

HIGH SCHOOL	
7:35:00 AM	Classroom Doors Open
7:40:00 AM	Warning Bell
7:45-8:40 AM	Homeroom/1st Period
8:45-9:40 AM	2nd Period/Announcements
9:45-10:35 AM	3rd Period
10:40-11:05 AM	LUNCH A
11:10-12:00 PM	4th Period B
10:40-11:30 AM	4th Period A
11:35-12:00 PM	LUNCH B
12:05-12:55 PM	5th Period
1:00-1:50 PM	6th Period
1:55-2:45 PM	7th Period
2:45:00 PM	First Dismissal

MIDDLE SCHOOL	
8:35:00 AM	Classroom Doors Open
8:40:00 AM	Warning Bell
8:45-9:40 AM	HR Annoucements/1st Period
9:45-10:35 AM	2nd Period
10:40-11:30 AM	3rd Period
11:35-12:25 PM	4th Period
12:30-12:55 PM	Lunch A
1:00-1:50 PM	5th Period B
12:30-1:20 PM	5th Period A
1:25-1:50 PM	Lunch B
1:55-2:45 PM	6th Period
2:50-3:45 PM	7th Period/HR Forms
3:45 PM	Second Dismissal

Emergency Communication

Campus Security – Broward Sheriff’s Office Department Detail Officers

Fire – Broward Sheriff’s Office Department of Fire Rescue, (954) 831-8200

Automated External Defibrillator (AED) Machine – main lobby, gym & cafeteria

Emergency Kit/Location – Clinic (Room 179) and gym (Coach’s office)

Threat Assessment Personnel – Safe Team: Nurse, Administration, Administrative Assistant to the principal, Guidance Counselors, Coaches, and Curriculum Specialist.

CPR/Heimlich Personnel - Safe Team: Nurse, Administration, Administrative Assistant to the principal, Guidance Counselors, Coaches, and Curriculum Specialist.

Administer Epi-Pen – Safe Team: Nurse, Administration, Administrative Assistant to the principal, Guidance Counselors, Coaches, and Curriculum Specialist.

Emergency Drill Planned Fire Drill – Monthly Tornado Drill – Two times a year Lockdown Drill – Two times a year

Emergency Communication

School	Franklin Academy Charter School-Pembroke Pines MS/HS
Consulted SIU Website for Emergency Communications updates?	Teacher Pre-Service Week in August
Reviewed Emergency Communication Procedure with staff?	Yes
Public announcement system fully operational?	Yes
Are hand held radios operational for emergency staff?	Yes
Are megaphones operational?	Yes
If electrical power, school telephones and primary communication is interrupted, what alternative procedures are available?	After teachers take attendance, they display a green card indicating 100% attendance communication or a red card indicating an issue. Administrators use cell phones.
Trained person 1 in Parent Link system	Dr. Arlene Valdes
Trained person 2 in Parent Link system	Mrs. Astrid Ortiz-Rivera

Prevention Preparedness

School	Franklin Academy Charter School-Pembroke Pines MS/HS
Behavioral Emergencies	Staff member notifies administration. Administration contacts guidance counselor. Student is removed from situation. Parent is contacted.
Bomb Threat	Code Black is called. Police are notified and building is evacuated.
Chemical Biological	Code Brown is called. Police and/or fire department is called. Verify all doors are locked and remain in current location until all clear is given.
Civil Disturbance	Code Yellow is called. SAFE team is activated. No movement in building other than by SAFE team members and law enforcement if necessary.
Crisis Intervention	SAFE team is activated. Law enforcement is called and dispatched to the location. The building is either put in lockdown or evacuated as needed.
Fire	Fire alarm is sounded and building is evacuated. Fire department is dispatched.
Hazardous Materials	Chemicals are locked in a specifically designed cabinet for flammable materials. There are instructions and posters in the science lab informing students of the proper handling of chemicals
Illness Injury	Parents are notified. Paramedics are called if necessary. Nurse accompanies student to the hospital.
Medical emergencies	Code Blue is called. Parents are notified. Paramedics are called if necessary. Nurse accompanies student to the hospital.
School Bus	Incident is reported to AIA Transportation. They contact the authorities and school. School administrator goes to scene to assess situation.
Student Sign-In/Out	Parents sign students in late and out early in the main lobby.
Visitor Intruder	Administration is notified. School is put on lockdown. Resource officer is notified. Resource officer notifies police.
Weapons Found	Administration is notified. Resource officer is notified. Resource officer notifies police. SAFE team is activated.
Weather Emergencies	Parents are notified via Parent Link of any weather emergencies. School follows Broward County Public Schools regarding school closings.
Total square footage of campus?	161,215 square feet

Number of floors for instructional or administrative building?	3
Number of stairwells in administrative building?	4
Describe location of campus elevators	Lobby (1 st , 2 nd & 3 rd floor)
Number of portables and/or modular	0
Where is electrical control panel for administrative building?	267A
Where is the fire box in the administrative building?	1st Floor Lobby
Where are the chemicals/controlled substances used for science lab?	Locked in cabinet in Science Lab
Where are the hazardous materials used by custodians?	1 st Floor Custodial Closet Room 4A
Do building(s) have CCTV/Video Surveillance System?	Yes
Where is the camera monitoring station located?	1 ST Floor, Room 152 & Admin Wing via Online Network
How many cameras are on the school campus?	252
What areas do the cameras monitor?	Interior and exterior of school
What type of recording device is used?	DVR

Administrator Name	Dr. Arlene Valdes
Administrator Phone	954-559-5819
Emergency Contact Name	Astrid Ortiz-Rivera
Emergency Contact Phone	917-631-3870
Agencies that use your facility	N/A
Emergency procedures told to parents	Yes- online Parent Handbook and Registration Package
First Aid supplies location	Main Reception, 1 ST Floor Nurse's Office, Gym
List of special needs students	ESE specialist's Rm 184
Emergency plan	Yes -Same as school
Location map for after school activities	Yes, Athletic Director and Activities Director
Employees know of Emergency Preparedness Manual	Yes
Contact for coordinating counseling efforts	Mrs. Diane Showalter



Emergency Packet

Purpose: The emergency packet is to provide all school staff with a quick and easy to locate reference guide for all emergency codes and procedures. In addition, substitute teachers and district employees, who are on campus during a critical situation, will have emergency procedures available in every room (evacuation maps, teacher and sub binders) throughout the facility.

Classroom teachers will attach a copy of their class roll to this packet.

Included on packet:

- List of all codes by color
- Evacuation instructions
- Specific instructions procedures for each code
- Lockdown emergency card instructions
- Red and green Emergency Cards
- Safe Team member list
- Tornado Drill Procedures
- Fire Drill Procedures
- Class rolls (if in a classroom location) for each class

Evacuation routes maps are posted at the exit of each room.

Location of packet:

The packet should be placed in teacher's binder (or other easily accessible location).

Education:

The emergency packet and procedures will be reviewed with all staff and students.

District

EMERGENCY / SECURITY COLOR CODES

CODE RED

FULL LOCKDOWN

(Threat/Incident)

No movement in the building other than by police and/or fire personnel.



CODE YELLOW

LOCKDOWN

(Threat/Activate SAFE Team)

No movement in the building other than by the SAFE (Staff Assistance For Emergencies) members and others specifically authorized to move in the building.



CODE BROWN

SHELTER IN PLACE

(Evacuation/Lockdown)

A chemical threat/incident to the facility. Verify that doors are locked and remain in current location until advised by administration and/or law enforcement coordinators.



CODE BLACK

BOMB THREAT

(MANDATORY EVACUATION)

Listen for PA announcement. Mandatory school and SAFE team activation of the entire faculty.



CODE ORANGE

EVACUATION

(Mandatory for Everyone)

All persons leave the building according to established routes, or to specific instructions provided by administration and/or law enforcement coordinators.



CODE BLUE

CALL 911

(Medical Emergency)

Including, but not limited to, asthma attack, broken bone(s), choking, fainting, seizure, severe chest pain, or severe laceration.



CODE GREEN

ALL CLEAR

(Threat Gone)

All clear, free to resume normal operations.

Code Definitions

An Emergency is an unstable or crucial situation that requires immediate action to prevent or minimize a highly desirable outcome. Critical Incidents are events or incidents that will most likely require the initiation of a school wide "Code Alert".

The following emergency system was devised to provide school staff with standardized method to alert staff and students to an emergency. By standardizing the emergency response in every school, all staff members regardless of their assignment and duties will have a common base of knowledge during an incident.

