

Florida Charter



Foundation

2011 Charter Application

for Campus "C"

of



APPLICATION COVER SHEET

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

NAME OF CHARTER SCHOOL: Franklin Academy C

NAME OF NONPROFIT CORPORATION THAT WILL HOLD THE CHARTER:

Florida Charter Foundation, Inc.

Has the Corporation applied for 501(C) 3 non-profit status? Yes [X] No

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NAME OF MANAGEMENT COMPANY (if any):

NAME OF PARTNER ORGANIZATION(S) (if any):

The proposed school will open in the fall of school year: 2011

Term of Charter Requested 5 years

Table with 3 columns: School Year, Grade Levels, Total Student Enrollment*. Rows include First Year (750), Second Year (1018), Third Year (1234), Fourth Year (1318), Fifth Year (1340), and a note: *Estimation by year, Max will be charter capacity.

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

Signature

Tom Rogers

Printed Name

8/02/2010

Date

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I. EDUCATIONAL PLAN

1. Mission, Guiding Principles and Purpose

1.a Provide the mission statement for the proposed charter school.

The mission of Franklin Academy 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 techniques, technologies, and media. It is the intent that all students will engage in a rigorous curriculum promoting project-based learning, inquiry, burgeoning technology, creativity, and teamwork while addressing each individual's learning style. Through a sustained and integrated program of character development, Franklin Academy students will explore the sense of community, integrity and obligations to self and our world.

At Franklin Academy, a highly qualified staff and administration will work with students, parents, and the community to ensure that each student sets learning goals and empowers themselves by mastering all core academic areas and develops a well-rounded education through art, technology, physical education, and music. To make this mission a reality, the school will:

- Provide students with motivated, highly qualified teachers and administrators
- Develop and/or utilize standards-based curricula aligning the benchmarks of the Next Generation Sunshine State Standards
- Empower experienced faculty to collaborate in constructing viable curriculum maps to ensure equity and flexibility in meeting students' educational needs while addressing benchmarks and process skills
- Regularly monitor student progress by following a Continuous Improvement Model implementing a variety of assessment techniques including formative and authentic skills assessments across all content areas
- Develop and utilize instructional focus calendars as mandated by each individual class's learning needs based on data, allowing for tutorials, enhancement and enrichment.
- Implement small learning communities of administrators and teachers to evaluate student data, navigate curriculum maps, facilitate best practices, and promote high-yield strategies across the curriculum
- Provide teachers with meaningful and applicable professional development and various instructional tools as aligned with their specific curriculum
- Promote the use of educational technology and highly effective research-based instructional methodologies including project based learning and inquiry

- Foster communication and involvement with parents and the community
- Encourage parent input and shared decision making by all stakeholders within the school regarding supplemental programs such as an International Bachelorette program or same-sex classes

Franklin Academy will have highly qualified teachers, excellent thematic curricula, positive character development programs and vibrant leadership. The School's approach to learning will position and facilitate youth to succeed in and beyond the classroom.

Our rigorous approach to learning, individual needs-based instructional delivery system and differentiated instruction, student empowerment, teaming, and learning centers supplemented with classroom-based technology, continuous monitoring and assessments will 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, that allows parents to communicate with the School and track their child's progress, will encourage a team framework that will construct success.

Franklin Academy will accommodate parents electing to enroll their child in mixed-gender classes to the extent practicable.

1.b Describe how the school will utilize the Guiding Principles found in s.1002.33(2)(a).

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

1.b.i Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

Franklin Academy will meet high standards of student achievement while providing flexibility to choose among diverse educational opportunities by offering parents and students a choice in tailoring their academic success through expertise of faculty and staff, implementation of effective instructional methodologies, continual maintenance and feedback of academic growth and development, and establishing a safe, conducive environment for teaching and learning.

At Franklin Academy, we have the ability to offer programs such as single-gender education, and International Baccalaureate curriculum enhancement, to the extent that research shows it to be effective in attaining optimal learning gains.

*Girls and boys do learn differently. If boys perform better than girls in math and science in a coed class, yet in classes that separate genders and teach the same materials in different ways, the gap in mastery becomes significantly less. "If women were innately less capable of learning physics it would not matter which type of school they attended. The fact that single-sex schools can improve girls' performance in these subjects so dramatically, suggests that the **way** physics is taught, not brain ability, is the key to understanding the under representation of women in these subjects" (Sax. L, "Why Gender Matters" (p 285).*

Specific observations outlined in "Why Gender Matters" include:

- **The brain develops differently.** In girls, the language areas of the brain develop before the areas used for spatial relations and for geometry. In boys, it's the other way around. A curriculum which ignores those differences will produce boys who can't write and girls who think they're "dumb at math."
- **The brain is wired differently.** In girls, emotion is processed in the same area of the brain that processes language. So, it's easy for most girls to talk about their emotions. In boys, the brain regions involved in talking are separate from the regions involved in feeling. The hardest question for many boys to answer is: "Tell me how you feel."
- **Girls hear better.** The typical teenage girl has a sense of hearing seven times more acute than a teenage boy. That's why daughters so often complain that their fathers are shouting at them. Dad doesn't think he's shouting, but Dad doesn't hear his voice the way his daughter does.
- **Girls and boys respond to stress differently.** This statement is true not just in our species, but in every mammal scientists have studied. Stress enhances learning in males. The same stress impairs learning in females.

These significant differences in learning process for boys and girls have encouraged Franklin Academy to offer single-gender classes in core subject areas while having a co-ed environment outside of those specific classes. Professional development will be given to faculty and staff to align and research the differences that occur between a single sex classroom progress and the same class given in a co-ed environment. Parent workshops and opportunities to discuss the ongoing issue will be discussed and developed as part of our ongoing school improvement.

Franklin Academy will address the differences in a scientific fashion, providing in-depth staff development and reflection time for teachers to monitor curriculum advancements and student achievement. All data will be accurately monitored for future publication regarding learning gains of single-gender performance.

Through our faculty's professional development, we will continually work toward problem solving today's issues of student achievement to allow our students to reach their optimal potential. With creativity, inquiry and right-brain thinking (Pink, 2006.) being a concern, our teachers are knowledgeable and engaged in addressing various learning modalities and multiple intelligences to customize a superior learning experience for each student. Learning tools and programs selected by our highly qualified teachers and administrators are in specific alignment with the Next Generation Sunshine State Standards and Access Points to promote academic success. Integrating cutting-edge technology, mandating reading and writing excellence across the curriculum, fostering positive interdependence within cooperative learning teams, and utilizing an inquiry approach and project-based learning, our students will confidently empower themselves and invest highly in their own learning. It is our goal that our students feel prepared to face the demands of the 21st century in a highly competitive economy. To enrich our students' experience, Franklin Academy will not only work with the school District, but will also work collaboratively with parents and the community, creating a PTSO presence, School Advisory Committee that work toward strong partnerships to facilitate program growth.

To measure student achievement and overall school success, there are several areas that will be periodically examined by teachers, administrators, and/or parents:

- No Child Left Behind Annual Yearly Progress percentage criteria as provided by the state of Florida
- The School's overall performance letter grade as determined by the state
- Individual student performance and learning gains on benchmark testing, standardized tests, and weekly classroom assessments geared toward benchmarks and skills mastery
- Parent satisfaction and involvement surveys
- School enrollment
- Parent and student feedback

Franklin Academy's effectiveness to meet high standards of student achievement is measured by its ability to show positive results as exemplified in part by the state letter grade designation, the percentage of criteria met for No Child Left Behind "Adequate Yearly Progress" and individual student learning gains. To achieve this, the School will be divided into teams with parallel scheduling to allow teachers to meet to share student achievement data and reflect on instructional best practices. Our teachers will have a concrete understanding of how each student learns best in each of their classes to facilitate meeting their needs.

The principal and staff will use and monitor assessment data collected and disseminated from ongoing student assessment at the school. Analyses of student assessment data provide critical information regarding student specific strengths and weaknesses. It provides targeted areas of focus for the staff and parents to facilitate and increase students' academic achievement. This information will be discussed during cluster/team meetings, leadership data discussions, and weekly grade level planning meetings and/or staff meetings.

By analyzing the assessment data collected in the beginning of the school year, students in grades K-8 will be divided into sub groups for reading and these groups will be flexible and fluid, meaning students are continually assessed and transitioned into lower or upper groups as appropriate. By grouping our students this way, student achievement is constantly monitored and addressed.

It is important to note that Franklin Academy is a school of choice and therefore parents can choose to attend our School or their child's home school. We believe that our curriculum and personalization of the educational process will set us apart from other schools attracting parents to enroll their students. Franklin Academy will serve students of all abilities including ELL and ESE students, and all will participate in a varied elective program to provide a well-rounded experience.

1.b.ii Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.

The staff at Franklin Academy will be responsible and accountable for students' academic success and the School's financial sustainability. The academic success and financial efficiency will be assessed in our State grade, meeting "AYP", and in our various operating reviews, financial reports, and audits. To achieve this, we will put in place a budgeting and allocation system that provides for student and teacher needs, yet includes continuous oversight of financial operations with numerous checks and balances in combination with clear delineation of each employee's responsibility. An independent audit review at the end of each school year provides the assurance that employees made proper decisions in the use of public dollars. As a charter school, responsibility and accountability are closely aligned since the School is subject to reauthorization.

1.b.iii Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.

Franklin Academy's communication to the school community including administration, teachers, parents and students on results of assessments and documentation of student learning is an integral component of the school's vision and mission. Parents will receive

progress reports midway through each quarter, and ongoing assessments will be sent home and available to view through a secure Student Information System or web-based gradebook. Parents can access and support classroom instruction by monitoring assignments, attendance, benchmark results and by using the weekly communication folder sent home. Report Cards will be standards-based and notification of ongoing success of the school will be available for parent review on our website.

Assessment as the process of collecting data for the purposes of specifying and verifying problems, and making instructional decisions about students will be used at the School. Assessment may be formal or informal and is conducted through a variety of methods: record reviews, interviews, observations, and testing. There are three types of assessments that are typically used to inform instruction: screening, progress monitoring, and diagnostic measures. As we proceed with the implementation of the continuous improvement model, Franklin Academy will disaggregate available data. This information will be documented, and used as a planning tool for teaching and learning. Information regarding student reading achievement and assessment results will be shared with parents throughout the year through progress reports, report cards, parent/teacher conferences, weekly online grade-book postings, portfolio night, curriculum nights and other events to promote communication and parental involvement. These opportunities will provide parents with specific information related to individual student reading levels and learning gains based on reading assessments scheduled throughout the school year.

To maximize learning, students will be grouped according to shared instruction and abilities and regrouped as instructional needs change. Teachers will use whole-group instruction, small group instruction, individual instruction, independent reading, and technology to deliver curriculum.

Teachers will use the components of reading in association with reading research over the last twenty years to identify the critical skills that students must acquire very early in reading development to ensure that they can read at grade level. These skills are in the areas of oral language, phonemic awareness, phonics, fluency in reading text, vocabulary, and reading comprehension. The development of these skills is critical to getting off to a good start in reading, and we can begin to assess them as early as kindergarten. Students who lag behind in the development of these skills in early elementary school are in danger of not being able to read at grade level by third grade.

Screening tests provide the teacher with a beginning assessment of a student's preparation for grade level reading instruction. They are a "first alert" that a student may need extra help to make adequate progress in reading during the year. The School will give screenings at the beginning of each school year such as Florida Kindergarten

Reading Screening (FLKRS), reading inventories or the Florida Oral Reading Fluency (FORF).

Progress Monitoring tests keep a teacher informed about a student's progress in learning to read during the school year. The tests are a quick sample of critical reading skills that will tell the teacher if the student is making adequate progress toward grade level reading ability at the end of the year. If a student is not demonstrating adequate progress based on the progress monitoring information, the teacher can modify the instruction or make changes in the student's reading program to accelerate reading achievement. If a student's progress is moving adequately toward the short and/or long-term goals set by the teacher, the instructional plan can be continued. The progress monitoring tests can be administered to a student every week, every two to three weeks, or monthly. Diagnostic tests can be used to measure a variety of reading, language, or cognitive skills. Although they can be given as soon as a screening test indicates a student is behind in reading growth, they will usually be given only if a student fails to make adequate progress after receiving extra help in learning to read. Ongoing Progress Monitoring assessments will be inclusive of Florida Assessment for Instruction in Reading ("FAIR").

Diagnostic tests are designed to provide a more precise and detailed picture of the full range of a student's knowledge and skills so that instruction can be more precisely planned. Diagnostic assessments will be given in designated intervals as designed through an assessment calendar, including the FCAT or FAIR.

1.c Describe how the school will meet the prescribed purposes for charter schools found in s.1002.33(2)(b).

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

1.c.i Improve student learning and academic achievement

Franklin Academy will improve student learning and academic achievement through a well-constructed and fortified academic program both horizontally and vertically aligned with state standards. By working with parents, the community, and the School District, the school will implement highly effective teaching methodologies that address the needs of individual learners. Teachers and administration will continually assess and monitor academic growth and learning gains individually to empower students and provide timely feedback concerning academic performance. Teachers and administrators will work in teams to analyze whole group data, address overall trends and review the instructional focus. Teachers will coordinate to disaggregate data, determine the direction that needs to be taken with instruction using their curriculum maps as a guide, and inform parents as to academic progress. Instructional tools, such as textbooks, educational media, and instructional technology, will be selected by

experienced educators that have an investment in their students' progress. Selection will be determined based on specific alignment with educational benchmarks and state standards as applicable to the school's mission.

To engage all levels of learners and address multiple learning styles and modalities, Franklin Academy will provide varied instructional practices focusing on life-long learning skills including:

- project-based learning and problem-solving to engage and enhance critical thinking
- inquiry-based techniques to promote curiosity, creativity, and encourage student ownership of knowledge
- authentic assessments that can accurately measure acquisition of process skills and promote kinesthetic engagement
- differentiated instruction and other high yield strategies to elicit in-depth understanding
- implementing technology not only as a direct instructional tool, but as a means of presenting and communicating information and data in a dynamic fashion to a global audience
- promoting cooperative learning and teamwork to help develop leadership and managerial qualities in all students
- adequate reflection time and feedback to students to provide opportunity for self-improvement, growth, and remediation/ extension of areas of deficiency or high interest
- execution of Educational Plans for ESE students addressing all learning needs/gifted education services

1.c.ii Increase learning opportunities for all students, with a special emphasis on low-performing students in reading:

Franklin Academy will increase learning opportunities for all students, while emphasizing specific approaches for low-performing students in reading. Instruction will be delivered through a comprehensive researched-based model. A highly-focused instructional approach designed to complement Florida's Next Generation Sunshine State Standards and will ensure that all students learning needs are met. Students performing at all instructional levels benefit from a challenging, project-based learning activities, while second language learners thrive in classrooms where peer interaction and conversation at learning stations enable them to acquire English very naturally at an accelerated pace. This approach is the perfect complement to key elements of Franklin Academy's plan to support all learners and improve the achievement of low-performing students in reading. These elements include:

High-quality core classroom reading instruction that focuses on grade-specific NGSSS and essential reading components including oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension;

Systematic assessment of all students continuously throughout the year, including screening, progress monitoring, diagnostic, and outcome measures that provide data for individualized learning plans and help guide instruction;

Ongoing professional development to provide teachers with the necessary tools to ensure every student receives high-quality reading, ESE, and ELL instruction.

These elements are reflective of Florida’s formula for reading success introduced through No Child Left Behind legislation: 6 + 4 + ii + iii: 6 essential components of reading instruction, 4 types of assessments, ii = high quality initial instruction, and iii = immediate intensive interventions. We believe that without these interventions, many of our children who come to school poorly prepared or who have cognitive or English-language weaknesses will lag too far behind their peers. Reading support for low-performing students.

Early intervention is preferable to extended remediation; therefore Franklin Academy will follow the district’s assessment plan for early identification of potential at-risk learners. Age-appropriate prevention and intervention will receive special emphasis during the early primary grades, targeting areas of oral language, phonemic awareness and phonics that will support later growth and reading achievement.

Time on task will increase for our striving and struggling readers. In addition to daily small group instruction with the classroom teacher, identified students will receive an additional focused instruction each day and/or remediation/reinforcement.

Research-Based Materials targeting specific student needs will be used with low-performing students. Examples of effective materials include Riverdeep software, intervention task cards focusing on the six components of reading, K-5 FCRR (Florida Center for Reading Research) Literacy Center Activities for small group tutorials, and core curriculum reading lessons and activities designed for below level readers. We will ensure that these materials are carefully selected by staff to engage learners, target identified needs, and provide a degree of challenge without frustration.