Code Red (No Movement)	<p>Threat/Incident to the facility when the best course of action is to keep everyone in place to include the School SAFE Team. The following are sample incidents that could occur but not limited to:</p> <ul style="list-style-type: none"> • Drive By Shooter • Outside Disruption • Terrorist Threat
Code Yellow (SAFE Team React/Limited Movement)	<p>Threat/Incident to the facility, when the best course of action is to keep everyone in place but requires the School SAFE Team or others depending on situation to react. The following are sample incidents that could occur but not limited to:</p> <ul style="list-style-type: none"> • Neighborhood Robbery • Suspect in Neighborhood • Police Directed
Code Brown	<p>Threat incident within the facility where the best course of action is to implement the school Shelter-In-Place place</p> <ul style="list-style-type: none"> • Accidental Chemical or toxin release • Chemical, Biological, radiological, Nuclear and High Yield Explosive
Code Blue	<p>Incident where the best course of action is to notify SAFE Team of a medical emergency.</p>
Code Black	<p>Evacuate Facility</p> <ul style="list-style-type: none"> • Fire • Gas Leak • Bomb(s) detected or exploded • Bomb Threat
Code Green	<p>All clear return to classrooms and resume normal activities</p>
Code Orange	<p>Evacuate: when a situation warrants beyond previous codes</p>

SPECIAL EMERGENCY INSTRUCTION

CODE RED PROCEDURES (Lockdown NO MOVEMENT)

Teachers **MUST** adhere to the following:

1. **Immediately** check the hallway outside your classroom door for any students in the area and bring them into your classroom.
2. **Secure** & Verify that all classroom doors are locked.
3. **Sit students out of sight of the door/windows**
4. **Care for emotionally, medically fragile students.**
5. **Allow no one to leave the secure area.**
6. Take attendance.
7. Place the appropriate emergency card in the window of your door:
 - a. **Green:** Room has no problem.
 - b. **Red:** Need assistance.
8. Call Main Office to notify administration if you have any additional students in your classroom or if you are missing any students.
9. Please put the names of missing/extraneous students on the Potential Problem form if possible. Place this form under your door, into the hallway.
10. There should be **no talking in the classroom** in order to listen for specific instructions that may come over the public address system.
11. Students should be moved where they cannot be seen from the doorway window.
12. Review the emergency evacuation route with the students in your classroom in case there is an evacuation.
13. Wait for specific instructions from POLICE, FIRE, or ADMINISTRATIVE PERSONNEL.
14. Do not open your classroom door for anyone. If they have a need to be in the classroom, they will have the key.
15. **REMAIN IN LOCKDOWN MODE UNTIL A RECOGNIZED SCHOOL STAFF PERSON DIRECTS YOU TO RESUME NORMAL ACTIVITIES. A CODE GREEN WILL BE GIVEN.**

***NO TEACHING TAKES PLACE DURING A CODE RED**

CODE RED CAFETERIA PROCEDURES:

All students are to move away from windows and doors into non-visible areas. The cafeteria monitors will turn off the lights. Teachers who are in the vicinity are asked to assist, if possible, in the cafeteria. Teachers are not expected to put themselves in danger in the process of getting to the cafeteria.

CODE RED PROCEDURES (Lockdown *NO MOVEMENT*)

School	Franklin Academy Charter School-Pembroke Pines MS/HS
When is Staff Development provided to faculty to review lockdown procedures?	Teacher Planning Week in August Review at monthly faculty meetings
List dates (1 required) of staff development	8/09/2016
Substitute teachers informed of lockdown procedures?	Yes, during substitute training.
Describe plan for informing substitutes	Lockdown procedures are included in the Faculty Handbook and Emergency Plan which are in the teacher's binder. These are located in every classroom and in all offices throughout the building. Substitute teachers are informed of all information during the substitute training.
Students informed of lockdown procedures?	Yes
Describe plan for informing students	Teachers instruct students on procedures during the first week of school and review throughout the year.
Parents informed of lockdown procedures?	Yes
Describe plan for informing parents	Newsletters, Parent Link notification system, other
Collaboration with Fire Dept. for lockdown?	Yes
Collaboration with Police Dept. for lockdown?	Yes
Collaborated with SIU regarding lockdown procedures?	Yes
School administration knows to file "After Action Report" (AAR) within 72 hours to Area Office and SIU Investigator?	Yes

In order to contact the critical response team during the initial phase of a **LOCKDOWN** the color coded cards supplied to you will be used to report the following conditions:

GREEN CARD

All students are present in your classroom and no immediate problem exists.

RED CARD

This card indicates you have concerns in your classroom, which require assistance and/or immediate attention.

POTENTIAL PROBLEM FORM

The form is to be completed if there are missing or extra/additional students in your classroom. Slide this paper under your door, into the hallway.

PUT THE APPROPRIATE CARD ON YOUR DOOR
THIS PERMITS THE RESPONSE TEAM TO QUICKLY EVALUATE THE AREA.

NO CARD ON THE DOOR WILL INDICATE
TO THE RESPONSE TEAM THAT
YOU HAVE AN EMERGENCY SITUATION!

SPECIAL EMERGENCY INSTRUCTION

CODE YELLOW PROCEDURES (Lockdown)

Teachers **MUST** adhere to the following:

1. Immediately check the hallway outside your classroom door for any students in the area and bring them into your classroom.
2. Verify that all classroom doors are locked.
3. Take attendance to verify that all students in your class are accounted for.
4. Place the appropriate emergency card in the window of your door:
 - a. **Green:** Room has no problem.
 - b. **Red:** Need assistance.
5. Call Main Office to notify administration if you have any additional students in your classroom or if you are missing any students.
6. Please put the names of missing/extraneous students on the Potential Problem form if possible. Place this form under your door, into the hallway.
7. There should be **no talking in the classroom**, except for teacher instruction, in order to listen for specific instructions that may come over the public address system.
8. Review the emergency evacuation route with the students in your classroom in case there is an evacuation.
9. Wait for specific instructions from POLICE, FIRE, or ADMINISTRATIVE PERSONNEL.

***Teaching may continue once the classroom has been secured. They are to remain with students at all times, in preparation for a change into a CODE RED.**

CODE YELLOW CAFETERIA PROCEDURES:

Teachers are to escort their classes to the cafeteria and eat with the students. This is so we can adequately switch into CODE RED if necessary.

SPECIAL EMERGENCY INSTRUCTION

CODE BROWN PROCEDURES (Listen for PA Directive)

This is a chemical incident

Teachers MUST adhere to the following if in Lockdown situation:

(OTHERWISE EVACUATE AS PLANNED)

1. Listen for PA announcement to lockdown or evacuate the building.
2. If directed to evacuate - follow fire evacuation procedures
3. If directed to lockdown – follow code yellow procedures

DO NOT allow students to go to any other area.

- e. Wait for specific instructions from police, fire or administrative personnel.

CODE BLACK PROCEDURES (EVACUATE)

Teachers *MUST* adhere to the following:

1. Visually scan your classroom. Notify administration or main office immediately if there is any suspicious item, package, box, etc. in your classroom that you do not recognize.
2. Take your plan book and the emergency evacuation packet off the wall next to the exit door as you leave the room and verify that everyone is out of the classroom.
3. Students must take their backpacks with them. (EXCEPT IF YOU ARE ALREADY AWAY FROM THE CLASS)
4. Bring any student found in the hallway with you as you evacuate.
5. Verify that all classroom doors are locked.
6. Scan your exit route for suspicious or unusual packages, bags, etc. and report immediately to police, fire or administrative personnel.
7. Do not use electronic devices as you evacuate with your students.
8. There should be no talking in order to listen for specific instructions.
9. **DURING THE EVACUATION, PLEASE ADHERE TO THE FOLLOWING:**
 - a. Instruct all students to follow you to your designated emergency evacuation area **unless** told by police, fire or administration to go to a different area.
 - b. Once at your designated area, take attendance to verify that all students in your class are accounted for.
 - c. Hold up the appropriate card:
Green: No problem.
Red: Need assistance.
 - d. Teachers **MUST** keep all of their students together and remain with them at **ALL** times.

CODE BLACK PROCEDURES (EVACUATE)

School	Franklin Academy Charter School
When “Staff Development” is provided for off-site evacuation procedures?	Teacher Planning Week in August
List dates (1 required) of staff development	8/9/2016
Substitute teachers informed of evacuation procedures?	Yes, during substitute training
Describe plan for informing substitutes	Evacuation procedures are included in the Faculty Handbook and Emergency Plan which are in the teacher’s binder. These are located in every classroom and in all offices throughout the building. Substitute teachers are informed of all information during substitute training.
Students informed of evacuation procedures?	Yes
Describe plan for informing students	Teachers instruct students on procedures during the first week of school and review throughout the year.
How are parents informed of evacuation procedures?	Newsletters
Describe plan for informing parents	Newsletters, Parent Link Notification system, other
Collaboration with Fire Dept. for evacuation?	Yes
Collaboration with Police Dept. for evacuation?	Yes
Collaborated with SIU regarding lockdown procedures?	Yes
School administration knows to file “After Action Report” (AAR) within 72 hours to Area Office and SIU Investigator?	Yes

SPECIAL EMERGENCY INSTRUCTIONS

CODE ORANGE PROCEDURES (Evacuate)

Teachers MUST adhere to the following:

1. Take your plan book and the emergency evacuation packet as you leave the room and verify that everyone is out of the classroom.
2. Bring in any student found in the hallway with you as you evacuate.
3. Verify that all classroom doors are locked.
4. There should be no talking in order to listen for specific instructions.

5. DURING THE EVACUATION, PLEASE ADHERE TO THE FOLLOWING:

- a. Instruct all students to follow you to your designated emergency evacuation area unless told by police, fire or administration to go to a different area.
- b. Once at your designated area, take attendance to verify that all students in your class are accounted for.
- c. Hold up the appropriate card:

Green: No problem

Red: Need assistance

- d. Teachers **MUST** keep all of their students together and remain with them at **ALL** times.
DO NOT allow students to go to any other area.

- e. Wait for specific instructions from police, fire or administrative personnel.

CODE BLUE PROCEDURES (Modified Lockdown)

Teachers MUST adhere to the following:

1. Notify administration as soon as possible by calling Main Office or send two individuals to notify administration if you are aware of any medical emergency.
2. Be very specific as to the nature of the emergency.
3. Do not move the individual as this may cause more harm.
4. Keep the area clear of students and spectators.
5. Stay with the medical emergency until help arrives.

CODE GREEN PROCEDURES (All Clear)

- All clear, return to normal activities.

Emergency Procedure

EVACUATION CHECKLIST

ITEMS:

- _____ PACKET in binder
- _____ CLASS ATTENDANCE for all periods (printed by teacher)
- _____ DISTRICT EMERGENCY COLOR CODE SHEET
- _____ SPECIAL EMERGENCY INSTRUCTIONS
- _____ STUDENT EMERGENCY CONTACT INFORMATION

EVACUATION INSTRUCTIONS

- If possible, students are **NOT** to leave backpacks in room during a CODE BLACK.
- Scan room for suspicious items.

(DO NOT touch them!)

- Lock the doors when you leave the room.
- **(Teacher should be the last one to leave the room.)**
- Follow the evacuation route (listed on the packet) to your designated assigned area.
- Keep students together at all times.
- Take attendance once you get all students to your designated area.
- Teachers **must** stay with their students at all times.
- **Be alert! Wait for further instructions.**
- **Notify SAFE team if you have an extra student.**
- **Notify SAFE Team** leader of any suspicious items found.
- Indicate issues using RED/GREEN cards.



TORNADO DRILL PROCEDURE

- ALL STUDENTS IN THE CLASSROOM NEED TO KNEEL ON THE FLOOR WITH THEIR HEAD DOWN AND PUT THEIR HANDS POSITIONED BEHIND THEIR HEADS
- ANY STUDENTS OUTSIDE FOR RECESS/PE NEED TO BE BROUGHT INSIDE TO A CLASSROOM.
- CLEAR THE HALLWAY PRIOR TO LOCKING CLASSROOM DOOR.
- ANY CLASSES IN TRANSITION IN THE HALLWAY NEED TO ENTER THE NEAREST CLASSROOM.
- STUDENTS AND TEACHERS MUST KNEEL ON WALL UNDER WHITE BOARDS
- TEACHERS MUST DISPLAY EITHER GREEN OR RED CARD IN WINDOW OF DOOR STUDENTS SHOULD BE SILENT DURING TORNADO DRILL
- TEACHERS NEED TO BE ACTIVE PARTICIPANTS
- ONCE CODE GREEN IS GIVEN, STUDENTS CAN RESUME REGULAR ACTIVITIES.



FIRE DRILL PROCEDURES

FIRE DRILL PROCEDURES:

Teachers:

- All teachers will review evacuation maps posted in classrooms.
- When the fire alarm is activated, all students will exit the room single file, **silently** and follow the designated evacuation route posted in every room.
- Students will leave all their belongings in class.
- Teachers will lead students in a quiet and orderly line out of the building to the Assembly Area.
- **TEACHERS NEED TO BRING RED & GREEN CARDS AND FRANKLIN BINDER WITH THEM**
- Once outside, all teachers will take attendance and hold up the appropriate red or green attendance card. During a fire drill, along with the instructions in the Crisis Plan, please make sure to line up in the designated area in a single line, parallel to other classes.
 - Check to make sure all students are out of the classroom.
 - Close your classroom door.
 - In the Assembly Area, take roll. If you are missing any students that were present during class please hold up your red card. If all students in your classroom are in line and accounted for, hold up your green card.
- RED CARD...If you are missing a student. Please fill out a Potential Problem Form and turn it in to your Floor Lead
- RED CARD...If you have any extra students. Please fill out a Potential Problem Form and turn it in to your Floor Lead
- GREEN CARD...If you have all of your students.
 - Students in classrooms other than their own are to remain with that class until given permission to rejoin their class.
 - Procedure during P.E. - Teacher will stop play, organize class (es) into a silent and orderly line and walk students to appropriate Assembly Area.

- **Reminders**

- Please be sure students understand the importance of getting in line, staying in line and walking out to the Assembly Area quickly and quietly.
- Take a few moments to remind students that both a real fire and a drill should be taken with the same seriousness no matter how many times they occur.
- When the building is declared safe and/or the fire drill has been successfully completed, an all call will be given and teachers will direct students in an orderly fashion back to the classroom.

Floor Leads:

- During a fire drill, a Floor Lead must quickly report to their floors. Check every room and the bathroom to ensure that all rooms are empty and all students have exited. Follow the students down and once everyone from your floor clears the building, radio,
 - “Building ____, Floor ____ Clear”.
 - Once your floor is gathered at their location, have teachers take roll and hold up their red or green card.
- ALL GREEN CARDS--- Radio “ **Building ____, Floor ____ all Green”**
- **If anyone holds up a red card**
 - Have them fill out a Potential Problem Form
 - Then Radio “Missing student in Building ____, Floor ____”
 - If any other Floor Leads has a potential problem card with that student’s name, please respond with the student’s location.
 - If a red card represents an extra child, please have the teacher fill out a Potential Problem Form in preparation for their name to be called as missing from another floor.

Rivera	Communication with fire alarm monitoring company, BSO fire department and details officers. Manages pull station and communicates with BCPS.
Dr. Valdes	Monitor Main Entrance
Quintoni (PE Staff)	Radio all clear, Gym <ol style="list-style-type: none"> 1. Ensure Locker room is clear and G203,204,205,303,306 2. Ensures the front gates are open and ready to be used if needed.
Principal Admin Asst	Radio all clear Building B, Admin 163,164,165,166,167,168,169,170,171,172,173,1741,175,176,177,178,179, Lobby, school store
,Damonte	Radio all clear Building B, 1ast Floor 138,140,142,144,148,150,152,154
Registrar	Radio all clear Cafeteria Cafeteria, kitchen, 132

Calcano	Radio all clear Building A, 1 st Floor 121,123,152,127,129,131,1363,135,137,139,141,143,145,147,149,151,153
P. Rodriguez	Radio all clear Building A, 2 nd Floor 221,223,225,227,229,231,233,235,237,239,241,243,245,247,249,251,253
Showalter	Radio all clear Building B, 2 nd Floor 255,256,257,258,259,261,262,263,264,265,268
Cabello	Radio all clear Building C, 2 nd Floor 224,226,228,230,232,234,236,238,240,242,244,246,248,250,252,254
Hantzeas	Radio all clear Buidling A, 3 rd Floor 321,232,325,327,329,331,33,335,337,339,341,343,345,347,349,351,353
Byrne	Radio all clear Building B, 3 rd Floor 355,357,359,358,356,361,363,365,364,362
Chocron	Radio all clear Building C, 3 rd Floor 324,326,328,330,332,334,336,338,354,352,350,348,346,344,342,340
Nurse	Relocates students in clinic to designated area and monitors condition of clinic students. This includes students who are temporarily injured or wheelchair bound.
Subik	Retrieves emergency card binder from Administration to bring to assembly area.

Fire Alarm during Lunch:

Lunch Period teachers should report to the cafeteria to help facilitate evacuation onto Assembly Area.

Students should leave ALL food inside and will return when all clear is announced.

Staff members on duty at lunch will evacuate cafeteria with students.

The lunch schedule will be modified if needed.

Fire Alarm during Hallway Transition:

Teachers should immediately report to the outside Assembly Area, clearing hallways on their way out. Teachers are to ensure their classroom doors are locked and that no students are brought into classrooms for any reason.

Administration, Leadership and Support Staff will report to their assigned areas to clear hallways and visually sweep the building.

All students should immediately report to the outside Assembly Area. Students should not report to their next period's classroom. Once in the Assembly Area, students should locate and report to their upcoming period's teacher.

Upon arrival to the Assembly Area, teachers should establish a spot that ensures they are visual. Teachers should collect students who would be reporting to their class and begin taking roll. After the building has been cleared, teachers should hold up their red or green card in correspondence to their attendance (green if all students are present/red if students are missing).

Administration, Leadership, and Support Staff will ensure all teachers holding up a red cards students have been located or on the absentee list for that day.

Fire Alarm at Dismissal

Teachers are to take all students to the Assembly Area following the same evacuation routes.

DO NOT release any students to parents waiting in car line or walking up to Franklin Academy.

Once the all clear has been given, take all students back to your class. Take roll and wait for announcement to begin dismissal.

Fire Alarm during Dismissal:

Teachers on duty take students waiting in car line to the Assembly Area.

Teachers on bus duty take students to the Assembly Area.

All staff designated to sibling connection will escort students out of the cafeteria to Assembly Area using double doors located in the back of the cafeteria.

ALL teachers must take attendance when they arrive at their destination.

Do not proceed with dismissal until the all clear is given.

Fire Alarm during Afterschool Activities (clubs, tutoring, sports, detention)

Teachers/Coaches are to take all students to the Assembly Area following the same evacuation routes.

DO NOT release any students to parents waiting in car line or walking up to Franklin Academy.

Once the all clear has been given, take all students back to your designated area. Take roll. If all students are accounted for, you may continue with activities.

Fire Alarm during Morning Arrival:

All staff designated to sibling connection will escort students out of the cafeteria to Assembly Area using double doors located in the back of the cafeteria.

Teachers on duty escort students walking in from car line to the Assembly Area using south exterior curb.

Teachers on bus duty escort students to Assembly Area.