Instruction will scaffold to provide targeted support with the goal of increasing independence. Teachers will meet with students individually or in small groups to explicitly model strategies and skills, provide practice and review opportunities with necessary support, and then monitor independent application. Teachers will be supported in designing lessons that increase the intensity of instruction and accelerate

learning. They will provide many opportunities for re-teaching, review, and practice, and focus carefully on the most essential learning needs of students.

Assessment will take place through screening, progress monitoring and diagnostic tools. We will follow the district plan for early identification of low-performing students, and then monitor progress through tools including DIBELS for early literacy skills, phonics surveys, core curriculum theme assessments, and FCAT benchmark assessments. Outcome measures including the SAT 10, administered at the beginning and end of the school year, will help us to measure the effectiveness of interventions.

Professional development for teachers, aides, and volunteers working with students will be provided to ensure that explicit, systematic instruction is consistent for all students, and that there is a school-wide mindset that student achievement is everyone's responsibility. This support will include demonstration lessons, workshops, and modeling of strategies such as think-alouds to help make processes visible for struggling readers.

A *Home-school connection* will be promoted through individualized learning plans and frequent communication of student achievement. Parents will also have access to our electronic grade-book that will assist them in monitoring student progress from home.

1.c.iii Encourage the use of innovative learning methods:

Franklin Academy seeks to educate its students through a challenging program of study and strong character development within a nurturing, orderly, and safe learning environment utilizing a gender based educational program. According to *Why Gender Matters* (2006) boys and girls benefit from differentiated learning, and flourish when their individual cognitive and developmental needs are met.

*Girls and boys do learn differently. If boys perform better than girls in math and science in a coed class, yet in classes that separate genders and teach the same materials in different ways, the gap in mastery becomes significantly less. "If women were innately less capable of learning physics it would not matter which type of school they attended. The fact that single-sex schools can improve girls' performance in these subjects so dramatically, suggests that the **way** physics is taught, not brain ability, is the key to understanding the under representation of women in these subjects" (Sax. L, "Why Gender Matters" (p 285).*

Specific observations outlined in "Why Gender Matters" include:

- **The brain develops differently.** In girls, the language areas of the brain develop before the areas used for spatial relations and for geometry. In boys, it's the

other way around. A curriculum which ignores those differences will produce boys who can't write and girls who think they're "dumb at math."

- **The brain is wired differently.** In girls, emotion is processed in the same area of the brain that processes language. So, it's easy for most girls to talk about their emotions. In boys, the brain regions involved in talking are separate from the regions involved in feeling. The hardest question for many boys to answer is: "Tell me how you feel."
- **Girls hear better.** The typical teenage girl has a sense of hearing seven times more acute than a teenage boy. That's why daughters so often complain that their fathers are shouting at them. Dad doesn't think he's shouting, but Dad doesn't hear his voice the way his daughter does.
- **Girls and boys respond to stress differently.** This statement is true not just in our species, but in every mammal scientists have studied. Stress enhances learning in males. The same stress impairs learning in females.

These significant differences in learning process for boys and girls have encouraged Franklin Academy to offer single-gender classes in core subject areas while having a co-ed environment outside of those specific classes. Professional development will be given to faculty and staff to align and research the differences that occur between a single sex classroom progress and the same class given in a co-ed environment. Parent workshops and opportunities to discuss the ongoing issue will be discussed and developed as part of our ongoing school improvement.

Franklin Academy will address the differences in a scientific fashion, providing in-depth staff development and reflection time for teachers to monitor curriculum advancements and student achievement. All data will be accurately monitored for future publication regarding learning gains of single-gender performance.

The standards-based curriculum will ensure horizontal alignment and equity, where teachers will review standards and individual benchmarks to formulate their curriculum map per subject area (Kallick & Colosimo, 2008.) and/or utilize county-approved curriculum maps. The map constitutes the general route to acquiring the necessary knowledge to determine mastery for the course while assessing and meeting individual benchmarks. To determine direction, teachers will pre-assess their students and monitor their progress toward their academic goals by teaming to create an instructional focus for the course. Equity is achieved in that all students, regardless of their level are guaranteed the same content in preparation for standardized state tests. Flexibility is maintained per teacher though allowing them the ability to address their individual learner's needs as they can select from a diversity of instructional techniques that will also take them to their final destination of mastery but provide for enrichment,

all while adhering to the school's mission. Utilizing curriculum maps and instructional focus calendars adheres to the continuous improvement model and generates vibrant and productive learning communities of professionals. (Jacobs, 2006.)

Research has shown that one of the largest impacts on student achievements in science and math is dependent on the teacher's pedagogical style. Project-based learning and Inquiry-based instruction have been proven to improve students' learning aptitudes by providing hands-on activities that require cognitive thinking skills to solve problems. (Chew, 2008.) Learning theories such as Bloom's Taxonomy, Webb's Depth of Thought and Gardner's multiple intelligences will be addressed for effective student learning. Through professional development, staff development and Professional Development Plans (PDP), teachers at Franklin Academy will gain expertise with innovative learning methods to improve student achievement and promote the skills necessary for lifelong learning. Using data to drive instruction and analysis to determine effectiveness of instructional delivery will foster continuous school improvement.

1.c.iv *Require the measurement of learning outcomes:*

Measurement of learning outcomes is an essential step in determining student achievement and overall school progress toward meeting its mission. Development of instructional focus calendars hone instruction on particular benchmarks. Utilization of a variety of assessment techniques gives a clearer picture of mastery of a particular benchmark, or whether review, reinforcement or remediation is necessary. Pre/and post testing per unit of instruction will provide educators a clear view as to the path their learners are on, and at what pace they are acquiring mastery. Breaking each unit into smaller segments for assessment allows for timely feedback and constant student/educator reflection. As teachers implement differentiated instruction, it is necessary to use varied techniques of assessment, including (but not limited to) rubrics, mini-benchmark assessment tests, computer-generated exams and tutorials, authentic and performance assessments, and both county and state standardized tests. Regular classroom assessments ensure that the student is progressing.

2. *Target Population and Student Body*

2.a. *Describe the anticipated target population to be served.*

If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in s. 1002.33(10)(e).

Franklin Academy will provide up to 1340 student stations for students in Kindergarten through 8th grade. In accordance with federal and state laws anti-discrimination laws, and in accordance with Florida Statute, 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. All students are entitled to a “Free and Appropriate Public Education” in accordance to federal and state law.

The school’s population shall consist of the following:

- The school shall be open to any age/grade appropriate student residing within the school district.
- Enrollment preference shall be granted to a sibling of a student enrolled in the school.
- Students served in ESE or ESOL programs shall have equal opportunity of being selected for enrollment.
- Students may withdraw from the school at any time and enroll in another public school in accordance with district policy.
- The school will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class grade level or building.

2.b Provide the following for each year of proposed operation: the grades that the school will serve, the number of students to be served in each grade, the number of students expected in each class and the total number of students enrolled.

The chart below outlines projected student enrollment and school maturity progress plan. Though these estimates are provided for planning purposes, enrollment will not exceed the maximum allowed by the charter at any time.

*(# of Classes) Total Students

	# Students	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	18	(6) 108	(7) 126	(7) 126	(7) 126	(7) 126
1st Grade	18	(6) 108	(7) 126	(7) 126	(7) 126	(7) 126
2nd Grade	18	(6) 108	(6) 108	(7) 126	(7) 126	(7) 126
3rd Grade	18	(6) 108	(6) 108	(6) 108	(7) 126	(7) 126
4th Grade	22	(4) 88	(6) 132	(6) 132	(7) 154	(7) 154
5th Grade	22	(3) 66	(5) 110	(6) 132	(7) 154	(7) 154
6th Grade	22	(7) 154	(7) 154	(8) 176	(8) 176	(8) 176

7th Grade	22	0	(7) 154	(7) 154	(8) 176	(8) 176
8th Grade	22	0	0	(7) 154	(7) 154	(8) 176
Total (Classes)- Students			(51)- 1018	(61)- 1234	(65)- 1318	(66)- 1340

Facility construction, personnel hiring, and FF&E purchasing each year will be in response to anticipated enrollment to ensure that expenditures are in line with revenues. If enrollment doesn't increase as projected, construction and hiring will adjust accordingly.

3. Educational Program Design

3.a Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instruction time.

The hours of instruction will be aligned with State of Florida requirements regarding the number of minutes required for instruction. Upon creation of the Master Schedule, the School will clearly delineate the daily schedule for students and their families. The length of the K-8 student will be a minimum of 360 minutes.

The school will offer a minimum of 180 instructional days per year, and will follow the calendar of the local school district.

3. b Describe the proposed charter school's educational program and/or curriculum approach emphasizing the innovative instructional methods or approaches to be used.

Research has shown that pedagogy is the most significant factor in a child's learning. At Franklin Academy, our educational philosophy and mission is reflected in how our teachers will teach. A rigorous, comprehensive, researched-based curriculum aligned to the Next Generation Sunshine State Standards will be delivered to our students in a variety of ways. Our experienced teachers understand where their students are at in terms of knowledge due to pre-assessment, and work collaboratively as a team to determine the route with which their students will take to gain a year's plus worth of content knowledge. It is every teacher's objective to address the individual learning needs of our students, and meet the criteria (content and performance) for the Next Generation Sunshine State Standards. Each team of teachers evaluates their curriculum in a small learning community, and determines method of instruction per benchmark.

As a team, they will create an instructional focus that will drive their data discussions and provide a framework for developing meaningful and applicable assessments. Reflection on student performance and methodology is key to making proactive changes to meet student's needs. As educational professionals, our teachers will:

- Develop course goals as well as individual learning goals for their students aligned with the Next Generation Sunshine State Standards
- Adapt content and design their curriculum to meet the interest and needs of the population
- Select assessment strategies that will authentically reflect learning gains and academic growth
- Work as cooperative learning communities within and across disciplines and grade levels to foster horizontal and vertical alignment
- Focus on and support the development of critical thinking through project-based learning and inquiry
- Challenge students to invest in their own education by providing numerous types of assessment, timely feedback, and individual reflection time
- Serve as models for attaining life-long learning skills

Students in the middle grades will be taught and advised by a group of teachers who compose an instructional team. Interdisciplinary instructional teams consist of two or more teachers who share a common group of students, a particular area of the school building, and a common planning time that they utilize to work and plan together. This facilitates data analysis to help make instructional decisions for students at all levels, and provides a form of consistent support and collaboration to strengthen instruction and professional development goals. These teachers will meet regularly to plan curriculum and discuss the needs and progress of the students and design interdisciplinary activities that make connections between content areas and increase the relevance of the curriculum. This team structure works dynamically with the middle school schedule to encourage interdisciplinary planning as well as constant and consistent communication about students across a grade level. Since team teachers have the same planning period, they are able to plan for curriculum integration, interdisciplinary units, field trips and special activities for their students, ensure that student successes are recognized, student concerns are addressed, and interdisciplinary planning is implemented. Communication and support among teachers is much greater with this approach. Parent conferences and special education meetings are made easier by the fact that all of the student's basic skills teachers are available at the same time of the day. The team concept benefits students by providing support in a transition between elementary school and high school.

Active learning is the second feature of the middle school teams approach, and will be implemented at the Franklin Academy through hands-on, active learning opportunities that help students discover and construct knowledge for themselves and create novel solutions to problems. Critical thinking skills cross subject areas to make interdisciplinary learning the norm.

3.c Describe the research base for the educational program and/or curriculum approach.

As outlined in our mission statement, Franklin Academy supports the use of single-gender education as research indicates that boys and girls develop differently, and therefore benefit from differentiated instruction exclusive of the other.

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Research has shown that one of the largest impacts on student achievements in science and math is dependent on the teacher's pedagogical style. Project-based learning and Inquiry-based instruction have been proven to improve students' learning aptitudes by providing hands-on activities that require cognitive thinking skills to solve problems. (Chew, 2008.) The Inquiry-based process encourages students to ask themselves a series of questions that lead them to a logical conclusion. The National Science Teachers Association has made Inquiry instruction a best practice in teaching and it has been adopted as a teaching method in the National Science Education Standards. By requiring students to think about their thinking, higher order questioning becomes possible. (Blank, 2000) A metacognitive learning cycle: A better warranty for student understanding? How we teach our students models how we expect them to learn; if we are cultivating leaders and entrepreneurs, then those skills need to be addressed within our classrooms. Referenced: Lord, T. R. 1999. Are we cultivating couch potatoes in our college science lectures? *Journal for College Science Teachers* 29:159–62.

Dr. Heidi Hayes Jacobs has researched curriculum mapping and its alignment with student success since 1990. Curriculum Alignment is the process of assuring that all of the critical components in the curriculum are matched and articulated to crystallize the focus, thus providing optimum learning opportunities and equity for all students. Components include the following: standards; grade level expectations; concepts and content; activities and instructional strategies; assessments; and resources. It also fosters team cohesiveness and buy-in by all stakeholders within the school, allowing teachers guidance in their content area, yet flexibility to address each individual learner's needs.

Valentine and Whitaker (1997) states that more than 50% of middle schools in the United States incorporate interdisciplinary teaming. A self-study completed by Flowers, Mertens, and Mulhall (1999) was conducted by 155 middle schools in Michigan. The results provided quantitative data that documented and tracked school changes during middle school reform efforts. The research indicates that interdisciplinary teaming improved teachers' work climate and job satisfaction, led to increases in parental communication, and contributed to students' higher academic achievement. Middle schools that utilized team scheduling had significantly higher state standardized test

scores on the MEAP. Those schools that used teaming and had the highest levels of common planning time showed the greatest two-year gains in achievement. Schools that had been teaming for five or more years had the highest MEAP scores, although even those that had been using interdisciplinary teaming for 1-2 years showed noticeable gains (Flowers, Mertens, & Mulhall, 1999). In their research on the effects of teaming, found that teaming improves school climate, increases communication with parents and families, improves job satisfaction, and has a positive effect on student achievement.

Further study by the same researchers (Mertens, Flowers, & Mulhall, 2001) looked at similar self-study results from 140 Michigan middle schools. Concerns involving school-size as well as the extent that interdisciplinary teaming practices were employed were scrutinized. They found schools that had more than 750 students but used teaming had consistently better student adjustment and behavior outcomes than larger schools that did not use interdisciplinary teaming. Schools with fewer than 750 students that were organized into a middle school grade configuration and that used teaming with high levels of common planning time implemented more practices typical of the middle school model, increased parent involvement and contact, and experienced a more positive school climate.

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

Franklin Academy’s mission strives to promote critical thinking and life-long learning strategies. By utilizing innovative teaching methods stressing project-based learning and inquiry technique, research has shown that these methods of hands-on/minds-on approaches are effective in increasing student confidence and academic gains. The mission of Franklin Academy 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 will have highly qualified teachers, standards-based, thematic curricula, positive character development programs and vibrant leadership. The School’s approach to learning will facilitate youth to succeed in and beyond the classroom, and be ready to enter a competitive work environment. The Franklin Academy philosophy aligns perfectly with the Next Generation Sunshine State Standards-based curricula to create innovative and effective classrooms with supportive work environments for both students and teachers.

Alignment of the school’s educational approach with the school mission is evident in the educational design. Examples of this alignment include:

School Mission	Educational Approach
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Challenging program of study	Curriculum aligned with the Next Generation Sunshine State Standards; Emphasis on core subjects of reading, mathematics, writing, science, social studies; interdisciplinary units of instruction; 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, risk-free climate with learning stations reflective of students' strengths and needs; differentiated instruction; utilization of Marzano's high yield strategies; individual learning plans;
Highly-qualified teachers	On-going, data-driven professional development to support teacher implementation of best practices in each of the core subjects
Positive character development	Daily opportunities for student collaboration and responsibility directly related to instruction

3.e Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State Standards, as required by s. 1002.33.

Franklin Academy will deliver a comprehensive, researched based curriculum aligned to the Next Generation Sunshine State Standards. A rigorous and challenging interdisciplinary approach will weave together subject matter to make connections apparent, and inquiry technique will enhance creativity, critical thinking, and reflection. The use of project-based learning will foster teamwork, positive interdependence, and the ability to generate many solutions to a problem, again promoting out-of-the-box thinking. The curriculum framework uses the Next Generation Sunshine State Standards and access points as the foundation of classroom expectations. As a professional learning community, Franklin Academy will evaluate and monitor student success on benchmarks and grade level expectations on the Next Generation Sunshine Standards through performance on continuous assessments. Students will experience an expanded range of disciplines and a variety of teaching methods. The program will focus on implementing differentiated instruction for identified students with interactive studies in language arts, reading, mathematics, science, social studies, music, art, study skills, foreign language, physical education and technology. As a student moves through the grade levels, there is an added emphasis on leadership, managerial, and organizational skills. Franklin Academy will achieve its mission because students will be

taught how to take ownership of their learning. Since students will be taking a proactive approach toward their content areas, utilizing the aforementioned effective teaching techniques, they will have a heightened meta-cognition and highly-developed critical thinking skills, along with motivation and confidence. Each student's educational performance will improve as they understand that the "how" of learning is just as important as "what" they learn within their classrooms and community.