Potential Problem

Teacher: _____

Room #: _____

Name of missing student(s)	Room # where missing student is located	Room No. of missing student is unknown

Name(s) of extra/additional student(s)	Room # where extra/additional student should be located	Was teacher of student notified?	
		Yes	No

Additional needs or comments:

ORGANIZATIONAL PERFORMANCE

Governance, Staff and Parents:

A. Governance Structure

The governance structure of the School has been implemented in accordance with the requirements of Article 9 of the Charter dated June 17, 2011, as amended, between District and the Florida Charter Foundation, Inc. (the “Foundation”). As required by the Charter, the Governing Board of the Foundation serves as the governing body of the School, and the Foundation maintains its status as a Section 501(c)(3) organization under the Internal Revenue Code. The Governing Board of the Foundation currently consists of:

Dr. David Thomas - Chairman, dthomas@FloridaCharter.org
Ms. Catherine Arcabascio - Board Member, carcabascio@FloridaCharter.org
Dr. Jacqueline Greenberg - Board Member, jgreenberg@FloridaCharter.org
Ms. Alexandra Lonsdale - Board Member, alonsdale@FloridaCharter.org
Mrs. Debbie Orshefsky – Board Member, dorshefsky@FloridaCharter.org

During the initial term of the Charter, the Governing Board exercised continuing and effective oversight of the School’s operations, and will continue to do so during the requested 15 year renewal term. The School’s faculty and staff report directly to, and are supervised by, the Principal of the School. The Principal reports to the Governing Board. Responsibilities undertaken by the Governing Board in accordance with the Charter include, but are not limited to, annual adoption and maintenance of an operating budget for the School, submission of adopted budget to the District, retention of a CPA to perform the annual financial audit, and participation in governance training approved by the Florida Department of Education.

In further compliance with the Charter, the School has provided the District with reasonable notice of its Governing Board meetings, made the names and contact information of its Governing Board available in writing and on its website, and kept its list of Governing Board members and principal current at all times. Finally, all Governing Board members and the School principal have undergone background screening and fingerprinting.

As evidence of the School’s implementation of the governance structure defined in the Charter, the School has heretofore furnished the Sponsor with copies of the agendas and minutes of the meetings of the Governing Board of the Foundation, as well as copies of governance board training certificates of the current Governing Board members. Furthermore, below are screen shots of the School’s website evidencing compliance with the Charter and Fla. Stat. §1002.33(9)(p):

The screenshot shows a computer monitor displaying the Franklin Academy website. The header features the Franklin Academy logo with a stylized orange and blue 'X' shape, the text 'Franklin ACADEMY', and the tagline 'BUILDING BETTER PEOPLE, EVERY DAY'. A navigation bar below the header includes links for HOME, ACADEMICS, PARENT INFO, CHESS, CAMPUS, EMPLOYMENT, and CONTACT, along with a prominent red 'ENROLL' button. The main content area is titled 'Governing Board' and lists the names and contact information for six board members: Dr. David Thomas, Ms. Catherine Arcabascio, Dr. Jacqueline Greenberg, Ms. Alexandra Lonsdale, and Mrs. Debbie Orshefsky. The taskbar at the bottom of the screen shows various open application icons, including a browser, file explorer, and productivity tools, along with the date and time (7:39 PM, 12/6/2016).

Governing Board

Board Members

Dr. David Thomas - Chairman, dthomas@FloridaCharter.org

Ms. Catherine Arcabascio - Board Member, carcabascio@FloridaCharter.org

Dr. Jacqueline Greenberg - Board Member, jgreenberg@FloridaCharter.org

Ms. Alexandra Lonsdale - Board Member, alonsdale@FloridaCharter.org

Mrs. Debbie Orshefsky - Board Member, dorshefsky@FloridaCharter.org

Board Liaisons

Boynton Beach Campus

Mr. Christopher Clinton - Board Liaison, Clinton.Christopher@Franklin-Academy.org

Cooper City Campus

Mr. Doug Piper - Board Liaison, Piper.Doug@Franklin-Academy.org

Palm Beach Gardens Campus

Deborah Platz - Board Liaison (Grades K-5), Dplatz@FloridaCharter.org

Ms. Ivy Benardo - Board Liaison (Grades 6-8), Benardo.Ivy@Franklin-Academy.org

Pembroke Pines (K-8) Campus

Ms. Elena Diaz - Board Liaison, Diaz.Elena@Franklin-Academy.org

Pembroke Pines (6-12) Campus

Mr. Scott Sznitken - Board Liaison (Grades 6-8), Sznitken.Scott@FloridaCharter.org

Dr. Arlene Valdes - Board Liaison (Grade 9-12), Valdes.Arlene@Franklin-Academy.org

Sunrise Campus

Mr. Sergio Delgado - Board Liaison, Delgado.Sergio@Franklin-Academy.org

Board Minutes

[June 23, 2016](#)

[March 10, 2016](#)

[December 08, 2015](#)

[September 24, 2015](#)

[May 11, 2015](#)

[January 05, 2015](#)

[September 23, 2014](#)



Board Minutes

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[September 24, 2015](#)
[May 11, 2015](#)
[January 05, 2015](#)
[September 23, 2014](#)
[March 17, 2014](#)
[December 23, 2013](#)
[October 01, 2013](#)
[March 26, 2013](#)
[October 11, 2012](#)
[September 19, 2012](#)
[March 29, 2012](#)
[October 27, 2011](#)

Budgets

Broward County
[Franklin Academy - Pembroke Pines - 2016-17](#)
[Franklin Academy - Sunrise - 2016-17](#)
[Franklin Academy E - 2016-17](#)
[Franklin Academy F - 2016-17](#)
[Franklin Academy - Pembroke Pines High School - 2016-17](#)

Palm Beach County

[Franklin Academy B - 2016-17](#)
[Franklin Academy C - 2016-17](#)
[Franklin Academy D - 2016-17](#)

Independent Audits

[Franklin Academy A](#)

[Franklin Academy B \(Broward\)](#)



Broward County

[Franklin Academy - Pembroke Pines - 2016-17](#)
[Franklin Academy - Sunrise - 2016-17](#)
[Franklin Academy E - 2016-17](#)
[Franklin Academy F - 2016-17](#)
[Franklin Academy - Pembroke Pines High School - 2016-17](#)

Palm Beach County

[Franklin Academy B - 2016-17](#)
[Franklin Academy C - 2016-17](#)
[Franklin Academy D - 2016-17](#)

Independent Audits

[Franklin Academy A](#)

[Franklin Academy B \(Broward\)](#)

[Franklin Academy B \(Palm Beach\)](#)

[Franklin Academy C](#)

[Franklin Academy D](#)

[Franklin Academy E](#)

[Franklin Academy F](#)

School Accountability Reports

Franklin Academy A, F and 3 are "A" schools, as defined by the criteria established by the Florida Department of Education, for the 2015-2016 school year. Franklin Academy B (Broward), B (Palm Beach) and C are "B" schools as defined by the criteria established by the Florida Department of Education for the 2015-16 school year and Franklin Academy E and Franklin Academy D are a "C." The full report is available on the [FLDOE 2015-2016 School Accountability Reports page](#).



B. Compliance with Sunshine Laws

The School complies with Florida Statutes pertaining to public meeting and public records requirements. With respect to the Sunshine Law, all meetings of the Governing Board of the Foundation are open to the public, and the School provides reasonable public notice of the date, time and place of the Governing Board meetings. Meeting notices are posted in a public place at the School, as well as published on the School's website. During the quarterly Governing Board meetings, the public is afforded an opportunity to voice their concerns and make comments. Governing Board meeting minutes and agendas are kept on file at the Foundation office, and are also published on the School's website. With regard to public records, the School permits reasonable access to its facilities and records to not only the District, but any member of the public making a lawful public records request.

C. Instructional Staff

The School employs instructional staff meeting both federal and state requirements. Additionally, the School employs the best qualified administrative personnel and teachers available regardless of race, color creed, sex, national origin, age or handicap. The Governing Board screens, interviews, and hires the Principal. The Principal interviews and hires all other employees in accordance with the School's approved staffing plan. Emphasizing the philosophy and mission of the School, the Principal ensures that faculty members are highly-qualified and match the learning needs of students assigned. As demonstrated in the Staffing Report and Certification Self-Audit attached on the following pages, teachers have Bachelor's Degrees and many have advanced degrees including Master's Degrees. Extensive background reviews are conducted to verify past experiences and ensure the safety of the students. Background screening protocols include, but are not limited to, professional reference checks, verification of previous employment, review of educational transcripts showing all degrees conferred, and mandatory fingerprinting of all potential employees and others serving in an official capacity of the School. The School is in compliance with the anti-discrimination provisions of the Florida Education Equity Act, and all other pertinent state and federal laws. The School does not employ an individual to provide instructional services if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state. Copies of all personnel documentation are maintained in each employee's respective personnel file.

The School is committed to the professional development of its faculty and staff and provides on-going sustained professional development programs, offering a range of professional growth opportunities for teachers to enhance their ability to maximize student learning. Staff development programs are based on the School's needs. Examples of School-based staff development sessions facilitated over the term of the initial Charter include:

- Avancemos World Language Curriculum
- Brain Breaks Workshop
- Campus Technology Training
- Classroom Procedures and Management
- Crisis Response Training (Fire, Tornado, Lockdown, Emergency Codes)
- Unpacking the Florida Standards

Differentiated Instruction: Strategies for Accommodating All Learners
Digital Textbook Platforms: Think Central, ConnectED, MyHRW
Discovery Education Assessment, Instructional Resources, and Streaming
Florida Consortium of Public Charter Schools (FCPCS) Evaluation Tools
Florida Educator Accomplished Practices (FEAPs)
GO Math! Presentation: Best Practices and Practical Applications
Health and Safety Training
i-Ready Diagnostic Assessment and Instruction
New Teacher Meeting and Support
PowerSchool and PowerTeacher Gradebook
Professional Learning Community (PLC): Data-Driven Differentiated Instruction
Single-Gender Training Refresher and Reflection
Small Group Instruction for 6th - 8th Grade Students in Core Classes
Top Score Writing Program Training

Teacher performance is evaluated via the current Governing Board approved appraisal system, the Florida Consortium of Charter Schools (FCPCS) Evaluation System, which is aligned to the Florida Educator Accomplished Practices (FEAPs) in accordance with Florida Statutes. Evaluations focus on (A) Instructional Design and Lesson Planning, (B) The Learning Environment, (C) Instructional Delivery and Facilitation, (D) Assessment, (E) Continuous Professional Development, and (F) Professional Responsibility and Ethical Conduct. Performance evaluations are used as a means of providing immediate instructional feedback with the purpose of improving the quality of instruction thus enhancing student performance. A copy of the written performance evaluation is provided to the teacher at the time of the post-observation conference. The final evaluation report is signed and retained by the Principal in the employees' personnel file. The Governing Board Approved Appraisal System and Teacher and Administrator Evaluation Tools are set forth on the following pages:

Franklin Academy MS/HS
Teacher Certificate - 5046

Last Name	First Name	Start Date	Position	Certificate Number	Certificate Type	Expiration Date	Degree
Alfaras	Martha	08/01/2016	Foreign Languages	1067386	ESOL-Gr.6-12	6/30/2019	M.Ed. Spanish
Amadeo	Alexander	08/01/2016	Physical Education	1315656	Marketing (6-12)	12/1/2019	MA-Theology
Arnold	Whitney	08/01/2016	Social Studies	1245586	Social Sciences Gr.5-9/Gr.6-12	6/30/2017	BA-Political Science
Azaiza	Hanadi	08/01/2016	Social Studies	1210482	EL Ed (K-6)/ESOL	6/30/2017	BA-Elementary Ed.
Bhaya	Bharti	08/01/2016	Mathematics	1249142	Temp.Certificate Mathematics (5-9)	6/4/2017	B.E.-Electronics&Telecommunications
Butts-Johnson	De'Jannien	08/01/2016	Social Studies	1266659	Athletic Coaching (K-12)	7/30/2017	BA
Casado	Alineddy	08/01/2016	Social Studies	1175987	Temp.Certificate Social Science (6-9)	4/6/2018	BA-Psychology
Cox	Arichnaca	08/01/2016	Science	1263248	Biology-Gr.6-12	6/30/2018	BS-Biology
Dennis-Wright	Kyla	08/01/2016	ELA	1029271	EL Ed (K-6)/English-Gr.5-9	6/30/2019	BA-Education K-6
DeZurik	Matthew	08/01/2016	Social Studies	1169163	Social Sciences Gr.5-9/Gr.6-12	6/30/2018	BA-Sociology
Dunnom	Vernon	08/01/2016	Physical Education	1266713	Temp.Certificate Athletic Coaching (K-12)	12/5/2017	BS-Exercise Physiology Health/Fitness
Elias	Meagan	08/01/2016	ELA	1313071	Temp.Certificate Social Science (6-12)	7/28/2019	BA-Psychology
Etienne	Harryanne	08/01/2016	Science	1295372	Biology-Gr.6-12	7/30/2018	BS-Biology
Gonzalez	Arnette	08/01/2016	Physical Education	1053427	EL Ed (k-6)	7/30/2019	BA-Elementary Ed.
Guada	Jennifer	08/01/2016	Art/Elective	1312248	Art (K-12)	7/30/2020	MA-Art Education
Guzman-Capozzoli	Jenny	08/01/2016	ELA	1165279	EL Ed (K-6)/ESOL/Reading	7/30/2020	BA-Elementary Ed.
Hantzeas	Sophy	08/01/2016	Foreign Languages	1094319	For.Lang.French/Spanish K-12	6/30/2020	BA-Spanish/French
Harrington	Timothy	08/19/2016	Physical Education	1315258	Temp.Certificate Physical Education (K-12)	8/8/2016	A.B.S.-Physical Education
Hughes	Jade	08/01/2016	Social Studies	1255819	Temp.Certificate Social Sciences (6-12)	8/12/2017	MA-Forensic Psychology Treatment
Jimenez	Alexandra	08/01/2016	Mathematics	987150	Mathematics Gr. 6-12	6/30/2020	MA-Mathematics
Kelly	James	08/01/2016	Mathematics	677239	Chemistry Gr. 6-12	6/30/2017	MS-Science Education
Kern	Silka	08/01/2016	Foreign Languages	1276289	Temp.Certificate World Lang. Spanish (K-12)	4/21/2018	BA-Foreign Language
Killings	Shavondra	08/01/2016	Media Center	839349	Ed.MediaSpecialist (PreK-12)/ English Gr.6-12/PreK-Primary Ed. Age3-Gr.3 Family and Consumer Science Gr.6-12	6/30/2017	BS-Communication
King	Olubunmi	08/01/2016	Science	1256600	General Science Gr.5-9	6/30/2018	MA-Theology
Levine	Erica	08/01/2016	Mathematics	1271444	Temp.Certificate Elementary Education (K-6)	2/10/2018	MA-Human Services/Child Protective
Lister-Plutt	Jacqueline	08/01/2016	Mathematics	641875	EL Ed. (K-6)	6/30/2018	BS-Marketing & Finance
Lyons	Bradley	08/01/2016	ELA	1017774	English Gr.6-12/ESOL/Speech Gr.6-12	6/30/2021	BS-English Education
Milla	Diego	08/01/2016	Chess	1292380	Temp.Certificate Social Science (5-9)	12/8/2018	LLM-Graduate International Law
Moreno	Maria	08/01/2016	Art/Elective	1282782	Art (K-12)	6/3/2020	BS-Art Education
O'Donnell	Sally	08/01/2016	Science	656704	EL Ed. (Gr.1-6) / ESOL	6/30/2021	MS-Elementary Education
O'Neal	Kristopher	09/12/2016	Mathematics	1323879	Mathematics Gr. 5-9	10/11/2019	BA-Psychology
Robinson	Vanessa	08/01/2016	Science	1303619	Temp.Certificate Biology (6-12)	3/3/2019	BS-Biology
Roosta	Bahram	08/01/2016	Science	1159410	Temp.Certificate General Science (5-9)	9/26/2019	MS-Environmental Engineering
Saenz	Joseph	08/01/2016	Band/Elective	1195090	Music (K-12)	6/30/2019	MS-Music
Shihadeh	Shahera	08/01/2016	ESE	1311306	Temp.Certificate ESE (K-12)	7/20/2019	BS-Education
Smiley	Andrew	08/01/2016	ELA	1317796	Temp.Certificate English (6-12)	8/9/2019	M.Ed. Career Studies
Stephens	Lucy	08/01/2016	Foreign Languages	1285657	World Languages (K-12)	7/30/2021	M.Ed. Spanish
Urbaez	Jennifer	08/29/2019	Career Ed./Enterpreneurship	1281166	Temp.Certificate SocialScience (6-12)	7/20/2018	BA-Psychology
Valentin	Jean	08/01/2016	Art/Elective	1298444	Temp.Certificate Art (K-12)	1/5/2019	BA-Humanities
Velarde	Jessica	08/01/2016	ELA	1257731	EL Ed. (K-6)	6/30/2017	MS-Curriculum Instructions
Vilasuso	Jose	08/01/2016	Comp. App./Elective	963038	Middle Gr. Integrated Curriculum Gr.5-9/ Business Education Gr.6-12	6/30/2017	MS-Information Technology
Vizquel	Alexis	09/14/2016	Spanish Teacher	1133477	Temp.Certificate World Language (K-12)	2/5/2017	BAS-Applied Scienc (Law)

Franklin Academy MS/HS
Teacher Certificate - 5046

Last Name	First Name	Start Date	Position	Certificate Number	Certificate Type	Expiration Date	Degree
Zelmanowicz	Adam	08/01/2016	Social Studies	1279692	Temp.Certificate Social Science (6-12)	5/20/2018	BA-History
Perucina	Juana	11/1/2016	Mathematics	1309767	Temp. Certificate Mathematics (5-9)	5/20/2019	BA-Elementary Education
Calabrese	Rosana	12/5/2016	ELA	1055711	Social Science Gr.6-12	6/30/2017	BA-Political Science

Florida Consortium of Public Charter Schools Charter School Classroom Teacher Evaluation

Instructions:

The FCPCS Charter School Classroom Teacher Evaluation is a performance evaluation system for classroom teachers that is aligned to the six *Florida Educator Accomplished Practices* (FEAPs), State Board of Education Rule 6A-5.065. When administering the evaluation, the school administrator should enter the appropriate rating to the right, based on evidence collected over the designated period of time. Each domain will have a total rating. At the completion of the evaluation, a total rating based on all indicators will be calculated. Per s. 1012.34 F.S.