4. Curriculum Plan

4.a Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State Standards. If the curriculum has not been developed, describe how the plan for curriculum development shows how students will be prepared to attain the Next Generation Sunshine State Standards. For schools that will serve high school students, the proposed curriculum must describe the major areas of interest as required by s. 1003.428.

Franklin Academy will utilize the Next Generation Sunshine State Standards-based curriculum focusing on the course guide directory for the state of Florida for 2010-2011 school year. All core subject areas will align with the state provided course descriptions per grade level to ensure that all students are well-prepared at each grade level and to accurately assess yearly progression in terms of core-course content. Franklin Academy's Curriculum Guide is grade-level specific and sub-divided into the core content areas of Reading/Language Arts, Mathematics, Science, and Social Studies. The curriculum guide also contains standards for enrichment courses such as Physical Education, Health, Visual Arts, Music, Foreign Language, and Information and Media Literacy. Infused within each of the courses are the character education traits, as well as technology. Teachers will be able provided resources for additional lesson plans and resources beyond the selected state adopted texts, online resources, and assessment tools. These resources, along with the standards, provide a tool for teacher professional development and can also be used by staff to develop personal mastery as educators. Students will also use supplemental enrichment materials and tutorials.

Franklin Academy's standards-based curriculum is presented in nine-week units by subject and by grade level. Building upon a solid content base in each academic subject, students expand their prior knowledge through a spiraled curriculum, which focuses on inquiry and project-based applications of key concepts and universal ideas. Standards are clearly articulated and aligned to the Next Generation Sunshine State Standards at each grade level to guide teachers, students and their parents toward high levels of learning. Teachers will work in teams to develop individualized curriculum maps per subject, to ensure that each benchmark is covered in an equitable fashion providing horizontal alignment between teachers. Furthermore, for each of the standards, a description is clearly delineated and described by the content (what students should

know) and the application (what students should be able to do). The content and the applications lead towards mastery of the standard. The standards of the core curriculum, both content and application, are the primary guides to what to teach and what to assess. Student learning of these standards is the core of Franklin Academy’s classroom experience.

Core Academic Area Strands

The four core academic areas of reading and language arts, mathematics, social studies, and science are divided into strands that organize them into essential information and skills needed by all students. Teacher created curriculum maps will also contain essential questions that assist teachers in interdisciplinary, thematic planning for student learning, and help guide student learning on what should be taken from each individual lesson (district resources when available). On a daily basis, utilizing an instructional focus calendar, students should walk away from their class with a measurable, specific amount of content data, aligned with the course benchmarks. Curriculum maps also provide additional resources, supplemental materials, required and suggested lab activities for science, and references for media integration, such as United Streaming. Utilization of the district’s instructional focus calendars will also help us to meet our high standards of student achievement in that they are delineated by Big Idea, benchmark, content sections, process skills, and an essential question per hour of course contact.

The following table lists the Big Ideas/Strands for each of the core disciplines:

Discipline	Big Ideas/ Strands
Reading and Language Arts	Reading Process, Literary Analysis, Writing Process, Writing Applications, Communication, and Information and Media Literacy
Social Studies	American History, Geography, Economics, Civics and Government
Mathematics	Number Sense, Concepts, Algebra, Geometry and Measurement, Number and Operations, and Data Analysis
Science	The Practice of Science, the Characteristics of Scientific Knowledge, the Role of Theories, Laws, Hypotheses and Models, Science and Society, Earth in Space and Time, Earth Structures, Earth Systems and Patterns, Properties of Matter, Changes in Matter, Forms of Energy, Energy Transfer and Transformations, Motions of Objects, Forces of Change in Motion, Organization

	and Development of Living Organisms, Diversity and Evolution of Living Organisms, Heredity and Reproduction, Interdependence, and Matter and Energy Transformations.
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Curriculum Objectives and Content Summary

Franklin Academy’s curriculum objectives and related content are directly aligned with the Next Generation Sunshine State Standards. Teachers will work cooperatively to create a curriculum pacing guide and scope and sequence for the core subject areas for all grade levels. Utilization of the Next Generation Sunshine State Standards and course guide directory from the state and/or utilize county-created curriculum maps per subject area as available, grade level expectations may be effectively introduced and mastered by students in each grade level.

The organizational model is composed of Primary Grades K-2, Intermediate Grades 3-5, and Middle Grades 6-8. This structure enhances our ability to individualize our program and address both the individual and developmental needs of our students. This arrangement serves to coordinate curriculum attainment with learner developmental traits and needs. The standards-based curriculum is delivered at each grade level, with standards spiraled from one year to the next as students and teachers work together over a three-year period. Teachers’ planning vertically and horizontally establishes fluid progress and mastery of the Next Generation Sunshine State Standards by students.

Reading/Language Arts Program Summary

Franklin Academy places Reading and Language Arts as the center of the educational process for our students. Successful readers will in turn support a successful education. The ability to master literacy skills using a balance of reading, writing, speaking and listening will enhance a student’s ability to thrive in their studies across the curriculum. Communication of thoughts and interpretation of what we read and write will influence our overall educational accomplishments.

The Reading/Language Arts program focuses on the mechanics of the language and how it is used to communicate. These communication skills inclusive of reading, writing, listening and speaking will be interdisciplinary. An understanding of the language through the study of spelling, grammar, vocabulary and composition skills will enhance a student’s ability to communicate. Basic skills in these areas will be presented in the language arts classes, but application will be applied as students write journals, complete word problems in math, document research in social studies or formulate a

hypothesis in a science lab report. Specific to the development of reading skills will be addressed in the following application question.

For our students in grades K – 2, the primary goal of the reading/language arts program is to assist students in developing skills in the concepts of print, phonological awareness, oral language, phonemic awareness, phonics, fluency, vocabulary development and in reading comprehension as they apply these skills to all areas of the curriculum. Teachers will use the components of reading in association with reading research over the last 20 years to identify the critical skills that students must acquire very early in reading development to ensure that they can read at grade level. The development of these skills is vital to getting off to a good start in reading, and we can begin to assess them as early as kindergarten. Students who lag behind in the development of these skills in early elementary school are in danger of not being able to read at grade level by third grade. Our Comprehensive Research-based Plan (CRRP) will incorporate the fundamental knowledge and initiatives available for best practice reading as outlined through the *Just Read, Florida* website, to assist the School in developing successful readers. The School will use curriculum strategies, intervention programs and technology as outlined in the reading section of this document to ensure student progress.

Students in the primary grades will learn to make associations between words/letters we speak and words/letters we read. Students will study through participation in rhymes, word patterns, experience stories, plays, and daily experiences with language to learn to read and write. Oral language development will influence the overall development and has recently been added as a new component for skill development on the *Just Read, Florida* research and program outline. Students in the primary grades will participate in a systemic and specific instruction to develop the skills in oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language. Delivery of instruction will include but not be limited to; whole group instruction, small group instruction, read alouds, shared reading, experience charts, word walls, decodable books, predictable books, exposure to a variety of genres, opportunities to write through journals & publishing and an understanding of the application and integration of these communication skills.

For our students in grades 3–5, students should have the acquired basic skills to read and write. This level requires the School to refine these necessary skills to develop successful readers and writers. A wide variety of literary genres will be available to read, review, interpret, respond to in writing, and enhance the language arts skills necessary to present information and communicate more effectively. Delivery of instruction will include, but not limited to; classroom libraries with a large variety of reading levels and reading genres, development of comprehension skills for novels and /or content area,

critical thinking skills as they apply to print and non-print media, implementation of the rules for language mechanics, expository writing, narrative writing, creative writing, exposure of assorted cultural literacy and independent or collaborative projects. Students will be encouraged to read for pleasure and for content. Continuous monitoring of these skills will increase awareness of student progress and the development of communication skills.

For our students in grades 6-8, focus on a wider variety of literature and development of refined writing skills will be examined. Student will need to apply these skills to interpret and respond to novels and content area material. Through the course of study in middle school, literature will include cross curricular subject matter and will need to stress higher level critical thinking and interpretation skills. Grammar, vocabulary, development of research writing and presentation of information will be emphasized and will be comprehensive to the material delivered.

The students in K-8 will also be exposed to information and media literacy. The students will be able to comprehend a wide array of information text that is part of their day to day experiences and develop an understanding of media literacy as a life skill. The students will also develop the essential technology skills to present thoughts, ideas, and stories and do research.

The middle school students will be offered Language Arts I, Language Arts I Advanced and Language Arts I through ESOL as well as Reading 1 and Intensive Reading in Grade Six. Courses to follow will include Language Arts II, Language Arts II Advanced and Language Arts II through ESOL as well as Intensive Language Arts II and Intensive Reading in Grade Seven. The final courses in grade 8 for middle school will include Language Arts III, Language Arts III Advanced and Language Arts III through ESOL as well as Intensive Language Arts III and Intensive Reading in Grade Eight. Electives will also include Developmental Language Arts through ESOL on all three levels if necessary.

Mathematics Program Summary

Every student should achieve the skills needed for mathematical literacy. Focusing on the ‘best practices’ for mathematical instruction, our subject area teachers will challenge students to reach the highest standards. Ongoing professional development of teachers will provide mathematical support knowledge beyond the curriculum that is taught and will also participate in. Technology and support resources will be used in instruction and made available to students.

As identified in the Next Generation Sunshine State Standards, each grade level will focus on identified “Big Idea 1, 2, and 3”. Content includes Number Sense, Algebra, Geometry and Measurement, Number and Operations, and Data Analysis are at the core of our math curriculum program. Standards from the National Council Teachers of Mathematics (NCTM) as reflected in Florida state standards will guide the curriculum. Concepts such as number theory, algebraic thinking, and statistics will be taught using applied problems from everyday experiences.

For our students in grades K-2 focus of the curriculum will be to introduce students to the world of numbers. Applying the appropriate big ideas and identified supporting ideas, students will be challenged and engaged in active problem solving and numeric concepts. Throughout the day, foundations for basic mathematical experience will stimulate students across the curriculum. Students will gain knowledge about skills such as measurement, ordinal sense, basic geometry, patterns, and critical thinking. Basic skills such as simple addition and subtraction are mastered in the early grades.

For our students in grades 3-5, reinforcing problem solving concept and skills will be accomplished by integrating our curriculum across the disciplines and subjects. Students will be able to identify problem solving methods in real-life contexts.

Our students will:

- Understand geometric relationships
- Organize and compare data sets
- Apply problem solving strategies (across the curriculum)
- Develop algebraic reasoning
- Establish measurement techniques
- Use advanced mathematical tools and technologies
- Reason and make sense of mathematics
- Demonstrate flexibility in choosing computational methods
- Understand and explain computational methods
- Produce and explain accurate answers efficiently, communicating results in a variety of formats
- Exhibit number sense and mastery of computation skills

For our students in grades 6-8, building upon mastery of prior acquired skills, students will continue to develop mastery of the core mathematical skills. Applying mathematics to solve problems, the heart of the middle school curriculum, will engage students in such areas as number theory, data investigations, probability, and algebraic thinking. Basic skills for real-life problem solving such as paying bills, balancing a check book, calculating monthly budgets will give middle school students a framework for success. From here students will master higher mathematical functions such as: algebra, geometry, calculus, trigonometry and statistics. Advanced students will be challenged with an accelerated curriculum and given opportunities to explore higher level instruction. Use of team teaching and student work groups will enhance the instructional experience and teach key collaborating skills.

Whether focused on life skills or advanced mathematics, all students will be prepared to excel in high school and beyond.

Science Program Summary

Curiosity and questioning is the foundation of science explorations, while parents and teachers respond to a child's desire to know about the world around them. Franklin Academy provides a curriculum that incorporates hands-on activities to produce actively involved learners while applying the scientific method. Employing skills such as gathering, assemble, observe, construct, compose, manipulate, draw, perform, examine, interview, testing hypotheses and collect of data about the environment around them. The standards incorporate the national science standards and the Florida Department of Education's Big Ideas grouped into four Bodies of Knowledge: Earth and Space Science, Life Science, Physical Science, and Nature of Science.

The science curriculum is designed to develop the capacity to:

- Explain concepts, principles, and theories fundamental to understanding the natural world in which we live
- Develop the ability to read, understand, and analyze current science articles, books, and presentations from both an analytical and ethical viewpoint
- Observe and describe events as they occur during scientific investigations and draw conclusions based on evidence and scientific studies, and communicate findings
- Design and implement scientific investigations

- Demonstrate the ability to integrate mathematical concepts and technology with scientific principles
- Understand the interrelationships between the branches of science, engineering, and mathematics, and its defining strands
- Introduce significant events, discoveries, careers, and personalities as they relate to content presented through the science curriculum
- Participate in project-based scenarios and inquiry-based activities to facilitate critical thinking at all levels of instruction

For our students in grades K-2, science curriculum molds the natural curiosity and questioning skills developing in young learners. Teachers will provide grade-level appropriate exploration and study through the use of manipulatives and basic scientific equipment. Students will communicate and share their opinions and findings using attributes and simple data. During these primary phases of scientific exploration, the students' naturally inquisitive natures are shaped into more complicated problem-solving situations which they will encounter in later grades.

For our students in grades 3–5, more advanced scientific skills will be employed, such as observing, describing, classifying, measuring, and communicating with others about their findings. Students will conduct scientific experiments; apply scientific processes, such as formation of hypotheses, carrying out measurements, collecting data, analyzing the data collected and sharing these findings with their peers. Learners will be provided meaningful situations in which their own environment and surrounding area will be explored. These investigations provide connection to the larger society, instilling a role each student plays in their community.

For our students in grades 6–8, students develop a more sophisticated proficiency of science skills and application of them through a three year sequential course of study. Franklin Academy students will study topics based on the Big Ideas presented in the Next Generation Sunshine State Standards. Concepts become more complex while systematically utilizing scientific processes in all laboratory investigations. Understanding that observational biases can influence outcomes in science exploration, reliance on data and measurement becomes forefront as concepts from mathematics are interwoven and connected throughout. Students will explore ethical and societal impacts of science with the application to personal responsibility. Technology and support resources will be used in instruction and made available to students.

Social Studies Overview Summary

The Social Studies Program at the Franklin Academy will be standards base with strong cross curricular integration. This will require students to utilize concepts from reading, literature, science, mathematics, the arts and technology to gain a global perspective. Themes across strands require students to draw on related knowledge, ask questions, make comparisons, research history, document human behaviors and ultimately apply this information to their personal lives. The study of politics, economics, law, philosophy, religion, sociology and geography will determine a student's perception of their world as well as the perspective as a global citizen.

Strands consist of American history, geography, economics, and civics and government delivered through themes of different cultures and environments. Students will be provided opportunities to share information and study diverse cultures to create awareness while becoming informed citizens. Through a sustained and integrated infusion of character development, Franklin Academy students will explore the sense of community, integrity and obligations to self and our world.

For our students in K-2, history is delivered to students with stories and discussions through folk tales, legends and prior knowledge brought to the classroom by the student. Stories of different cultures and countries to compare to their personal stories and experiences are presented. Students also create an understanding of community through the classroom rules, values and decisions that affect individuals and the classroom community as a whole.

For our students in grades 3 – 5 the curriculum focuses on the history of North America, Florida History (grade 4) and World History. This gives an opportunity for students to explore community and civic responsibility as they study historical events and research their effect on present day society through projects, research, technology and community service. The program will prepare students to have an understanding of multiple cultures, tolerance and respect for the world beyond our borders and therefore becoming more responsible global citizens.

For our students in grades 6 – 8, a more in-depth study of the world continues through the middle school with an emphasis on how geography, economics, world history, civics, government, and American history influence events around the world. This requires integration through the study of cultures, the humanities and literature to acquire a realization of how these events have affected individual students in their local communities and eventually their career paths.

There is a specific outline of study for students in Florida middle schools. Sixth grade students are assigned to explore the world cultures, past and present while interrupting these events and their relationship to global issues. Seventh Grade studies are required to make connections between physical environments (geography) and how that relates

to the cultures and historical events around the world. Students are also required to begin their exploration of careers and areas of interest that they would like to study. Eighth graders will focus on the American political and economic system. This will involve the study of local, state and country government. Preparing students to understanding the process of the nation's democracy will be the essential knowledge to become informed and active in the future of our country, to become valued and productive citizens.

4.b Describe the research base and foundation materials that were used or will be used to develop the curriculum.

The curriculum used at Franklin Academy will be based on the Next Generation Sunshine State Standards. The standards are available at www.floridastandards.org.

4.c Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy set for students who are reading below grade level.

The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research. Information on reading requirements may be accessed at: www.justreadflorida.com/docs/reading_programs.pdf

Reading is a critical component of the Florida education system and the law requires it to be a primary focus on the overall school curriculum. Franklin Academy will implement *Just Read Florida* initiatives to assist in the process for students to become successful, independent readers. The School will implement a school-wide Comprehensive Research-based Plan (CRRP) to provide a framework for instruction integrating cross curricular areas while aligning subject area standards. The school CRRP will be designed to meet specified requirements outlined in the Just Read Florida objectives:

- *Leadership at the school level is guiding and supporting the CRRP initiative.* The School will assure that school administrators will be curriculum leaders and resources. A Literacy Leadership Team will be established to include school administration, curriculum coordinator, school reading coach, ESE teacher, media specialist, department head, and lead teacher or mentor teachers.
- *The analysis of data drives all decision-making.* The student data will be collected, organized and analyzed for review. The information from assorted assessments (screening progress monitoring and diagnostic) will be centrally located and reviewed by classroom teachers and School Literacy Leadership Team members on a regular basis (bi-weekly or monthly if needed) to identify needs of students.

- *Professional Development is systemic throughout the district and is targeted at individual teacher needs as determined by analysis of student performance data.* Professional Development is coordinated through the decisions of the Literacy Leadership Team and teachers on staff. The professional development plan must make provisions to target specific areas of need based on assessment data and reflect the goals in the individual Professional Development Plan (PDP). It should differentiate and intensify professional development for teachers based on progress monitoring data. It will be up to the Leadership Literacy Team to organize Professional Development opportunities identified by teachers and student data results to support the delivery of the CRRP. The school will participate in district trainings when available and applicable.
- *Measurable student achievement goals are established and clearly described* Student data from a variety of assessments will be monitored on a regular schedule and reviewed for ongoing progress in reading as well as writing, math and science. Through this process, individual student scores, classroom progress and school-wide objectives will be reviewed and evaluated by the school stakeholders. The Literacy Leadership will organize data in central location, a software program to be identified. The school will use the collected information to create the School Improvement Plan, assist in planning Professional Development to train and support teachers in identifying classroom strategies and instruction delivery. This will be an ongoing process that will continue to review, plan and evaluate student data.
- *Appropriate research-based instructional materials and strategies are used to address specific student needs.* Appropriate researched-based instructional materials will include a state-approved textbook series, an approved intervention program such as Voyager Literacy Passport Program and Accelerated Reader. Through identified research-based programs, high quality reading instruction will incorporate the six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension.) delivered through a coherent instructional design.

To maximize learning, students will be grouped according to share instruction and abilities and regrouped as instructional needs change. Teachers will use whole-group instruction, small group instruction, individual instruction, independent reading, and technology to deliver curriculum.

Teachers will use the components of reading in association with reading research over the last 20 years to identify the critical skills that students must acquire very early in reading development to ensure that they can read at grade level. These skills are in the areas of oral language, phonemic awareness, phonics, fluency in reading text,

vocabulary, and reading comprehension. The development of these skills is critical to getting off to a good start in reading, and we can begin to assess them as early as kindergarten. Students who lag behind in the development of these skills in early elementary school are in danger of not being able to read at grade level by third grade.

Assessment as the process of collecting data for the purposes of specifying and verifying problems, and making instructional decisions about students will be used at the School. Assessment may be formal or informal and is conducted through a variety of methods: record reviews, interviews, observations, and testing. There are three types of assessments that are typically used to inform instruction: screening, progress monitoring, and diagnostic measures.

Screening tests provide the teacher with a beginning assessment of a student's preparation for grade level reading instruction. They are a "first alert" that a student may need extra help to make adequate progress in reading during the year. The School will give screenings at the beginning of each school year such as Florida Kindergarten Reading Screening (FLKRS), reading inventories or the Florida Oral Reading Fluency (FORF).

Progress monitoring tests keep a teacher informed about a student's progress in learning to read during the school year. The tests are a quick sample of critical reading skills that will tell the teacher if the student is making adequate progress toward grade level reading ability at the end of the year. If a student is not demonstrating adequate progress based on the progress monitoring information, the teacher can modify the instruction or make changes in the student's reading program to accelerate reading achievement. If a student's progress is moving adequately toward the short and/or long-term goals set by the teacher, the instructional plan can be continued. The progress monitoring tests can be administered to a student every week, every two to three weeks, or monthly. Diagnostic tests can be used to measure a variety of reading, language, or cognitive skills. Although they can be given as soon as a screening test indicates a student is behind in reading growth, they will usually be given only if a student fails to make adequate progress after receiving extra help in learning to read. Ongoing Progress Monitoring assessments will be inclusive of FAIR. There is local training for FAIR through Core Curriculum provided by the district.

Diagnostic tests are designed to provide a more precise and detailed picture of the full range of a student's knowledge and skills so that instruction can be more precisely planned. Diagnostic assessments will be given in designated intervals as designed through an assessment calendar, including the FCAT, SAT 10, and FAIR.

Franklin Academy will participate in the FAIR online assessment program and will record results on the PMRN. The Florida Assessments for Instruction in Reading, FAIR, starts

with a Broad Screening online (paper and pencil screenings are available). Students who score in a green success zone will have an 85% probability of scoring on or above grade-level, yellow success zone has a 16-84% probability of scoring on or above grade-level on the FCAT and the red success zone identifies students with a 15% probability of performing on or above grade level. Students in the green zone will take a Broad Diagnostic Inventory BDI. Other students, in the yellow or red success zones will be administered the Targeted Diagnostic Inventory (TDI). These students would require ongoing Progress Monitoring or the Diagnostic Toolkit Tasks. The FAIR is given free of charge three times a year. The data from the FAIR is automatically uploaded into the PMRN, the Progress Monitoring and Reporting Network for teachers and school leaders to analysis. The ongoing information will be available and offer guidance and best practice support for our teachers as they prepare lessons for student learning. School personnel will need training to ensure successful implementation.

Layers of instructional strategies will include core instruction, supplemental instruction and intensive instruction. Core instruction is provided to all students in the class. It is guided by the comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole and part is provided during the small group, differentiated instruction period. Supplemental instruction goes beyond what is provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the particular needs of identified students. Intensive Instruction is given to students who are seriously below grade level in the development of critical reading skills. This instruction will usually be guided by a specific research-based intervention program that focuses on one or more of the key areas of reading development. This type of instruction is needed by a small minority of students in a class. Students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their needs while at the same time accelerating their growth toward grade level reading ability.

The Reading Program at Franklin Academy will incorporate the use of RtI, Response to Intervention. RtI is defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). The RtI model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, and using learning rate over time and level of performance to inform instructional decisions while creating a formalized coordinated state-wide effort. RtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. Response to Intervention is “data-based decision making” applied to education. The essential components of RtI include: Multiple tiers of evidence-based instruction service delivery, a problem-solving method designed to inform the

development of interventions, an integrated data collection/assessment system to inform decisions at each tier of service delivery.

RtI is a three-tier model that uses increasingly more intense instruction and interventions. Data collected at each tier are used to measure the efficacy of the interventions. The data is used to make meaningful decisions about which instruction and interventions should be maintained and layered. The tiers are referred to as Tier 1, 2, and 3. Tier 1, also known as core instruction, is present at all three levels. Tier 1 is when general academic and behavior instruction and support is provided to all students in all settings. Tier 2 is when a more targeted instruction/intervention and supplemental support is given in addition to and aligned with the core academic and behavior curriculum. Tier 3 is the most intense. It involves increased time, narrowed focus, and reduced group size. The purpose of Tier 2 and Tier 3 is to increase the rate of student progress and level of performance by increasing the intensity of the instruction/intervention.

Franklin Academy is committed to delivering a comprehensive reading plan that is established through strategic planning based on student needs, school wide consistency in the delivery of the plan; assessment of results, revision of continuation of plan and ongoing commitment to maintain the process. A successful implementation of a CRRP will result in enhanced and ongoing student achievement.

4.d *Explain how exceptional students and students who enter the school below grade level will be engaged in and benefit from the curriculum.*

All students will be engaged in and benefit from the curriculum at Franklin Academy including exceptional students and those students who enter the school below grade level. Apart from providing the specific services as identified on the student's IEP, faculty will use differentiated instruction as necessary and is committed to offer the students tutoring services, remediation opportunities (intensive reading courses) and other assistance to ensure student learning progress. Student performance is continuously assessed and results are reviewed to ensure that interventions are working. Assessments will include screenings, progress monitoring and diagnostics. All students not making progress will have a PMP, Progress Monitoring Plan, to recognize and address those specific strategies to be implemented in order to remediate learning deficiencies. PMP's are created by a teacher, support staff, parent and student if applicable. This team also must review the PMP midway through the marking period and again at the end of each nine week marking period.

Exceptional students need to be exposed to the same curriculum as their non disabled peers. Teachers should differentiate and conduct specialized instruction in targeted deficient skills. These priority educational needs are designated on the students' IEP's. Effectiveness will be determined by the students' mastery of their individual goals as reported on report cards at the end of each marking period and on progress reports or interim reports as necessary.

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

Other curriculum areas to be included at Franklin Academy include Health, Physical Education, the Visual Arts, Music, Foreign Language, and Technology Education.

Health

Health topics are closely linked to science content as well as physical education. Health literacy includes concepts, responsible behavior, and promotion. Concepts include:

- Basic hygiene and health habits
- Nutrition
- Analyze the influence of outside factors on health behaviors
- Functions of body parts and systems
- Disease prevention
- First aid and safety
- Dangers of substance abuse
- Benefits of exercise

Physical Education

The primary goal of the physical education program is the basic application of individual skills in a team sport environment. The strands for physical education include movement competency, cognitive abilities, lifetime fitness, and responsible behaviors and values. Physical education will include a variety of developmental activities emphasizing fine and gross motor skill development as well as to help our students keep fit through a variety of organized activities and lessons that focus on:

- Control and coordination of movements
- Rhythm, agility, and balance
- Simple sports skills
- Basic games and exercise
- Fitness
- Respect for rules
- Sportsmanship

- Proper use of equipment
- Strategy
- Competitive and non-competitive sports
- Lifetime sports

Visual Arts

The Visual Arts Curriculum generates enthusiasm for art as well as different cultural and historical connections. Through the exploration of a variety of artists, art processes and art experiences, students have the opportunity to develop higher thinking and creative problem solving skills. Our school will integrate art and music throughout the standard school curriculum, to develop intellectual and communication skills in children through active participation in the arts, and to enhance appreciation for culture and art within children. Our vision is that by infusing Arts into the curriculum, we enhance the opportunities for academic success for all students, and help to develop right-brain associated functions to improve functioning in the workplace and beyond.

Music

Instilling the love of melody, the poetry of verse, the rhythm of the beat is a goal of our music curriculum. From classic to contemporary sounds, all students enjoy music. Students create by improvising melodies, variations and accompaniments using a variety of sound sources and advanced technology. Students listen to musical selections. Teachers expose students to a varied repertoire of music representing diverse genres and styles. Songs are linked to classroom themes and previous learning. Students sing. They learn expressive qualities, tone, melody and style of songs. Students play instruments to echo rhythmic patterns, to improvise melodic progressions and produce harmonic accompaniments. History and cultural awareness is integrated into our music curriculum. Students will understand the role of musicians in various music settings and cultures.

Technology Education

We believe learning should primarily occur in a relational context; technology will be used as a tool in the school to enhance our efforts in teaching children. We believe technology is best used to reinforce classroom learning and for assessment. In addition to using technology to support learning, as age appropriate and specified in standards, students will learn how to master use of specific technologies. In higher grades, teachers will seek to ensure that students are taught how to exploit the potential of research oriented technology yet not abuse them to avoid developing solid research, critical thinking, and writing skills. This is both a technique issue as well as a character

issue and will be addressed in both ways. Participation in project-based, multi-disciplinary learning infused with technology will be encouraged.

4.f Describe how the effectiveness of the curriculum will be evaluated.

The educational needs and strengths of students will be determined on a school-wide and individual basis. The use of data from ongoing assessments, including screenings, progress monitoring and diagnostic tests along with classroom observations, pre-and post-tests, and teacher created tests will be used to recognize a student's ability to have mastered an identified benchmark or process skill in their core-content areas. The extent to which the effectiveness of the curriculum standards will be met will be determined by the achievement of specific measurable objectives. This information will be recorded, analyzed and reviewed to determine student progress. The district and state mandated tests will help the school determine how our students are progressing compared to the district and state. On a school wide basis ongoing comparison and analysis of data will help to identify staff development needs, curriculum alignment and school identified objectives as listed in the School Improvement Plan. Student progress per class will also help to delineate the instructional focus per course. Lastly, parents, teachers and students are given the opportunity to evaluate the programs at the school each year. Parent, teacher and student surveys will serve as indicators of curriculum effectiveness as well, as Franklin Academy strives to inspire students toward life-long learning through creative and applicable approaches.

5. Student Performance, Assessment and Evaluation

5.a State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained.

The school's educational goals and objectives must ensure that students receive a year's worth of learning for each year enrolled.

The educational goals at Franklin Academy will be developed by the Educational Excellence School Advisory Council (EESAC) once the school is open. Stakeholders will be involved in reviewing data, planning school needs and recommending resource support. At this time educational goals for Franklin Academy include the following;

- Given school wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards (NGSSS) at least 79% or higher of the students in

grades three through eight will demonstrate grade level proficiency in Reading as documented on the Florida Comprehensive Assessment Test, FCAT.

- Given school wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards (NGSSS) at least 80% or higher of the students in grades three through eight will demonstrate grade level proficiency in Mathematics as documented on the Florida Comprehensive Assessment Test, FCAT.
- Given school wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards (NGSSS) at least 92% of fourth and eighth grade students will score 3.5 or above on the Florida Writing Component on the Florida Comprehensive Assessment Test, FCAT.
- Given school wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards (NGSSS) at least 50% or higher of the students in grades five and eight will demonstrate mastery of science standards by scoring grade level proficiency as documented on the Florida Comprehensive Assessment Test, FCAT.
- Given school wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards (NGSSS) at least 50% of the lowest quartile of students will make a year's worth of learning gains in reading and mathematics as evidenced by demonstrating improvement as documented on the Florida Comprehensive Assessment Test, FCAT.

Learning gains are demonstrated when a student moves from one achievement level to a higher achievement level or maintain an achievement level of three, four or five. Learning gains can also be achieved when a student's achievement level is a one or two and the developmental score demonstrates a year of growth. Students are expected to make learning gains and can be monitored annually through the FCAT scores, pre and post assessments and through ongoing screening and assessment tools.

In addition to the annual assessments, the School will conduct screenings, progress monitoring and diagnostic assessments throughout the school year at scheduled intervals to continue documentation of student ongoing learning gains. These assessments will incorporate the FCAT, FAIR, a benchmark assessment test, and other specific competency based assessments to evaluate the effectiveness of the curriculum and teaching methods. Other methods of assessing students' mastery of performance outcomes will include, but not limited to, benchmark mini assessments, observations,

teacher created tests and quizzes, projects, presentations, portfolios, peer-evaluation and self evaluations. Ongoing review of Progress Reports and Student Report Cards will also be used as another tool to align data representing student progress and learning. These assessments and other ongoing means of evaluation will be used as a baseline for year one and subsequently be an integral part of continuous planning and refinement of educational goals and strategies.

Exceptional Students will be assessed following specified requirements as outlined on an individual student IEP (Individual Education Plan) monitored by certified staff in Exceptional Education. English Language Learners (ELL) will be assessed and served by an ESOL certified personnel. The School will adapt and abide by the requirements of the *LULAC et.al. vs. State Board of Education Consent Decree (1990)*.

5.b Describe the school's student placement procedures and promotion standards.

Each student in grades K-8 must meet specific levels of performance in reading, writing, mathematics, science and social studies, the identified core subject areas. For students who do not meet state performance levels in core areas on the scheduled assessments, the School, in consultation with the student's parents, will implement the Progress Monitoring Plan (PMP) to design a plan of instruction to assist the student in meeting expectations for proficiency. Student performance will be evaluated and reviewed to decide on students' eligibility for promotion.

Students will be given academic grades in all subjects. Grades will be given based on a student's demonstration of mastery of skills. Student grades are assigned based on careful consideration on student performance of predetermined criteria including but not limited to; class work, tests, projects, screenings and behavior. Student progress is communicated to parents through interim reports, progress reports (midway through each quarter) and report cards every nine weeks. Parents will also have access to assignment grades and assessments on the Student Information System throughout the school year.