RATING SCALE: Highly Effective = 4 Effective = 3 Needs Improvement/Developing = 2 Unsatisfactory = 1

Definitions of the Rating Scale:

- **Highly Effective:** There is consistent evidence that the teacher is demonstrating the identified teacher competencies.
- **Effective:** The teacher is demonstrating the identified teacher competencies most of the time.
- **Needs Improvement or Developing** (*"Developing" rating is for teachers in their first three years only.*) The teacher is inconsistent in demonstrating the identified teacher competencies.
- **Unsatisfactory:** There is little or no evidence that a teacher is demonstrating the identified teacher competencies.

A	Instructional Design and Lesson Planning (FEAPs)	Rating 1-4
A.1	Aligns instruction with state-adopted standards at the appropriate level of rigor.	
A.2	Sequences lessons and concepts to ensure coherence and required prior knowledge.	
A.3	Designs instruction for students to achieve mastery.	
A.4	Selects appropriate formative assessments to monitor learning.	
A.5	Uses diagnostic student data to plan lessons.	
A.6	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	
Total	<i>Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Insert the total to the right. (Maximum score for this domain is 24.)</i>	

B	The Learning Environment (FEAPs)	Rating 1-4
B.1	Organizes, allocates, and manages the resources of time, space, and attention.	
B.2	Conveys high expectations to all students.	
B.3	Monitors student learning, provides feedback and adjusts activities to meet the needs of all students.	
B.4	Demonstrates respect for all students' cultures and backgrounds.	

B.5	Models clear, acceptable oral and written communication skills.	
B.6	Manages individual and class behaviors through a well-planned management system.	
Total	Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Multiply the score by 2. Insert the total to the right. (Maximum score for this domain is 48.)	

C	Instructional Delivery and Facilitation (FEAPs)	Rating 1-4
C.1	Delivers relevant, engaging, and challenging lessons.	
C.2	Clearly communicates learning goals and instructional procedures.	
C.3	Identifies gaps in students' knowledge of the content area.	
C.4	Modifies instruction to respond to preconceptions and misconceptions.	
C.5	Relates and integrates the subject matter with other disciplines and life experiences.	
C.6	Employs higher-order questioning techniques and resources, including technology, to provide comprehensive instruction.	
Total	Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Multiply the score by 2. Insert the total to the right. (Maximum score for this domain is 48.)	

D	Assessment (FEAPs)	Rating 1-4
D.1	Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.	
D.2	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.	
D.3	Uses a variety of assessment tools to monitor student progress, achievement, and learning gains.	
D.4	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	
D.5	Shares student outcome data with students and parents.	
D.6	Uses technology to organize and integrate assessment information.	
Total	Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Multiply the score by 2. Insert the total to the right. (Maximum score for this domain is 48.)	

E	Continuous Professional Development (FEAPs)	Rating 1-4
E.1	Engages in professional development activities consistent with his/her goals and those of the school.	

E.2	Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	
E.3	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.	
E.4	Collaborates with parents, colleagues and the community to support student learning.	
E.5	Implements knowledge and skills learned in professional development in the teaching and learning process.	
Total	<i>Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Insert the total to the right. (Maximum score for this domain is 20.)</i>	

F	Professional Responsibility and Ethical Conduct (FEAPs)	Rating 1-4
F.1	Adheres to established laws, policies, rules and regulations.	
F.2	Professional demeanor (The teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida; adheres to a high moral standard in the community; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community).	
F.3	Maintains accurate records.	
F.4	Is punctual with reports, grades, records, and reporting to work.	
F.5	Performs assigned duties.	
F.6	Builds professional relationships.	
Total	<i>Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Insert the total to the right. (Maximum score for this domain is 24.)</i>	

To calculate the employee's TOTAL RATING, add the "Totals" for each domain.

EMPLOYEE'S TOTAL SCORE ON CLASSROOM TEACHER EVALUATION = _____ (Maximum Score is 212)

EMPLOYEE'S TOTAL RATING ON CLASSROOM TEACHER EVALUATION (Check Appropriate Rating)

Highly Effective _____ **Effective** _____ **Needs Improvement/Developing** _____ **Unsatisfactory** _____

180-212 = Highly Effective
127-179 = Effective
76-126 = Needs Improvement/Developing
75 and below = Unsatisfactory

Comments:

Identified areas for improvement and recommendations:

The signatures below indicate that the employee has had an opportunity to confer with the school-based administrator (evaluator) regarding the results of the evaluation. The employee may include a written statement as an addendum.

Employee's Signature

Date

Evaluator's Signature

Date

Addendum Attached: Yes No

Florida Consortium of Public Charter Schools

School-Based Administrator Evaluation

Administrator's Name: _____ Date: _____

Directions for Evaluator: Examine all sources of evidence for each of the ten *Florida Principal Leadership Standards (FPLS)*, F.A.C. 6A-5.080. Review the indicators for each standard and record a rating of 1-4 next to each indicator. Add the ratings to obtain a total score.

Rating Scale: Unsatisfactory = 1	Needs Improvement = 2	Effective = 3	Highly Effective = 4
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DOMAIN 1: STUDENT ACHIEVEMENT

1.	Student Learning Results (FPLS)	Rating
1.1	Ensures that the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula.	
1.2	Ensures that student learning results are evidenced by the student performance and growth on statewide assessments; standardized assessments; district and school-based assessments that are implemented in accordance with Section 1008.22, F.S.; and other indicators of student success adopted by the school.	
Total	<i>To calculate the rating for this Standard, add the total points in the "rating" column.</i>	

2.	Student Learning As A Priority (FPLS)	Rating
2.1	Enables faculty and staff to work as a system focused on student learning.	
2.2	Maintains a school climate that supports student engagement in learning.	
2.3	Generates high expectations for learning growth by all students.	
2.4	Engages faculty and staff in efforts to close the performance gaps among student subgroups within the school.	
Total	<i>To calculate the rating for this Standard, add the total points in the "rating" column.</i>	

4.2	Evaluates monitors and provides timely feedback to faculty on the effectiveness of instruction.	
4.3	Employs a faculty with the instructional proficiencies needed for the school population served.	
4.4	Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.	
4.5	Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.	
4.6	Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	
Total	<i>To calculate the rating for this standard, add the total points in the "rating" column.</i>	

5.	Learning Environment (FPLS)	Rating
5.1	Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.	
5.2	Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.	
5.3	Promotes school and classroom practices that validate and value similarities and differences among students.	
5.4	Provides recurring monitoring and feedback on the quality of the learning environment.	
5.5	Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.	
5.6	Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	
Total	<i>To calculate the rating for this Standard, add the total points in the "rating" column.</i>	

DOMAIN 3: ORGANIZATIONAL LEADERSHIP

6.	Decision Making (FPLS)	Rating
6.1	Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.	
6.2	Uses critical thinking and problem solving techniques to define problems and identify solutions.	
6.3	Evaluates decisions based on effectiveness, equity, intended and actual outcomes; implements follow-up actions; and revises as needed.	
6.4	Empowers others and distributes leadership when appropriate.	
6.5	Uses effective technology integration to enhance decision making and efficiency throughout the school.	
Total	<i>To calculate the rating for this Standard, add the total points in the "rating" column.</i>	
7.	Leadership Development (FPLS)	Rating
7.1	Identifies and cultivates potential and emerging leaders.	
7.2	Provides evidence of delegation and trust in subordinate leaders.	
7.3	Plans for succession management in key positions.	
7.4	Promotes teacher-leadership functions focused on instructional proficiency and student learning	
7.5	Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	



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of PUBLIC CHARTER SCHOOLS**

9.	Communication (FPLS)	Rating
9.1	Actively listens to and learns from students, staff, parents and community stakeholders.	
9.2	Recognizes individuals for effective performance.	
9.3	Communicates student expectations and performance information to students, parents and community.	
9.4	Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.	
9.5	Creates opportunities within the school to engage students, faculty, parents and community stakeholders in constructive conversations about important school issues.	
9.6	Utilizes appropriate technologies for communication and collaboration.	
9.7	Ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state and federal administrative requirements and decisions.	
Total	<i>To calculate the rating for this Standard, add the total points in the "rating" column.</i>	

DOMAIN 4: PROFESSIONAL AND ETHICAL BEHAVIOR

10.	Professional And Ethical Leadership (FPLS)	Rating
10.1	Adheres to the <i>Code of Ethics</i> and the <i>Principles of Professional Conduct for the Education Profession in Florida</i> , pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	
10.2	Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.	
10.3	Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.	
10.4	Engages in professional learning that improves professional practice in alignment with the needs of the school system.	
10.5	Demonstrates willingness to admit error and learn from it.	
10.6	Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	
Total	<i>To calculate the rating for this standard, add the total points in the "rating" column.</i>	

LEADERSHIP PRACTICE PERFORMANCE RATING

To calculate the employee's ***TOTAL SCORE***, add the ***Totals*** for each indicator and use the scale below to determine the performance rating.