Any student in the elementary grades who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations must be given intensive reading instruction immediately following identification of the reading deficiency. Students in grades 1-5 who are identified as being considerably or substantially below grade level or a Level 1 or 2 (Grades 3-5) must receive remediation and may be retained. However, they may be promoted with close monitoring if test scores and classroom performance indicate that they are almost at grade level. Students in grade 3 who score Level 1 on the FCAT Reading must be retained unless exempted from retention for good cause as described in State Board of

Education Rules 6A.1.094221. The student may be promoted to grade four if the student demonstrates an acceptable level of performance on the Reading SAT 9 or SAT 10 or reading on grade level mastery as evidences through mastery of the standards in reading equal to at least a Level 2 performance on the grade three FCAT Reading.

In grades 6-8, for each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content related area course which reading strategies are delivered shall be determined by diagnosis of reading needs.

In accordance with the Florida Statutes (section 1003.4156), general requirements for middle school grades promotion is as follows: in order to be promoted to the 9th grade, students are required to complete three middle school or higher courses in Language Arts, Mathematics, Science and Social Studies. Students are also required to take a semester-long course in career and education planning to be completed in seventh or eighth grade to meet promotion criteria. In accordance to the Florida Legislation, the school will offer career exploration using CHOICES interactive program sponsored by the Florida Department of Education in completion of a student created education and personalized career plan.

Promotion or retention for English Language Learners is based on the student's performance in the dominant language while the student is in the process of becoming independent in English. Retention of an ELL student requires the review and recommendations of the ELL committee. The promotion or retention of Exceptional Students who are also ELL also requires the review and recommendation of an ELL committee and on-site staff working with ESE population. All state requirements for promotion/retention of an ESE student will be reviewed through the appropriate process.

5.c *If the school will serve high school students, describe the school's graduation requirements, to include the methods used to determine if a student has satisfied the requirement specified in s. 1003.43, and any proposed additional requirements.*

Not Applicable

5.d *Describe how baseline achievement data will be established, collected, and used. Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.*

Baseline achievement data criteria will be established utilizing all information available to the school administration. The data will be collected from the students' previous records and reviewed. Student information should include report cards, standardized test scores, State adopted assessments, (such as FCAT) attendance records, and behavior records. This data will be gathered and recorded in the Student Information System software program.

Once a student has been accepted to the Franklin Academy they will be given a screening assessment on the FAIR to identify if there is a need for a Broad Diagnostic Inventory (BDI) or administered the Targeted Diagnostic Inventory (TDI). These students would require ongoing Progress Monitoring or the Diagnostic Toolkit Tasks as described in the reading section.

In the case of ESE (Exceptional Student) with an IEP (Individual Education Plan) or an ELL (English Language Learner), screenings and assessments will be administered in compliance with district guidelines.

5.e Identify the types and frequency of assessments that the school will use to measure and monitor student performance.

The chart below identifies assessment choices used in the elementary and middle school level in the core subject areas.

	K	Grades 1 & 2	Grades 3, 4 & 5	Grades 6 & 7	Grade 8
Reading	-Teacher made tests Portfolios -One on One screening -FAIR -Accelerated Reader Early Literacy Test -FLKRS	-All tests required from CRRP Reading Plan -SAT 10 -FAIR -Accelerated Reader STAR	-All tests required from CRRP Reading Plan -Teacher made tests -FAIR -FCAT -Accelerated Reader STAR -SAT 10	-All tests required from CRRP Reading Plan -Teacher made tests -FAIR -FCAT -Accelerated Reader STAR -SAT 10	-All tests required from CRRP Reading Plan -Teacher made tests -FAIR -FCAT - Accelerated Reader STAR

					-SAT 10
Writing	-Teacher observations	-Teacher made monthly writing prompt	-Teacher made monthly writing prompt -Teacher created tests -Portfolios *Grade 4 students FCAT Writing -FCAT Explorer	-Teacher made monthly writing prompt - Teacher created tests -Portfolios -FCAT Explorer	Teacher made monthly writing prompt -Teacher created tests -Portfolios - FCAT Writing + -FCAT Explorer
Mathematics	-Teacher observations -One on one screening -Portfolios	-Teacher made tests -Portfolios -SAT 10 -Accelerated Math STAR	-FCAT -Teacher made tests -SAT 10 -Accelerated Math STAR -FCAT Explorer	-FCAT -Teacher made tests -SAT 10 -Accelerated Math STAR -FCAT Explorer	-FCAT -Teacher made tests -SAT 10 - Accelerated Math STAR -FCAT Explorer
Science	-Teacher observations -One on one screening -Portfolios	-Teacher Made tests -Portfolios	-FCAT -Teacher made tests -Portfolios -FCAT Explorer	-Teacher Made tests -Portfolios -FCAT Explorer	-FCAT -Teacher made tests -Portfolios -FCAT Explorer
Social Studies	-Teacher observations -One on one screening	-Teacher Made tests -Portfolios	-Teacher made tests -Portfolios	-Teacher made tests -Portfolios	-Teacher made tests -Portfolios

	-Portfolios				
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Franklin Academy will give all required assessments and will use them to assist teachers in driving individual student instruction.

5.f Describe how student assessment and performance data will be used to evaluate and inform instruction.

Once baseline data is collected, it will be stored in the PMRN, the Progress Monitoring and Reporting Network and in the School Student Information System. At the end of the school year, comparisons will be done between screening results done at least three times a year (August, January and May). Expectations are that students will progress at least as well as they did before they started at Franklin Academy and that the specific measurable goals outlined in this application will be achieved within the first year. The FCAT results in grades 3-8 will also be reviewed and comparisons will be done against the previous school year results where applicable. These results will be reviewed for individual students, specific class performance, grade level accomplishments and school-wide achievements.

Other methods of assessing students’ mastery of performance outcomes will include, but not limited to, benchmark mini assessments, observations, teacher created tests and quizzes, projects, presentations, portfolios, peer-evaluation and self evaluations. Ongoing review of progress Reports and Student Report Cards will also be used as another tool to align data representing student progress and learning.

5.g Describe how student assessment and performance information will be shared with students and parents.

Franklin Academy will have a parent and student portal to access student assessment results stored on the Student Information System (SIS). Parent workshops will be delivered at the same timeframe as the screenings done three times a year. A separate parent workshop series will be given to assist parents with FCAT expectations and results. Students at appropriate grade levels will track their progress in their classrooms through independent review of the SIS data or with teacher conferences.

A child’s performance on any given assessment is meaningless if the data and result of that assessment is not reviewed and interpreted to affect that child’s learning. Teachers will use rubrics as teaching tools in the classroom to assist students in interpreting their

performance, comprehend their results and take an active role as they plan for their learning.

Appropriate measures for improvement will be implemented for students not making adequate progress toward mastery of grade level Next Generation Sunshine State Standards. The parent will be advised if concerns are evident in a conference and remedial strategies will be communicated through the PMP. Parents will sign the PMP and acknowledge that they will work together to assist in reaching the goal of grade-level mastery. Assessment and classroom performance will be shared with parents and evidenced by parental contact logs to document teacher/parent conversations and conferences.

Progress Reports must be signed by parents to keep them updated on student progress in between conferences. Interim reports are given midway through each quarter and will be accessible online. Parents must sign and return Interim Reports for students who are having difficulty in any of their courses including, but not limited to; failing grade for the course/subject, a drop of 2 or more letter grades, unacceptable behaviors, failure to complete assignments, excessive absences. Franklin Academy will use technology to assist staff in keeping parents updated by posting grades for assignments throughout the quarter, review absences, homework, assessment results and behavior issues. Ongoing communication, through parent workshops, conferences, and technology will be an effective way to keep parents informed and in an active role for their child's education.

5.h *Describe, to the extent possible, how student progress and performance will be evaluated and compared to closely comparable student populations.*

Student progress and performance will be evaluated to help develop and implement the curriculum. It will be closely compared to other reports in the state with comparable student demographics. Student performance will also be compared to baseline data and other schools by performance by gender. Data will be used to research and document our single-gender classes.

6. Exceptional Students

6.a *Describe how the school will comply with state and federal requirements for serving students with disabilities, including the procedures that will be utilized for identifying students with special needs, developing Individualized Education Plans and 504 plans, and providing a full range of services.*

Exceptional Education students must be afforded the same opportunities as their non disabled peers. Exceptional Education students shall be provided with programs implemented in accordance with federal, state, and local policies and procedures; and

specifically, the Individuals with Disabilities in Education Act (IDEA), section 504 of the Rehabilitation Act of 1973, sections 1000.05 of the Florida statutes, and Chapter 6A-a of the Florida Administrative Code. This includes, but is not limited to:

- A non-discriminatory policy regarding identification, location, evaluation, and selection
- Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
- Individual Education Plans (IEP's) to include IEP meetings with parents and the IEP Multidisciplinary Team
- Section 504 plan

All students, including Exceptional Education students, fall into levels of instruction. Level 1 instruction involves high quality, instructional supports which are provided to all students. Level 2 instruction targets at-risk students and provides targeted, small group interventions within a general education classroom setting. Level 3 and Level 4 instruction requires individualized intervention plans aimed at increasing academic engagement, increasing learning, and eliminating learning obstacles. Students in Level 3 or Level 4 may be future Exceptional Education students. A complete, comprehensive evaluation is conducted to determine eligibility.

If a student is not making adequate progress, a student support team (SST) may be established. This team consists of teachers, guidance counselors, specialists, administrators, the LEA representative, and the parents. The goals of the team are to: request assistance, review information, collect data, preview, meet, implement, monitor, and review. Implementing interventions is critical and interventions should be:

- Aimed at student success
- Address specific skill deficits
- Specific to current functioning
- Measurable and observable

In addition, interventions must be made with fidelity. Meaning, the interventions which are established must be carried out consistently over a specific time allotment. It is not acceptable for an intervention to be discontinued because it was ineffective on the first trial. The critical component of the SST process is the student's response to the interventions (RtI). After sufficient time, the SST will meet to discuss the student's response. If it is agreed the student is progressing, the implementation of additional strategies and monitoring will continue. If progress is not being made, the SST may decide to revise strategies or implement new interventions. Again, these interventions

must be carried out with fidelity. Then, if the student is still not making progress, the SST may consider a formal evaluation to be conducted. The formal evaluation is administered by a district appointed, school psychologist. At this time, information may also be collected by a social worker, support staff, such as reading and math coaches, and continued data collection from classroom teachers. The formal evaluation may not be conducted without parental consent. In addition, parents must be given the procedural safeguards for students with disabilities in the parents' native language. The forms are revised and provided by the school district. The procedural safeguards are given in order to notify, to make aware, and/or offer consent of individually administered evaluation/reevaluation by the district; any meeting scheduled to discuss eligibility or placement; any time a due process hearing is filed; announcements of all IEP meetings; all meetings to discuss transition planning; all dismissal meetings; and any time there may be a doubt or question regarding a procedural policy. If the procedural safeguards are not in the parents' native language, the information must be translated orally or in a manner the parent will understand by the school district. School personnel must be sure the parents have received the safeguards and understand the information. The SST will also collect written documentation that this requirement has been met. These safeguards are in place to help the parents of students with disabilities to understand the rights that accompany programs for students with disabilities. Federal and state laws regarding the protection of both the rights of the students and the rights of the parents may be, but are not limited to the protection of rights related to notice, consent, administering an independent evaluation, records, hearings, and appeals. Additionally, parents may examine all of the records concerning their children, receive explanations and interpretations of the educational records, receive copies of the records, and/or receive a copy of the evaluation report and any other documentation used to determine a student's eligibility for an exceptional student education program or used for assessment purposes.

Once the formal evaluation has been completed, the SST reconvenes to address the results. The team will now consider if the student is eligible for exceptional student education. If the student meets the eligibility criteria, an IEP is created. The IEP outlines the student's priority educational needs. Measurable goals are designed to target specific skills needed. These goals must be reviewed and parents must be informed of the student's progress. Notification must align with any progress notification of the student's non disabled peers. For example, if progress reports are being sent home for every student, the IEP goals should also be sent at that time. However, the entire SST process must be followed to determine eligibility. The IEP may be reviewed at any time in order to write new goals if the student reached mastery. It is required by law to at least meet annually to revise and update the IEP. It is also required every three years to conduct a meeting to determine if a reevaluation or further testing is needed. The

school district also sends monthly reports to the school to make sure the school is accountable and in compliance with all IEP's.

Exceptional Education students should have instruction driven by their needs as designated on the IEP. Therefore, the school will utilize the educational model that is appropriate for each student. It is anticipated that an inclusion model in each classroom will educate the majority of students with disabilities in the least restrictive environment. An inclusion model will address the individual needs of each student by differentiating instruction through co teaching, collaboration, and consultation. Franklin Academy believes that it is very important that each student have the opportunity to learn and grow alongside their peers so they will be productive citizens upon graduation from school.

The school will comply with Section 504 of the Rehabilitation Act of 1973 that states no person with a disability can be excluded from or denied benefits or access to any program receiving federal financial assistance. If it is determined that a student is disabled under Section 504, the school must develop and implement the delivery of services and/or accommodations in the least restrictive environment. The determination of what services and accommodations are needed must be made by a group of people knowledgeable of the student. This team may resemble that of the SST consisting of classroom teachers, specialists, administrators, and the LEA representative. An appropriate accommodation for an eligible student may consist of education in general classes with an accommodation such as additional time to meet the student's needs.

6.b *Identify the staffing plan for the school's special education program, including the number and qualifications of the staff.*

It is imperative that highly qualified, licensed ESE instructors are hired to meet the educational needs of the students. Franklin Academy will work collaboratively with the School District to determine the least restrictive environment. If necessary, appropriate personnel from neighboring programs will be invited to the IEP staffing to ensure the proper placement and appropriate services are offered. Additional services such as speech therapy, language therapy, occupational therapy, and physical therapy will be provided through a contracted vendor. Eligibility for these programs is determined by district policies and procedures.

6.c *Describe how the school will serve gifted and talented students.*

Gifted and Talented students also fall under the umbrella of Exceptional Student Education. If a teacher identifies a student to be a potential candidate for the gifted program, a referral process commences. Parental consent and procedural safeguards also apply here and must be adhered to. After a formal evaluation has been conducted,

a multidisciplinary team will meet to determine eligibility. Eligibility criteria are determined by the school district.

If a student is deemed eligible for gifted services, the multidisciplinary team will develop an Education Plan (EP). The EP will prescribe the services that will be provided to the student along with a statement why the student is in need of advanced academics. Delivery of services may range from a variety of modalities such as inclusion, co teaching, support facilitation, learning labs, and consultation. The EP also includes:

- Present levels of educational performance
- Goals
- Objectives
- A description of how progress will be measured and how the parent will be informed of the student's progress
- Gifted education services
- Initiation, duration, frequency, and location of services

The EP will also address the Next Generation Sunshine State Standards or Competency Based Curriculum (CBC) standards:

- Accelerated instruction will involve presenting knowledge and skills earlier or at a faster pace.
- Enrichment instruction will present knowledge with depth, complexity, and abstraction. Methods may include tiered lessons, problem-based learning, utilizing critical thinking skills, and service learning in which students will provide community service while applying academic knowledge and skills to real word experiences.

6.d Describe how the school's effectiveness in serving exceptional education students will be evaluated.

Franklin Academy will be accountable for ensuring the needs of Exceptional Education students. The school will strive to always be in compliance by reviewing and updating all IEP's accordingly. The students' achievement may be measured by their learning gains and mastery of their goals. The school's effectiveness will be evaluated by placement, dismissal, and the programs which allow Exceptional Education students to be successful.

Franklin Academy's staff will include highly qualified teachers who hold gifted certification or endorsement. The staff will also participate in professional development opportunities with the state and school district so that guidelines and procedures

established by the district are implemented and followed. Once again the district will send monthly reports to the school to ensure compliance that all EP's are properly maintained. Success may reflect an increase in the number of eligible students for gifted services. Students should reach mastery of their individual goals, displaying both personal and academic growth.

7. English Language Learners

7.a Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.

Franklin Academy will implement the state-approved, English Language Learner Program in effect in the district. This plan is in accordance with the requirements of the LULAC et.al. v. State Board of Education Consent Decree (1990) in servicing English Language Learners (ELL) as follows:

Identification and Assessment: Per FS 1003.56, the School will identify “English Language Learner” (ELL) as:

- A student who was not born in the United States and whose native language is a language other than English;
- A student who was born in the United States but who comes from a home in which a language other than English is most relied upon for communication; or
- A student who is an American Indian or Alaskan native and comes from a home in which a language other than English has had a significant impact on his or her level of English Language Proficiency; and
- Who as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

The school registrar and/or ESOL contact/designee will survey ALL parents upon initial entry (registration) using the Home Language Survey (HLS). A trained language assessor at the school site will administer the following assessments (as applicable) if a parent answers “yes” to **ANY** of the three questions on the *Home Language Survey* within 20 school days of completing the HLS survey.

- Pre-IDEA Oral Language Proficiency Test (Pre-IPT) 3rd Edition – Pre-K (ages 3-5)
- IDEA Oral Language Proficiency Test I (IPT-I) 2nd Edition – Grades K - 6
- IDEA Oral Language Proficiency Test II (IPT-II) 2nd Edition – Grades 7 – 12

Once the student is assessed with an aural/oral language assessment instrument, the student will be classified.

LANGUAGE LEVEL CLASSIFICATIONS AND DESCRIPTIONS

LY- The student is an English Language Learner and is enrolled in classes specifically designed for English Language Learners.

LF- The student is being followed up for a two-year period after having exited from the ESOL program.

LP- The student is in the 3-12 grade, tested fully English proficient on an Aural/Oral Test and is an English Language Learner pending the Reading Writing assess or the student is in K-12 grade, answered “yes” on the Home Language Survey question “Is a language other than English spoken in the Home?” and is pending aural/oral assessment.

LZ- The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. Once a student completes the two-year post-reclassification monitoring period, they are re-coded LZ and remain so for the remainder of their school career.

ZZ- Not applicable. (Students who responded in the negative to all three required Home Language Survey questions, that is, Non-ELLs, or who answered yes to one or more questions on the Home Language Survey but after assessment were not eligible for ESOL services).

ESOL Services:

Franklin K-8 will ensure 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 will be provided with an appropriate ESOL program to meet the needs of each individual student. They will receive instruction that is research-based in helping students develop the communicative and academic skills necessary to meet national, state, and district standards.

Students in the ESOL program are required to meet the same curriculum standards as non-ELLs in English/Language Arts and content area instruction. The content of the curriculum is established by the Next Generation Sunshine State Standards. Student ELL Plans will be developed and reviewed to ensure that students are appropriately placed and given instructional options to help them meet national, state, and district standards. The Individual ELL Plan will provide information on student ESOL language level, student progression, and meetings convened to discuss academic progress of the student. A program of ESOL instruction will be implemented according to the student’s individual needs based on their ELL plan, and will be delivered by teachers with appropriate

certification and/or endorsement, that will include complete monitoring and reporting as required by LULAC et al. v. State Board of Education. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. In addition to providing ESOL instruction, the school will also ensure that teachers are implementing ESOL strategies in mathematics, science, social studies, and computer literacy following state guidelines.

Grade Level and Course Placement will be primarily based on:

- Programmatic Assessment
- Age Appropriate
- Documented Prior Educational Services
- ELL Committee
- Assessment – Diagnostic/placement test
- Parent/Guardian and Student Interview

If the student does not meet the exit criteria after 3 years in the ESOL program, the ELL Committee is convened to make a recommendation for a 4th, 5th or 6th year of continued ESOL program placement.

The ELL committee is a committee composed of ESOL teacher(s) and home language teacher (if any), administrator or designee, plus guidance counselors, or other educators appropriate for the situation.

ESOL Instructional Approach:

According to district and state mandates, ELLs will receive instruction which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate Next Generation Sunshine State Standards, benchmarks and course descriptions. Textbooks and other instructional materials used with ELLs will be the same as those used with non-ELLs in the same grade. School site administrators will be responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book.

The school will use one of the following allowable instructional models based on the needs of the students enrolled and requiring participation in an ESOL program:

- Sheltered – English

- Sheltered – Core/Basic Subject Areas
- Mainstream/Inclusion – English
- Mainstream/Inclusion – Core/Basic Subject Areas
- Maintenance or Developmental Bilingual Education
- Dual Language (Two-way Bilingual Education)

Assessment:

Statewide Assessment: ELL students will participate in the Florida statewide assessment program (FCAT, CELLA, etc), as applicable. School testing coordinators will receive district training about the requirements for ELL testing and testing accommodations.

Exit Assessment: The school’s ESOL contact/designee, in coordination with teachers, will follow state/district procedures to exit students from the ESOL program. They will identify eligible students based on state/district exit criteria as stated below:

- Students in K-2 are eligible for exit from the ESOL program upon scoring at FES level on the IPT-I.
- Students in grades 3-12 eligible for exit from the ESOL program must score an achievement level of three (3) or greater or equivalent developmental scale score on the Reading portion of the Florida Comprehensive Assessment Test. In addition, students must score a level of proficient on the Comprehensive English Language Learning Assessment (CELLA) in listening and speaking, and writing.

Personnel Training:

Teachers who are required to obtain ESOL training or certification will be notified of training requirements and opportunities as delineated on the Certification Department and Multicultural, ESOL and Program Services Department websites. It is the participant’s responsibility to complete each component within the timelines established by the Florida Consent Decree and School Board Policy 4003.3. Participants may enroll in courses offered during the first, second, and summer semesters via the District’s Professional Development Services System.

7.b Identify the staffing plan for the school’s English language learner program, including the number and qualifications of staff.

ESOL-certified personnel will service ELL students and implement and follow the Curriculum Guidelines and accommodations outlined by the district in the District

Limited English Proficiency Plan, as well as all requirements of the LULAC et.al. v. State Board of Education Consent Decree (1990). Appropriately certified personnel will ensure that student's needs are being met. The school will also utilize the Student Progression Plan, for identification, testing, and placement of ELL and foreign students. ELL students will have a LEP plan that complies with state and federal regulations. The school will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the ELL students.

Franklin Academy is committed to ensuring that all core curriculum personnel instructing ESOL students will have the appropriate training (ESOL endorsement/required coursework including ESOL Issues and Strategies) documentation, therefore, ESOL training will be incorporated as part of the professional development plan for the school or in personal professional development plans for individual teachers who have not met the Florida State requirements for ESOL endorsement or documentation of on timeline for ESOL endorsement. All instructional members will be expected to appropriately identify any ESOL students and levels in their grade books and use ESOL strategies when instructing ELL students. The school will identify an ESOL coordinator who will have the responsibility of overseeing, training, and assisting staff in meeting the needs of the school's ELL population throughout the school year.

Every effort will be made by the school to employ bi-lingual office and administrative staff in order to facilitate communication with non-English speaking parents.

8. School Climate and Discipline

8.a Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.

Daily Schedule:

The hours of instruction will be aligned with State of Florida requirements regarding the number of minutes required for instruction. Upon creation of the Master Schedule, the School will clearly delineate the daily schedule for students and their families. The length of the K-8 student day will be a minimum of 360 minutes.

Annual Calendar:

The school will offer a minimum of 180 instructional days per year and will follow the calendar of the local school District.

8.b Describe the school's philosophy regarding student behavior.

Franklin Academy believes that student safety and an orderly environment is vital component of the instructional program. Providing a safe and orderly environment while developing skills, attitudes, and personal responsibility, is embedded with every staff member and student.

8.c Describe the school's Code of Conduct, including the school's policies for discipline, suspension, dismissal and recommendation for expulsion.

The school will adopt and follow the Sponsor's Code of Student Conduct incorporating the Sponsor's policies for discipline, suspension, dismissal and recommendation for expulsion. In addition to the requirements found in the district's code of conduct, it is the intention of the charter school to formulate a code of conduct which outlines the expectation of quality character and a focus on learning. Tools to assist in these goals include, but are not limited to, student uniforms and parent service hours requirement. Manuals will be made available to parents and students upon registration and will be sent home during the first week of school. Additionally, all parents will be required to sign an acknowledgement that they received and reviewed these policies.

Franklin Academy supports a zero tolerance policy regarding school violence and will follow the Sponsor's policies and procedures to recommend expulsion if necessary.

Each parent must take an active role in supporting this plan. In order for student to learn to be responsible citizens, parents and school staff must work together to ensure a safe, conducive and productive learning environment.

Franklin Academy will implement the following school-wide discipline plan as a means of issuing consequences for violations of classroom and/or school rules and policies:

Classroom Consequences:

1st Consequence – Verbal warning

2nd Consequence –Time out from an activity and/or loss of privileges

3rd Consequence – Parent contacted and referral note sent home

4th Consequence – Referral to school administration

Administrative Consequences:

1. Administrative Detention

2. In-school suspension (Principal's Discretion)

3. Saturday Detention - Alternate to Outdoor Suspension

4. Outdoor Suspension

Disciplinary policies:

Franklin Academy believes that the most appropriate disciplinary action taken is the least extreme measure which can resolve the discipline problem. Teachers and administrators will use a variety of disciplinary or guidance strategies, prior to, during, and after formal disciplinary action.

Some of the disciplinary actions that may be utilized include:

- Removal of student from class
- Peer mediation
- Visit to the school counselor
- Work assignment (i.e., cafeteria, school grounds)
- Other alternative actions such as after-school detention, Saturday detention, etc.

Severe Circumstances:

Any severe violation of the Code of Student Conduct such as fighting, drugs, use of profanity, or possession of weapons will result in immediate suspension from school.

The administration reserves the right to apply severe disciplinary actions including recommendation for placement into an alternative educational setting, or expulsion.

The use of corporal punishment, including physical force or physical contact applied to the body

as punishment is prohibited by any member of the school staff and extends to parents or guardians on school grounds.

In cases where a disciplinary violation occurs, which may require the imposition of disciplinary action by the school, the student and all other appropriate persons will be given the opportunity to explain the circumstances of the incident. Whenever possible, Franklin Academy staff will make every effort to inform the parent of the disciplinary action the school will impose prior to the action being taken.

Suspension:

The principal may suspend a student from school for up to ten days for persistent disobedience and for gross misconduct. Principals take this action when they have exhausted all other disciplinary strategies mentioned above or when they have considered those alternatives and dismissed them as inappropriate given the specific or severe nature of a situation.

Outdoor Suspension may be utilized by the school under the following conditions:

- The student's presence in school presents a physical danger to the student or others;
- A "cooling off" period is needed in order to relieve tensions and/or
- The student and or parent refuse an alternative to suspension.

During a suspension the child will be given the opportunity to complete the work which was missed during the suspension. Failure to make up the assigned work missed during a period of suspension will result in the student being given the academic grade of "F" for those assignments. A suspended student completing assigned work missed during the period of suspension will not be subject to the withholding of passing final grades. In addition to making up assigned work, the student will be held responsible for the material presented during the student's absence. The responsibility for securing assignments missed during the suspension period will be the responsibility of the student. Upon completion of the makeup work, within a reasonable amount of time, the student should submit the work to the teacher. The teacher must grade and record the makeup work as it is received.

Students with Disabilities: In the event that a student with a disability should engage in behavior that violates the Code of Student Conduct and results in dismissal or change of placement for more than ten (10) days, the charter school will immediately notify the student's parents/guardians of the rendered decision. The student's IEP Team will conduct a review in accordance with the requirements of IDEA to determine the relationship between the student's disability and the behavior subject to the disciplinary action. If the result of the review is a determination that the behavior was not a manifestation of the student's disability, the disciplinary procedures applicable to students without disabilities will be applied. Otherwise, the IEP Team will review the student's plan and modify it, as necessary, to address the behavior.

II. Organizational Plan

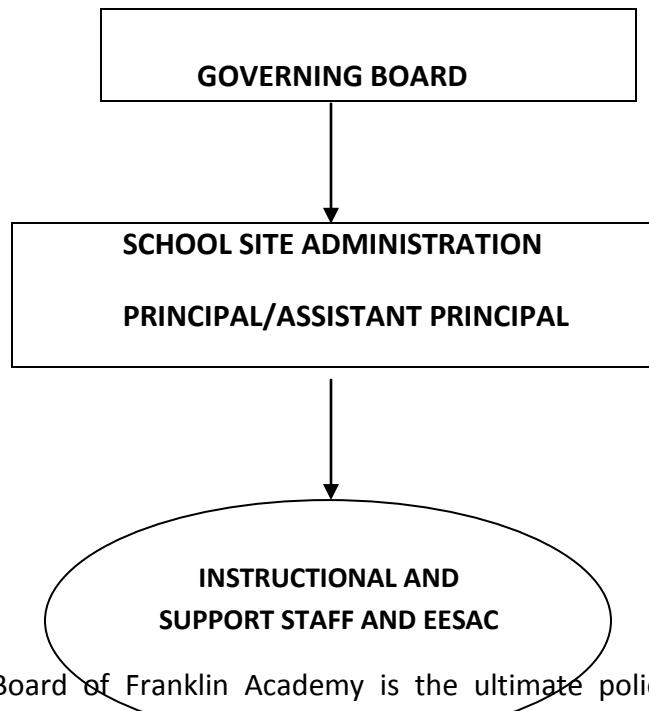
9. Governance

9.a *Describe how the school will be governed, including documentation of legal structure (i.e. Certificate of Incorporation)*

The Florida Charter Foundation, Inc. is a Florida non-profit organization whose mission is to establish and oversee high performing public charter schools. The members of the board of the FCF shall organize and operate the school. To ensure successful initial opening and continuing operation of the school, FCF will contract with appropriate experienced professionals to provide selected services. The member of the board of FCF shall serve as unpaid fiduciaries of the school and shall be ultimately accountable

for all aspects of school operations. At no time shall any member of the FCF board be employed at the school, contract for services, provide procured goods or otherwise receive remuneration(s) of any kind whatsoever while serving on the board. Board members may be reimbursed for reasonable expenses incurred for activities directly related to board activities. Such reimbursements shall be presented by the board chair and approved by vote of the board at a regularly scheduled and noticed public meeting.

9.b Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the Board to the school's leader and administration.



The Governing Board of Franklin Academy is the ultimate policy-making body that determines the academic direction, curriculum, and operation of the school. The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's faculty and staff will report directly to the principal, who reports to the Governing Board.

The school's administrative team (principal and assistant principal) will ensure that the operations of the school are in accordance with the mission and vision of Franklin Academy. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The instructional and support staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents and the community.

9.c Provide a description of the responsibilities and obligations of the governing board as a whole, individual members and officers of the board.

Franklin Academy's Governing Board shall operate and oversee all aspects of school activities and otherwise be fully responsible for the governance of and accountable for the school.

Duties and responsibilities of the board shall include:

- Approval of all policies and procedures used at the school (procurement authority, non-discriminatory hiring & retention, enrollment, etc)
 - Approval of personnel recommendations
 - Review of student discipline procedures and appeals
 - Financial review and fiduciary oversight
 - Adherence to Florida Government in the Sunshine laws
 - Review and approval of annual school budget
 - Negotiations and execution of all contracts
 - Ensure compliance with operations in accordance with Florida laws, Department of Education regulations, Charter and terms of District Contract
- Annually adopt and maintain an operating budget.
Exercise continuing oversight over charter school operations.

Additionally, per Section 1002.33(9)(j), F.S., the governing body of the charter school shall be responsible for:

- Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, who shall submit the report to the governing body.
- Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan.
- Monitoring a corrective action plan or financial recovery plan in order to ensure compliance.
- Participating in governance training approved by the department which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility.

In order to facilitate efficient and effective daily operations, Board members shall define roles of board members and staff as minimally as possible. Board members shall not have the authority or ability to formulate or implement policy on an individual basis and all decisions shall be made collectively in accordance with board procedure. Board members shall avoid any circumstance which creates undue influence on employees of

the school, members of the School Advisory Council and shall only participate in responsibilities to the extent of approved board policies.

In accordance with Florida Statute § 1001.452, Franklin Academy will establish a School Advisory Council (“SAC”). The SAC shall be comprised of members from the school leadership, instructional & non-instructional staff, parents, students and interested community members. The SAC shall consist of not less than 7 members. Initial board members shall be selected by the Florida Charter Foundation board and shall serve staggered terms as assigned by the Board.

The initial chair-person for the SAC shall be the principal. The SAC shall elect from its membership one member to serve as vice-chairperson, secretary, and treasurer (should the school receive gift, donations, and fundraisers).

All board members shall make every effort to attend scheduled board meetings. Board meetings shall be noticed and open to the public. All meetings shall make agendas of items to be discussed and shall provide an appropriate time to hear public comment concerning the school at each meeting. One board member shall also serve as a non-voting member of the School Advisory Council and be a liaison to the board.

9.d Describe the policies and procedures by which the governing board will operate, including board powers and duties, board member selection and removal procedures and term limits, code of ethics, conflict of interest, and meeting schedule.

Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.

Franklin Academy’s Governing Board shall operate and oversee all aspects of school activities and otherwise be fully responsible for the governance of and accountable for the school. The Board will act to assure compliance with Florida’s Charter School Law, the Sponsor’s written policies, and the terms of the Charter entered into between the Board and the Sponsor.