170-200 = Highly Effective

120-169 = Effective

72-119 = Needs Improvement

71 and below = Unsatisfactory

Employee's **TOTAL SCORE** on Administrator Evaluation (Leadership Practice Score) = _____

Employee's **PERFORMANCE RATING** on Administrator Evaluation = (Check appropriate rating)

Highly Effective _____ Effective _____ Needs Improvement _____ Unsatisfactory _____

D. Parental Involvement

The School strives to embrace a collaborative learning environment by involving all stakeholders. Students, parents, and staff members are actively involved in School-wide initiatives and community events, such as Parent Academy workshops, Honor Roll recognition, STEM and science fair presentations, dances, and the School's Career Day. Parental involvement has been instrumental in the success of the School program. Parental and family involvement is a required part of the registration process that each and every family agrees to as part of attending the School. The School believes that a parents' participation in the School is critical in their child's success. When first registering their child at the School and then in every subsequent year, parents sign a Parent-School contract which contains a clause related to the mandatory service hour commitment. Parents have extensive opportunities for involvement in the operation of the School. Throughout the day, parents assist with our morning arrival and afternoon dismissal process, provide support in the cafeteria during lunch, and serve as volunteers in classrooms to help with tutoring and general administrative tasks. These required hours help guarantee that the parents are committed to making the School successful, while assisting in their child's academic and social accomplishments in the School. Screenshots of sample Volunteer Requests and School Newsletters Requesting Parental Involvement are set forth on the following pages:

Franklin Academy Charter Sch... X Specific Shift - YourVolunt... X Email Lists - YourVolunteers X google - Yahoo Search Re... X Weekly News from Dr. Val... X +

phs.franklin-academy.org/service-hours.php

Most Visited Getting Started Free Volunteer Schedu... Franklin Academy Ch... Outlook Web App Manager Login - Your... Vsoft powered by Rap...

Calendar

FRANKLIN ACADEMY PPHS

Go to Volunteer Site ➔

DECEMBER 2016

today < >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	1	2	3
	17 Shifts (16 of 82)	15 Shifts (9 of 71)	15 Shifts (15 of 71)	15 Shifts (0 of 71)	15 Shifts (7 of 71)	
4	5	6	7	8	9	10
	15 Shifts (5 of 71)	15 Shifts (11 of 71)	15 Shifts (12 of 71)	15 Shifts (9 of 71)	15 Shifts (11 of 71)	4 Shifts (32 of 32)
11	12	13	14	15	16	17
	15 Shifts (11 of 64)	15 Shifts (16 of 64)	15 Shifts (13 of 64)	17 Shifts (15 of 82)	16 Shifts (7 of 67)	6 Shifts (22 of 33)
18	19	20	21	22	23	24
	15 Shifts (12 of 71)	16 Shifts (11 of 76)	15 Shifts (8 of 64)	1 Shifts (0 of 1)		
25	26	27	28	29	30	31
1	2	3	4	5	6	7

I'm Cortana. Ask me anything.

4:12 PM 12/12/2016

Franklin Academy Chart X Volunteer Login - YourVolun +

pphs.franklin-academy.org/service-hours.php

Yourvolunteers®

Create New Account/Login To Existing Account
Parent Service Hour Form (For Hours Completed Off Campus)

Calendar

FRANKLIN ACADEMY F - 5046

Shifts on 2016-12-05

Go to Volunteer Hours

DECEMBER

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Dear Parents,

WEEKLY PANTHER NEWS FROM DR. VALDES

1. Please join us on November 9th for the **Barnes & Noble Book Fair** at Pembroke Gardens! Since November's Character trait is RESPECT, Guidance is planning for a special guest speaker on the topic of Social Media.
2. Our Guidance counselors are presenting a **PowerSchool Training for parents**. Please join us on November 15th at 6 pm in English and 7 pm in Spanish. Learn how to use this very powerful tool to keep track of your child's progress in school! The meeting will be held in room 262.
3. If you have a small business and would like to participate in our Holiday Bazaar to sell your merchandise to our community, please contact Mrs. Plutt for more information (plutt.jacqueline@franklin-academy.org)
4. **Volunteer Service Hours**- Parents please remember you must register at yourvolunteers.com in order for you to receive emails letting you know the opportunities available. You will not receive the emails if you do not register! There is a link on our school webpage under service hours information.
5. **Car Pool Service Hours** opportunity is the newest "citizenship" offered to our parents for volunteer hours. Why not help and get to know the kids your child is hanging out with, help another family, decrease the # of students crowded on the bus and complete your service hours at the same time! This is a fantastic solution for everyone! For more information, contact Mrs. Didi Rivera (Parents-PPHS@franklin-academy.org).
6. **Coffee with Your Admin**- The second Tuesday of every month at 9 am beginning on November 8th, the administrative staff will make themselves available for coffee with our parents. Come by and get to know your administrative team!
7. Our Academic Camp Coordinator, Mrs. Hanadi Azaiza has put together a list of teachers available for **personal tutoring**. Please note, all teachers have office hours (tutoring) to help their own students. However, these are not 1 to 1 tutoring.

Page 1 of 3 547 words 

Windows  I'm Cortana. Ask me anything.        11:57 AM 12/13/2016

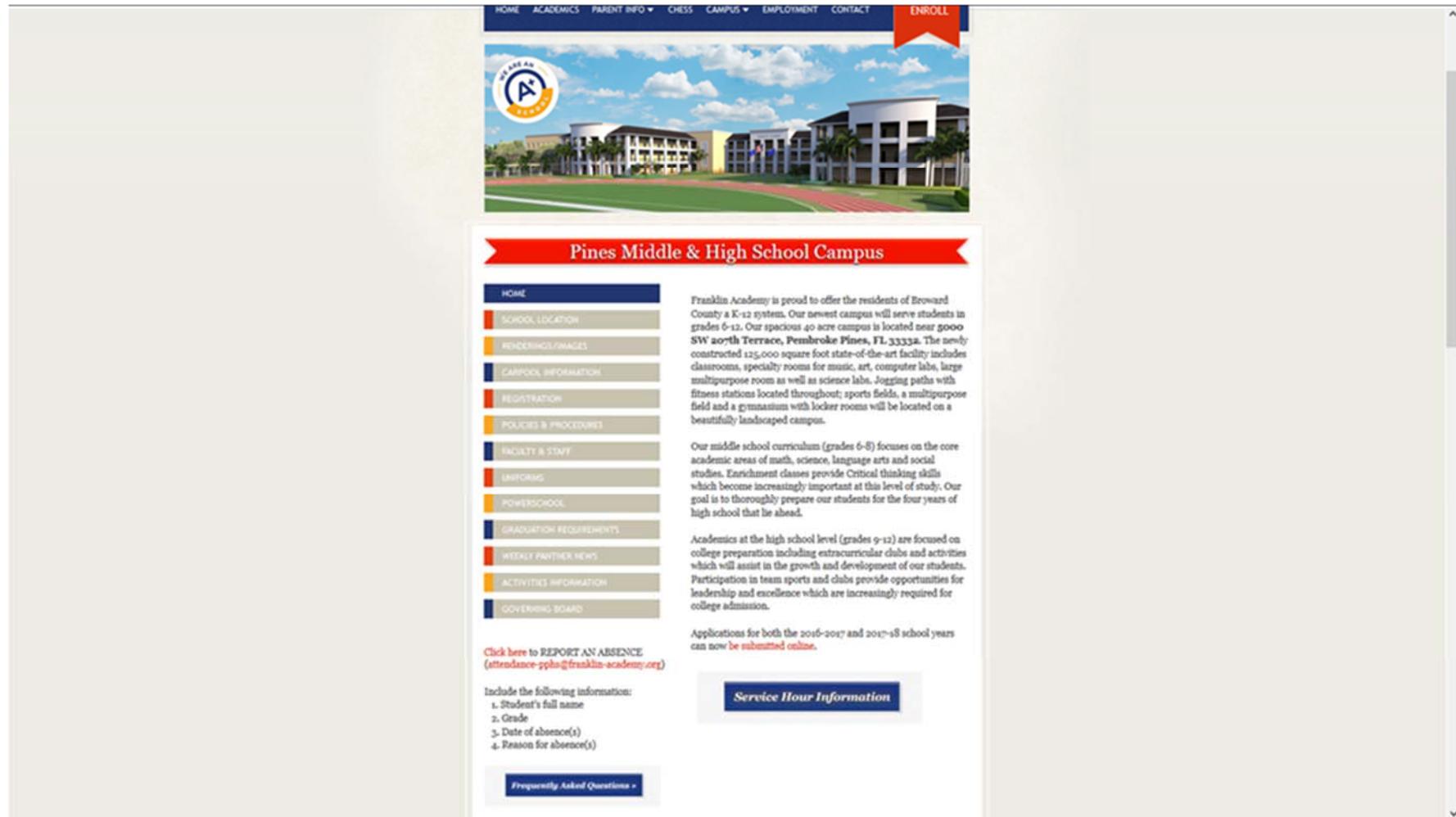
An active Parent Booster Club provides opportunities for parents to be involved in School events, committee activities, and in shaping the School climate. Parents and students are also urged to become valuable stakeholders at the school level by becoming a member of these organizations. Parents are provided with many opportunities to strengthen their understanding of the School's curriculum through participation in parent workshops, seminars, and conferences. Fundraisers are specifically used to support the additional purchase of instructional materials and technology for students. The School has worked hand in hand with parents to provide Family Fun Days, week-end car washes, dances, spirit and dress-down days, and many other collaborative events.

Each year, the School publishes an updated Parent Handbook, which is available on the School's website. The Handbook provides details on many of the operational policies and procedures at the School, as well as the School-wide discipline plan that all students are expected to follow. Parent/teacher conferences, an electronic grade-book, and the School's official website also keeps parents informed of progress and important school events and activities, thereby encouraging parental involvement in the School.

The School consistently communicates with parents and families throughout the school year via a number of mediums and platforms including written notices, phone calls, emails, evening parent workshops, and Broward County Public Schools Parent-Link. Each parent is also given credentials to access the PowerSchool Parent Portal, which is a web-based view of the Student Information System. The School's website also provides parents with operational information as well as access to online resources that are directly related to the academic topics covered in the educational plan.