The Governing Board of Franklin Academy shall consist of no less than three (3) and no more than five (5) members. The terms of each Board Member shall be staggered to facilitate continuity on the Board. One Board member shall be nominated annually by the School Advisory Council and one Board member shall be selected from the immediate community. It is expected that members of the Founding Board will continue as the Governing Board. This shall ensure continuity for at least the first one or two years of the schools’ operation. The Board shall expand its numbers per the procedure described herein.

The five seats shall be as follows:

Seat 1- One year term, annually appointed representative of the School Advisory Council.

Seat 2 – One year term, annually appointed representative of the community.

Seat 3 – Three year term, appointed by the Board (initially appointed by the Founding Board).

Seat 4 – Three year term, appointed by the Board (initially appointed by the Founding Board).

Seat 5 – Three year term, appointed by the Board (initially appointed by the Founding Board).

Board Members shall serve without compensation. The method for selecting members of the Board of Trustees is designed to place those persons on the Board who are qualified in terms of training, education, and experience, and who are also those persons having utmost credibility and respect. The members of the Board shall reflect the diversity of the community and be qualified in terms of training, education, and experience. Board Members shall be responsible for avoiding any behavior or action that will result in a conflict of interest between their responsibility as a Board Member and their personal/professional interests as describe in detail herein.

Franklin Academy will fully comply with Chapter 119, Florida Statutes with regards to requests for information by the public with the exception of those records exempted by §230.25 and local board rule(s). Franklin Academy's Governing Board shall schedule quarterly meetings. The board shall also meet at the call of the Chair or by 2/3rd of its members making such a request of the Chair. The Governing Board shall publish in advance an annual calendar of meetings scheduled for the academic year and said meetings will be open to the public. Publishing of the calendar of meetings shall include one or more of the following: posting on the school website, notices in conspicuous public places within the school, notices sent home to parents, automated phone notifications to parents, email. . Minutes of all governing board meeting minutes will be kept and made available for inspection upon reasonable notice.

The member serving as liaison for the School Advisory Council shall report the activities as appropriate. The principal shall serve as primary reporting official and shall prepare information requested by the Board. The principal shall also prepare and report all activities of the school requiring board notification or decision. The principal shall deliver reports on the financial and academic operations of the school.

Per Section 1002.33(24) (b) F.S., Franklin Academy will not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative, however the approval of budgets does not constitute “jurisdiction or control” for purposes of this requirement.

Further, Senate Bill 278 incorporates the provisions of several public official ethics laws as it prohibits governing board members from accepting anything of value based upon any understanding that any vote or official board action would be influenced. More importantly, governing board members and any business entity in which they or their immediate family have a material interest are prohibited from contracting with the charter school they govern for the purchase, rent or leasing of any realty, goods or services.

Finally, governing board members are prohibited from voting on any matter that would benefit any relative, business associate, or entity for whom that individual has been retained. In addition to recusing him/herself from any such vote, the board member must publicly disclose the interest prior to the vote being taken and must provide a written memorandum within 15 days after the vote explaining the nature of interest which must be included in the governing board meeting minutes. (Section 112.3143(3), F.S.

Franklin Academy recognizes that a strong governing board must work together to develop and implement procedures and best practices that work to promote, support and reinforce effective charter school governance. For charter schools will only thrive if they are lead by an effective governing board

9.e *Explain how the founding group for the school intends to transition to a governing board.*

Each member of the founding Board of Directors will continue to serve as the school governing board upon application approval. None of the governing board members will have any overlapping role with the operations of the school beyond oversight activities nor will they otherwise serve as a paid employee or similar consultant capacity.

In order to ensure continuity of policy making and oversight, board members will serve staggered terms as detailed in the previous section of this application.

9.f *Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.*

Board members will be recruited as a seat becomes available. The Board will seek individuals who will commit to the mission of the school. All Board members will agree to oversee the operational policies, and ensure academic accountability and financial accountability of the school as well as participate in charter school governance training and successfully undergo a background check by the Sponsor as specified by law. Per Rule 6A-6.0784, F.A.C., Franklin Academy will abide by the following requirements:

Governing Board Training Requirements:

- Every member of the governing body of a charter school shall participate in governance training within 90 days of appointment.
- New board members must be trained for a minimum of four hours.
- Board members who have completed the four hour training must then take a two hour refresher course within a 3 year period following the initial training.

As part of the training requirement, the administrators and Governing Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. This training will be provided by an approved vendor. Further, Franklin Academy shall develop an orientation and training program for new directors and an annual continuing education program for existing directors.

9.g *List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.*

Membership*:

Seat 1 –Dr. David Thomas

Seat 2 - Terry Maus

Seat 3- William "Bill" Kelly

Seat 4- Vacant

Seat 5- Vacant

* Board membership has changed since inception to the members indicated above. Articles of Incorporation will be changed to reflect the current members upon filling of vacant seats.

Bio and Resume information is found in enclosed appendices.

9.h Explain how parents and the community will be involved in the governance of the school.

Parental involvement in school matters is an integral, and in fact, required, part of the philosophy and operation of the school.

The following areas represent a sampling of parental involvement opportunities:

- Parents will contract to volunteer with their child’s teacher and/or be involved in other ways in school activities;
 - Parents will serve on various committees, including the School Advisory Council (SAC);
 - An SAC member will serve as a voting member of the Governing Board; and
- Parents will have the opportunity to serve as members of the PTSA, if they elect to do so.

10. Management

10.a Describe the management structure of the school. Include job descriptions for each administrative position and teachers that identify key roles, responsibilities and accountability.

The school's on-site administration consists of the principal, assistant principal, administrative assistant and other support staff that is responsible for the curriculum development, working with the teaching staff, addressing student-related issues, and parental-related issues. The principal, with the support of the administrative staff, will ensure that the operations of the school are in accordance with the mission and vision of the school. The principal and his/her administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The clerical staff (receptionist, registrar, data processor) will be responsible for carrying out these procedures in their daily activities and interactions with students, teachers, and parents of the school.

The following are job descriptions for each administrative position and teachers that identify key roles, responsibilities and accountability:

Principal:

In additional to demonstrating all of Florida’s Principal Competencies, the principal’s duties are as follows:

- Administer, control, and supervise the instructional program of the school operations and school personnel

- Keep accurate account of all money paid to the school and record the purpose for which it was paid
- Report directly to the Governing Board
- Compile and prepare all student achievement outcomes
- Develop and implement school vision and mission
- Coordinate, supervise, and conduct the evaluations of all staff
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff
- Supervise and coordinate the budgetary process
- Facilitate frequent communication the parents of the school community
- Encourage teachers and pupils to perform to the best of their ability
- Interpret the educational program of the school and school system to the community
- Coordinate and adapt school curricular programs and policies
- Assume responsibility for the buildings, grounds, equipment and supplies of the school; supervise the work of the custodians and maintenance staff, reporting to the governing board the conditions and needs of the school
- Oversee the grade reporting system
- Monitor substitute teachers and the class coverage process
- Coordinate and supervise the testing and assessment program
- Supervise school activities and special events and initiate fundraising activities
- Establish business partnerships and positive relationships with community leaders
- Maintain a master schedule of all school activities and events, including extracurricular trips
- Coordinate and schedule the use of facilities for all events
- Develop, implement, and evaluate the school improvement plan
- Oversee the Educational Excellence School Advisory Council
- Maintain a positive and productive relationship with the Parent-Teacher Association
- Develop and supervise new teacher programs
- Supervise all students and staff
- Supervise and coordinate school-wide programs, curricula and course options
- Supervise and coordinate student registration, scheduling, and master scheduling construction
- Implement and enforce attendance and tardy policies and procedures for all students
- Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior

Assistant Principal:

The assistant principal will assist the principal in all tasks described above as directed by the principal and will assist in the daily operations of school policies including but not limited to the areas of:

- School operations
- Curriculum (Instruction, assessment, staff evaluation and development)
- Discipline and safety
- Student-related issues
- Parental communication and involvement
- Staff support
- Community support
- School-wide assessment and accountability

Teachers:

The instructional staff's duties and responsibilities are as follows:

- Demonstrate mastery of all state competencies
- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21st century at the professional and eventually the accomplished level
- Foster students' achievement gains from baseline assessment levels to be evident in pre/post tests comparison results, standardized test scores, and portfolios
- Maintain student portfolios
- Demonstrate consistent attendance
- Demonstrate efficiency
- Demonstrate oral proficiency
- Demonstrate written proficiency
- Pursue further education and supplemental credentials
- Maintain and promote a safe learning environment and administer student surveys twice yearly
- Promote problem-solving skills and character education
- Promote and enforce Code of Conduct
- Continually assess students' development (psychological and academic) through clearly defined rubrics

- Establish, maintain, assess, and (if needed) modify individual student progression plans
- Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs
- Attend parent/teacher meetings and conferences
- Demonstrate punctuality
- Initiate opportunities for professional development
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs
- Provide supplemental instruction
- Attend workshops and conferences
- Document parent phone calls, conversations, and conferences
- Work as partners to create behavior modification plans
- Keep parents updated through interim reports, report cards, phone calls, and notes home
- Maintain flexibility and frequent contact with parents about student progress and school events
- Plan and participate in special events
- Take initiative to implement projects, programs, and/or compensate for shortcomings within your classroom and/or the school environment
- Exhibit congeniality among co-workers, students, and parents
- Be flexible - always have a back-up plan
- Complete and maintain accident reports
- Consistently maintain portfolios
- Supervise student recreation
- Complete, distribute, and maintain files of all behavior and homework referrals as required
- Complete and maintain files of all report cards, interim reports, and county test records
- Maintain up-to-date lesson plans within the guidelines of the Franklin Academy curriculum
- Follow safety requirements regarding aisles, doorways, fire alarms, and fire extinguishers at all times
- Promote problem-solving skills and character education
- Promote and enforce school rules
- Maintain a pleasant and respectful demeanor among students and parents

Exceptional Student Education Teacher:

To implement and coordinate Exceptional Student Education programs, services, resources, and staff development in support of the school's mission and goals.

- To assure that each assigned student is academically successful, behaviorally and socially appropriate, attends full school day regularly, achieves his/her documented academic goals, and demonstrates at least one full year of growth on standardized test measures.
- To create a school culture and climate conducive to learning for all students
- To assure that Franklin Academy achieve or exceed each charter goal and objective.
- To demonstrate leadership, initiative, cooperation and esprit de corps with colleagues and supervisors in order to accomplish the mission of Franklin Academy.
- Physically, mentally, and emotionally capable of performing required tasks and duties essential to the position
- Knowledge of and commitment to students who have exceptional education needs, academic/social delays, behavioral issues, or are otherwise in need of alternative approaches to education
- Plan and develop programs for students with special needs
- Coordinate Exceptional Student Education programs.
- Assist in the selection of instructional materials for students with special needs.
- Facilitate communication among teachers in programs in the school.
- Attend district and state meetings to maintain knowledge of ESE issues.
- Serve as ESE liaison with the Broward County District Schools in their capacity as LEA.
- Work with the district staffing specialist to coordinate referrals, IEP meetings, etc.
- Conduct case reviews of evaluation data.
- Review, analyze, and report data relative to performance of students with special needs.
- Provide training, modeling, and other assistance to classroom teachers in order to maximize learning opportunities for students with special needs.
- Assist in the development of guidelines, policies, and procedures related to students with special needs.
- Ensure compliance with all state and federal laws.
- Schedule and facilitate the development of IEP's, 504 plans.
- Attend parent-teacher conferences as requested by teachers or administrative staff.
- Keep abreast of best practice and current research related to students with special needs.

- Conduct and document regularly scheduled consultation with general education teachers regarding appropriate and effective strategies for special needs students.
- Prepare or supervise the preparation of all required reports and maintain all appropriate records regarding students with special needs.
- Coordinate the operation of the Student Support Team (Child Study Team), including scheduling, notifying appropriate parties, and conducting meetings.
- Assume responsibility for the pre-referral and referral process in the school.

Guidance Counselor (Year 3):

- Provide classroom and small group developmentally appropriate guidance lessons to students.
- Provide personal, social, behavioral, and academic counseling to identified students.
- Provide input to administrators and faculty regarding discipline of identified students.
- Assist families who have specific needs for community support or referral for public services.
- Perform other duties as assigned by the Principal to support the mission of the school.
- Serve as the point of contact and facilitator for scholarships and other mentoring programs.

Business Manager:

- Manage and direct administrative processes and employees.
- Analyze and organize office operations, procedures, and work flow and take appropriate action in accordance with back-up office operations staff.
- Provide and coordinate backup for administrative staff.
- Record and file daily the student and staff attendance data.
- Assist with telephone responsibilities as required.
- Provide for appropriate building mail distribution.
- Type/post/announce daily bulletins/announcements.
- Assist with the scheduling of substitute teachers.
- Liaison to local school district

- Order general office and school supplies and process all check requests and expense reports, purchase orders via appropriate requisition procedure.
- Responsible for facility, office keys.
- Process clerical and personnel records to insure completeness, accuracy, and timeliness.
- Prepare and review school reports.
- Work with Human Resources department on procedures, initiatives, annual benefits enrollment process, etc.
- Coordinate verification and timely processing of payroll including new hire information and timesheets as well as timely distribution of faculty/staff payroll.
- Check-in/distribute building curriculum orders.
- Assist in coordination of social functions and other school meetings.
- Maintain and reconcile petty cash and school checking account.
- Responsible for processing applicants and training administrative staff.
- Establish administrative goals and performance measures.

Registrar:

- Coordinates all activities related to student registration, transfers, withdrawals, and maintenance of student records.
- Reviews student records and registration information to determine attendance boundaries, immigration and immunization status.
- Collects tuition, requests and prepares transcripts, and evaluates and interprets transcripts.
- Operates data entry terminal to input and update Master Schedule and student records as well as assists with the preparation of the Master Schedule.
- Maintains and adjusts data for FTE and class balances and assists counselors with the preparation of various student records.
- Collects and prepares data for Federal, State and District reports.
- Responds to inquiries involving registration, foreign student registration, student records, attendance information, FTE accounting and reporting, and resolves attendance problems.
- Prepares documentation and drafts correspondence pertaining to registration requirements and procedures.

- Orders diplomas and certificates; reviews the retention of student records and insures compliance with State and District regulations and policies pertaining to same.
- Processes and distributes room-assignment cards, distributes schedules, report cards, etc; prepares class rank.
- Provides instruction to office personnel regarding the nature, operation and use of the Integrated Student Information System; assigns and directs the work of school's data input personnel and directs and/or provides instructions to all other school personnel on matters pertaining to the management or maintenance of student information.

10.b *Outline the criteria and process that will be used to select the school's leader and process by which the school leader will be evaluated.*

The school principal will be hired by the school's Governing Board. The board will extensively advertise when seeking to fill the position of the Principal and a rigorous process of interviewing candidates and reviewing their credentials will take place in order to secure the best possible candidate to lead the school. Once the principal is hired, he/she will seek to hire an assistant principal and will involve the Governing Board in all aspects of that process.

The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board, and will hire the instructional, support staff, and clerical staff of the school. The school's faculty and staff will report directly to the principal, who reports to the Governing Board of the school.

The school principal will be evaluated by the Board of Directors using an evaluation tool that will incorporate the Florida Principal Competencies. These standards center around commitment to vision and mission, proactive orientation, managing interaction, tactical adaptability, concept formation, conceptual flexibility, organization ability and sensitivity, delegation, self-presentation, written communication, achievement and developmental orientation, management control, budget oversight and development, information search and analysis, and interpersonal sensitivity.

Other data included in the evaluation tool will be parent participation, FCAT and AYP reports, professionalism and attendance statistics, and parent, student, and staff climate surveys.

10.c *Provide a staffing plan for each year of the charter term.*

Certified and Highly Qualified Faculty will be hired in accordance with State and Federal mandates and in compliance with the Class Size Reduction Act, as it applies to Charter

Schools, however, the plan will be adjusted in accordance with actual student enrollment figures and/or any changes made to the State and Federal Mandates. Anticipated staffing plan will be as follows:

	Yr1	Yr2	Yr3	Yr4	Yr5
Administration Staff					
Principal	1	1	1	1	1
Administrative Assistant	1	2	2	2	2
Assistant Principal	1	1	2	3	3
Business Manager	1	1	1	1	1
Receptionist	1	2	2	2	2
Registrar	1	1	1	1	1
Data Processor	-	1	1	1	1
Guidance Counselors	-	-	2	2	2
ESE Director	-	1	1	1	1
Test Coordinator	-	-	1	1	1
Nurse	1	1	1	1	1
Media Specialist					

	1	1	1	1	1
Media Assistant	-	-	1	2	2
	8	12	17	19	19

Instruction Staff

Homeroom Teachers (K-5)	38	51	61	65	66
Science	1	2	4	4	4
Social Studies	1	2	4	4	4
Math	1	2	4	4	4
Language Arts/Reading	1	2	4	4	4
Band/Chorus	-	1	2	2	2
Music	1	1	2	2	2
Art	1	1	3	3	3
Spanish	1	1	3	3	3
PE	1	2	3	3	3
ESE/ELL	1	1	2	2	2

Technology Teacher	1	1	2	2	2
E = Elementary	49	68	93	97	99
M = Middle School					
TOTAL Staffing	57	80	110	116	118

10.d Explain the school’s plan for recruitment, selection, development and evaluation of staff.