Parents are encouraged to work with their teachers on student concerns and then to speak with the School-based leadership team if necessary. If any concern or issue cannot be resolved in a timely manner by the School-based leadership team, parents may request to speak with the Executive Director, or a Governing Board member of the Florida Charter Foundation. Additionally, they may present their issues during the public speaker portion of the public Governing Board meetings.

Screenshots of the School's website are set forth on the following pages:



The screenshot shows the homepage of the Franklin Academy F - 5046 website. At the top, a navigation bar includes links for HOME, ACADEMICS, PARENT INFO, CHESS, CAMPUS, EMPLOYMENT, CONTACT, and ENROLL. A logo for 'Franklin A+ School' is on the left, and a large image of the school campus is on the right. Below the navigation, a red banner reads 'Pines Middle & High School Campus'. To the left is a sidebar with a vertical menu:

- HOME
- SCHOOL LOCATION
- RENDERINGS/IMAGES
- CARPOOL INFORMATION
- REGISTRATION
- POLICIES & PROCEDURES
- FACULTY & STAFF
- UNIFORMS
- POWERSCHOOL
- GRADUATION REQUIREMENTS
- WEEKLY PANTHER NEWS
- ACTIVITIES INFORMATION
- GOVERNING BOARD

Below the sidebar, a link says 'Click here to REPORT AN ABSENCE (attendance-pphs@franklin-academy.org)'. It also lists the following information:

- Include the following information:
- 1. Student's full name
- 2. Grade
- 3. Date of absence(s)
- 4. Reason for absence(s)

At the bottom of the sidebar is a link for 'Frequently Asked Questions'. To the right, a box contains 'Service Hour Information'.

Applications for both the 2016-2017 and 2017-18 school years can now be submitted online.

Franklin Academy Charter Sch... Y how to take a screen shot... 5 Ways to Take a Screen... +

pphs.franklin-academy.org

Getting Started Most Visited Franklin powerschools

Franklin Academy Administration

Principal - Dr. Adlene Valdes
Valdes_Adlene@franklin-academy.org

Assistant Principal of Operations and Student Conduct - Mrs. Astrid Otto-Rivera
Otto-Rivera_Astrid@franklin-academy.org

Assistant Principal of Academics and Curriculum - Mrs. Diane Showalter
Showalter.Diane@franklin-academy.org

Contact

Phone: (954) 345-0770
Fax: (954) 345-0769 (*New Number)

Mailing Address
5000 SW 207th Terrace
Pembroke Pines, FL 33332

[Make a Payment](#)

2016-17 School Hours

High School:	7:45 AM - 2:45 PM
Middle School:	8:45 AM - 3:45 PM
Office Hours:	7:15 AM - 5:00 PM (Telephone Assistance) 9:00 AM - 1:55 PM or 4:15 PM - 5:00 PM (In-Person Assistance)
Early Release:	High School 1:10 PM Middle School 1:10 PM

Calendar and Scheduled Events

[Tour the Pembroke Pines \(6-12\) Campus:](#)
Wednesday, January 13th at 6:00 PM
Saturday, January 23rd at 10:00 AM
[Reserve Your Space Today](#)

[Download the full 2016-17 Academic Calendar](#)

Sibling Link

Students enrolled in grades 9-11 who have a sibling enrolled in grades 6-8 will be permitted to remain on campus in a supervised environment until their sibling is dismissed at 3:45 PM. Additionally, 6th through 8th grade students who have siblings in grades 9-11 may arrive on campus beginning at 7:15 AM with their 9-11 grade sibling. This is a no-cost service to our families.

Transportation

Transportation is available on a limited basis. Franklin Academy offers transportation for students who live between 2 and 8 miles from the campus. If you live within two miles of the campus, you must provide transportation for your child(ren). If you live more than 8 miles from campus, Franklin offers "depot" stops, where families can bring their students to meet the bus. The "depot" stops are conveniently located near each of Franklin's K-8 campuses located in Pembroke Pines, Cooper City and Sunrise. The "depot" stop transportation option is offered on a first

Applications continue to be accepted for all grade levels. (6-10)

Dec 13: Charter school After School Tournament
Pembroke Pines Charter
2:00 PM-7:00 PM

Dec 15: Holiday Boutique
Cafeteria-All Day

Dec 17: Winter Classic Basketball
9:00 AM - End of last game
Food Trucks
11:00 AM - 3:00 PM

Dec 20: Band Winter concert
Gym
4:00 PM-9:00 PM

Dec 21: Boys JV Basketball vs. Somerset
Miramar
Home
6:00 PM-8:00 PM

Dec 22: Early Release
10:00 AM-1:00 PM

10:30 AM 12/13/2016

Franklin Academy Charter Sch... X Y how to take a screen shot... X 5 Ways to Take a Screenshot... X +

pphs.franklin-academy.org

Getting Started Most Visited Franklin powerschools

Transportation is available on a limited basis. Franklin Academy offers transportation for students who live between 2 and 8 miles from the campus. If you live within two miles of the campus, you must provide transportation for your child(ren). If you live more than 8 miles from campus, Franklin offers "depot" stops, where families can bring their students to meet the bus. The "depot" stops are conveniently located near each of Franklin's K-8 campuses located in Pembroke Pines, Cooper City and Sunrise. The "depot" stop transportation option is offered on a first come first serve basis, as space is limited. Private transportation companies are permitted as a transportation option for families, so long as the private transportation company follows Franklin's pick-up & drop-off procedures. Franklin also offers a **free carpool matching system** to assist families to match with other suitable families for carpooling.

Dec 20: 8:00 AM - 3:00 PM
Band Winter concert
Gym
4:00 PM-9:00 PM

Dec 21: Boys JV Basketball vs. Somerset
Miramar
Home
6:00 PM-8:00 PM

Dec 22: Early Release
High School 12:10
Middle School 1:10

Dec 23: NO SCHOOL/OFFICES CLOSED

Dec 26: WINTER BREAK/NO SCHOOL/OFFICES CLOSED

Dec 30: WINTER BREAK/NO SCHOOL/OFFICES CLOSED

 [2016-2017 School Supplies](#)
[Middle School](#)

[2016-2017 Free/Reduced Lunch - Instructions and Application](#)

Franklin Academy participates in the National School Lunch Program and free or reduced pricing will be available for those that meet the guidelines. [Apply Now!](#)

 [Lunch/Breakfast Menu](#)

Breakfast	\$2
Lunch	\$3

2000 SW 50th Terrace, Pembroke Pines, FL 33329 | Phone: (305) 252-0770 & Fax: (305) 252-0269

I'm Cortana. Ask me anything.

10:30 AM
12/13/2016

Attachments – Educational, Financial, and Organizational Performance

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Educational Performance

- FCAT 2.0 (applicable years during the term of current charter agreement)
- FSA (applicable years during the term of the current charter agreement)
- State AYP/AMO Standards
- EOC
- FLDOE School Grade (prior 5 years)
- FLDOE Report Card
- Progress Monitoring Reports (prior 5 years)
- Notification of School Improvement Rating (prior 5 years), If Applicable **NOT APPLICABLE**
- Graduation Rate (prior 5 years), If Applicable **NOT APPLICABLE**
- Standardized Test Results
- Lowest 300 Performing Elementary Schools Plan **NOT APPLICABLE**
- Implementation of Specific Contractual Corrective Action **NOT APPLICABLE**
- State-issued High Performance Designation Letter, If Applicable **NOT APPLICABLE**
- High School Accreditation Status, If Applicable **NOT APPLICABLE**
- Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan) **NOT APPLICABLE**
- ELLevation Reports – Charter Schools Renewal Report Only

Financial Performance

- Fixed Assets Report Reconciled with General Ledger
- Fixed Assets Report for Bond Items, If Applicable **NOT APPLICABLE**
- Financial Corrective Action Plan, If Applicable **NOT APPLICABLE**
- Evidence of Resolution of any Financial Debts, If Applicable **NOT APPLICABLE**
- Projected Five (5) Year Budget for 2017-2022 **FIFTEEN (15) YEAR BUDGET INCLUDED**
- Revenue Estimate Worksheet for 2016-2017
- Financial Corrective Action Plan, If Applicable **NOT APPLICABLE**
- Evidence of Resolution of any Financial Debts, If Applicable **NOT APPLICABLE**

Organizational Performance

- Student Enrollment Reports**
- Copy of Registration Forms in Parent's Primary Language (English plus top 3)**
- Discipline Reporting (Each Category, Prior 5 Years)**
- Comprehensive Emergency/Evacuation Plans**
- Staffing Reports**
- Certification Self-Audits**
- Blank Copy of Teacher and Administrator Evaluation Tools or Documentation**
Verifying Participation in an Approved Plan
- Copy of Pay for Performance Plan and Salary Schedule Documentation**
Verifying Participation in an Approved Plan
- Screen Shots of Website Requirements as per s. 1002.33(9)(p), F.S.** *(Clearly indicate the required elements: the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings)*
- Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)1, F.S.**
- Sample of School Newsletters Requesting Parental Involvement**

FOR DOCUMENTS IDENTIFIED AS ON FILE: DO NOT RESUBMIT UNLESS THERE HAS BEEN A SUBSTANTIAL CHANGE SINCE PRIOR SUBMISSION