It is the intent of Franklin Academy to obtain the services of the finest teachers and administrators available. Teachers employed shall be certified as required by §1012, F.S. To accomplish this goal, the school will disseminate materials, locally and nationally, in order to ensure that properly credentialed individuals apply for positions. Recruitment efforts will also include newspaper advertisements, advertisement on the school’s website, presentations, fliers at local universities, school job fairs, and via word of mouth. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that we serve.

The Governing Board will screen, interview, and hire the Principal. The Principal will interview and hire all other employees. Emphasizing the philosophy and mission of the school Franklin Academy will ensure that faculty members are highly-qualified and match the learning needs of its’ students. Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be “highly qualified” to teach in the school. The definition of a highly qualified teacher includes meeting at least the following three criteria:

- Having a bachelor’s degree;
- Having State credentials or certificate;
- Demonstrating core academic subject matter competency.

Extensive background reviews will be done to verify past experiences and insure the safety of the children. This will include fingerprinting of all potential employees and

others serving in an official capacity of the school as defined by the Sponsor, in compliance with the provisions dictated in §1012.32, F.S. The charter school reserves the right to mandate whatever testing of employees is deemed necessary to protect the students. The school will not violate the anti-discrimination provisions of §228.2001, F.S., the Florida Education Equity Act, or any other state or federal law.

Franklin Academy will 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, as per §231.15, F.S. Within the first three days on the job, new employees will be required to complete appropriate immigration and federal income tax paperwork. All the charter school employees will be required to submit a proof of fingerprinting, and if appropriate drug testing, received by the school district. Copies of this documentation will be kept in the employees' files.

Franklin Academy is committed to the professional development of its staff and will provide on-going sustained professional development programs, offering a range of professional growth opportunities, for its teachers to enhance their ability to maximize student learning. The charter school will design and/or select professional development programs based on the school's needs. Further, the charter school will seek relationships with local colleges and universities for professional development opportunities. Training may be provided, but not limited to, areas such as the use of technology for teachers and support staff, effective "best" teaching practices and teacher evaluation processes. All new teachers will be assigned an experienced teacher to serve as a "mentor". All teachers will be required to develop and maintain a professional development plan where professional goals are identified and workshops/in-services are attended in order to fulfill the requirements of said plan. In-house workshops and meetings will be held monthly by administrators in order to facilitate, support, and troubleshoot concerns and staff needs. Additionally, the Governing Board and key administrators will participate in governing board training and various other training programs offered to charter schools by the Sponsor, the State or non-profit charter school entities.

Finally, teachers will maintain a portfolio as a part of their performance evaluation process which includes evidence of relevant coursework, publications, published papers, recognition or awards they receive and other such documentation of their investment and responsibility for their own professional growth.

Teachers will be evaluated via a performance appraisal system which will be established to evaluate competence in accordance with Florida Statutes. All experienced teachers will be evaluated by the school administration twice yearly using a formal teacher

evaluation system. One evaluation will be conducted by the principal and the other by the assistant principal. New teachers will be evaluated four times per school year, twice by the principal and twice by the assistant principal respectively. Evaluations will focus on instructional strategies, classroom management skills, student engagement in classroom/lesson, and teacher performance. Evaluations will be used as a means of improving the quality of instruction and serve as a support system for the continuous improvement of teachers as follows:

- To improve the quality of teaching and service to students.
- To enable the teacher to recognize his/her role in the total school program.
- To assist the teacher in achieving the established goals of curriculum.
- To help the teachers identify his/her strengths and weaknesses as a personal guide for his/her improvement.
- To provide assistance to the teacher to help correct weakness.
- To recognize the teacher's special talents and to facilitate and encourage their utilization.
- To serve as a guide for renewed employment, termination of employment, promotion, assignment, and un-requested leave for teachers.
- To protect the teacher from dismissal without just cause.
- To protect the teaching profession from unethical and incompetent personnel.

A copy of the written evaluation will be submitted to the teacher at the time of the post observation conference. The final evaluation report from will be signed and retained by the principal, in the personnel file, and the teacher will receive a copy as well.

11. Education Service Providers

If the school intends to enter into a contract with an Education Service Provider¹:

11.a Describe the services to be provided by the ESP.

Franklin Academy currently has not contracted with an ESP for services. The Governing Board realizes that the operation and management of this School requires a great deal of expertise and management skills. Upon charter approval, the school will begin a

¹ An Education Service Provider (ESP) is an organization that provides comprehensive services to a school. Organized as non-profit or for-profit companies, ESPs generally fall into three categories:

- *Educational Management Organizations* (EMOs) that provide comprehensive school management services and may provide school designs and/or educational programming as well;
- *Comprehensive School Design Providers* that offer a replicable school model or common pedagogical, instructional and governance approach, and
- *Virtual School Management Organizations* that provide comprehensive education management to non-classroom-based schools.

process of interviewing and evaluating qualified service providers. During this process providers will be invited to propose services to support the operation and mission of Franklin Academy. The board will evaluate any vendor for subject area expertise and experience. Franklin Academy may select various vendors to provide services or may choose to contract with a provider for more comprehensive services.

In no instance will Franklin Academy select a provider which has been rejected as an operator of schools by the District.

Sample Request For Proposals (“RFP”) format are included in the Appendices.

11.b Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal.)

The Board intends to negotiate service contracts that: deliver the professional services required; support the goals and mission of the charter; maintain complete authority with the school leadership and ultimately with the Board; and costs fit within the framework of the proposed budget expenditures.

11.c Explain why the ESP was selected, including what due diligence was conducted to inform the selection.

As described above, Franklin Academy will conduct an extensive evaluation and interview process for any selected vendor.

11.d Explain the ESP’s roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.

Franklin Academy intends to contract with qualified vendor(s) for support services for financial management. The Governing Board remains ultimately responsible for fiduciary oversight and management of the school. Internal controls for reporting and appropriate safeguards for fiscal management will be implemented and maintained at all times in accordance with industry acceptable standards and sound accounting principles.

A Sample RFP for financial/payroll services is included in the Appendices

11.e Explain how the governing board will ensure that an “arm’s length”, performance-based relationship exists between the governing board and the ESP.

The Board will ensure compliance with all pertinent statutes regarding conflicts of interests and governance. All board members will be trained on the roles and responsibilities by a Florida Department of Education approved trainer. In any vendor

relationship, the board will reserve the right to terminate any vendor based upon performance or failure to provide services.

11.f Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.

Not Applicable. Upon selection, this information will be provided to the District.

11.g Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

Not Applicable.

12. Employment

12.a Explain the school's compensation plan, including whether staff will be publicly or privately employed.

Teacher starting salaries, as assumed in the school's budget (projected budget will be approved annually by the Governing Board), are based on projected average starting teacher salary levels, with potential exceptions made for an individual's experience, degree(s), and past employment history. Administrative salaries will be developed in accordance with the supply and demand for administrative positions based on the anticipated student enrollment.

All instructional personnel will be considered ten-month employees and will begin work two weeks prior to the start of school and work one-week after the end of school. Principals and key administrators will be 12-month employees.

Full-time employees will receive health insurance, including dental and vision plans. The school may offer employees participation in a 401(K) plan and life insurance. Ten-month employees will be entitled to sick/personal days per ten-month period and twelve-month employees will be entitled to twelve sick/personal days every twelve-month period. Paid sick leave will be offered after ninety days of employment. The school will be a non-profit private employer and will not participate in the Florida Retirement System.

Franklin Academy employees will be privately employed by the school; they will not be subject to employee collective bargaining, which will be indicated in the employee contract. All Staff will be hired on a year-to-year basis with contract extensions recommended on an annual basis. All employees will be hired on a three-month probation basis. An employment agreement will be signed by each employee and be acknowledged by an employee as witness.

12.b Describe the personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program

All faculty and staff of Franklin Academy will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design of the school. They will also demonstrate the ability and motivation to work as part of a learning community.

It is the intent of Franklin Academy to obtain the services of the finest teachers and administrators available. Teachers employed shall be certified as required by §1012, F.S. To accomplish this goal, we will disseminate materials, locally and nationally, in order to ensure that properly credentialed individuals apply for positions. The Governing Board, and a team of professionals trained to identify individuals suited to the philosophy of this institution, will interview and hire the Principal. The Principal will interview and hire all other employees. Extensive background reviews will be done to verify past experiences and insure the safety of our children. This will include fingerprinting of all potential employees and others serving in an official capacity of the school as defined by the Sponsor, in compliance with the provisions dictated in §1012.32, F.S. The school reserves the right to mandate whatever testing of employees is deemed necessary to protect the students. The school will not violate the anti-discrimination provisions of §228.2001, F.S., the Florida Education Equity Act, or any other state or federal law. The hiring policy is to offer equal opportunity to all qualified employees and candidates without regard to race, creed, color, national origin, age, sex, marital status, sexual orientation, physical or mental handicap, non-job related disabilities or any other characteristic protected by law.

The school will ensure that all teachers hired are “highly-qualified” in keeping with the *2001 No Child Left Behind Act*. A highly-qualified teacher will be defined based on at least the following three criteria:

- A bachelor's degree
- Having state credentials or certification in the subject area.
- Demonstrating core academic subject matter competence

Franklin Academy will 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, as per §231.15, F.S. Within the first three days on the job, new employees will be required to complete appropriate immigration and federal income tax paperwork. All employees will be required to submit proof of fingerprinting and drug

screening. This will be processed through the appropriate District office and copies of said documentation shall be retained in the employee's personnel file.

The first three months of employment are considered a probationary period. The employee or company can terminate employment without notice. After the first three months, progressive discipline policies will be followed for non-flagrant situations and immediate termination for any violations of a serious nature. Per the employee's contract, the charter school asks for two weeks notice of all voluntary resignations. The school expressly reserves the right to discharge employees after exhausting an internal due process hearing. The school will include in the employment contract thorough, consistent, and even-handed termination provisions that include appropriate due process procedures. The charter school will notify the Sponsor about those employees who have been suspended or terminated. The Governing Board of the charter school will retain legal counsel to provide information and guidance regarding employment issues when necessary.

In setting high expectations for both students and teachers, Franklin Academy will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. Throughout the year, workshops will be scheduled by the charter school to provide the school staff with a range of professional growth opportunities. Training may be provided in areas such as the use of technology for teachers and support staff, effective teaching practices and teacher evaluation processes. The charter school will design and/or select professional development programs based on the school's needs. Further, the charter school will seek relationships with local colleges and universities for professional development opportunities. Teachers will each complete a Professional Development Plan (PDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, and a timeframe in which it can occur. These PDP's are approved by the Principal or his/her designee, and therein an opportunity exists for additional recommendations to be made as well as an opportunity to discuss and commit to said plan. As part of the final evaluation, the Principal and the teacher can discuss the PDP and determine efficacy of professional growth activities to inform instruction. Self-evaluations will be done by all staff, as well. Teachers will maintain a portfolio as a part of their performance evaluation process which includes evidence of relevant coursework, publications, published papers, recognition or awards they receive and other such documentation of their investment and responsibility for their own professional growth.

The Governing Board and key administrators will also participate in governing board training and various other training programs offered to charter schools by the Sponsor, the State or non-profit charter school entities.

13. *Parent and Community Support and Partnerships*

13.a *Describe how the school will involve parents in its operations.*

Parental involvement plays a vital role in the students' academic success and is therefore essential to the success of Franklin Academy as a school. Parents and community members will have extensive opportunities for involvement in aspects of school operations. Parents will participate in the governance and operation of the school via representative participation on the School Advisory Council. Parents will be asked to sign a contract in which they will agree to provide volunteer service to the school for 30 hours in the school year, and will provide them with numerous opportunities to fulfill this commitment. The school will ensure that parents, teachers and other community members are engaged in the implementation of the school by offering them the following opportunities to get involved in the operations of the school:

- Participation in the Educational Excellence School Advisory Committee (SAC)
- Parent/teacher conferences
- Open houses, Career Fairs and school events held in the evenings to maintain communication and encourage involvement in the school
- School Website, Monthly Newsletters, and event calendars will be updated or distributed monthly to disseminate information and maintain open lines of communication in the community
- Parent Teacher Student Association will coordinate extra-curricular events and fundraisers involving the community

Parent workshops on educational topics, such as decision-making regarding school performance student assessment needs, FCAT readiness, and homework help will be offered. Parent/Teacher conferences, the electronic grade-book, and the school's website will also maintain parents informed of progress, and important school activities, thereby encouraging parental involvement in the school.

The school will offer numerous opportunities for parents to fulfill their required hours of volunteer service and participate in many events throughout the year which will be communicated in English, Spanish and, Haitian Creole if necessary, through newsletters sent home, the school's website and email blasts.

Additionally, parent surveys will be distributed annually to monitor general parent opinion and satisfaction with the school program and results of that survey will be included in the Annual Report distributed to all parents.

13.b Describe any community partnerships.

Parental and community involvement in school matters is a fundamental and required part of the philosophy and operation of the school. Once established, the school will reach out to community organizations, business, and civic groups to create programs which will provide enrichment to the school. Parents and community members will have extensive opportunities for involvement in aspects of school operations. Franklin Academy will ensure that parents, teachers, and other community members are actively engaged in the design and implementation of the school.

13.c Outline the methods that will be used for resolving disputes between parents and the school.

Parents in dispute may address their concerns in the following manner:

1. Make appointment to clarify concern with the student's teacher;
2. Make appointment to clarify concern with the school administration;
3. Contact the identified Conflict Resolution Contact person for the school;
4. Contact the Chairman of the Governing Board;
5. State concerns at a scheduled Governing Board meeting; and
6. Seek mediation with the charter school Sponsor.

Parents will be informed, orally and in writing, of the steps that should be taken in case a conflict should arise. Written communication will be made available to each parent, at the beginning of the school year, which delineates the steps that must be taken for resolving disputes, and provides phone numbers for each contact person in the process described above.

14. Student Recruitment and Enrollment

14.a Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.

The foundation will seek to market the charter school to the community using a variety of methods. These methods include the use of: newspaper, radio, television and mail. Additionally, there will be an ongoing information sessions where parents and students can meet to get information in person. These sessions will be well advertised and be held at local community venues. The charter school will also seek to work with local

community civic organizations to provide information to the community. Once school facilities become available, open-house forums and school tours will also be utilized.

The focus of all marketing materials will be to provide parents and students with clear and concise information about the academic, community and program opportunities available at the charter school. The goal is to ensure parents have a clear understanding of how their child's needs can will be met at our school prior to enrollment.

14.b Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

In addition to the efforts described above, special efforts will be made to make information available to these families. These efforts include multi-lingual print and media materials. Efforts such as door-to-door community walks to talk about the school and distribute materials can also be utilized. Additionally, the application for admission will contain an item to record ethnic group for statistical tracking purposes only. The goal will be to maintain as closely as possible the balance reflective of the community served by the charter school.

14.c Describe the school's enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

Procedures for Admission of Students

Franklin Academy will enroll any eligible student who resides in the County and who submits a timely application, as specified in the Charter, unless the number of applicants exceeds the capacity of a program, class, grade level or building. In such cases, the School will employ a random selection process that gives all applicants an equal chance of being admitted (unless otherwise prohibited by law). Preference will be given to siblings of students already enrolled in the Charter School, a Governing Board member's child and to a son or daughter of an employee of the School.

Open Enrollment –An Open Enrollment process will be utilized. Each year, an Open Enrollment period will be established and published. All applications received during this period will be treated as though received on the same day. All applications received after the close of the Open Enrollment period will be placed in the next available seat for that grade level in the order they are received. Applications will not carry over from year to year and new applications will be required for each subsequent year.

Open Enrollment Period Year 1:

Upon charter approval the School will begin to take enrollment applications. The Open Enrollment period will continue until February 15th. (In subsequent years, Open

Enrollment for applications will be collected beginning December 15th -February 15th for the following year.) Franklin Academy will provide numerous information sessions about our vision for the school.

The number of classrooms available at each grade level will be determined annually, and the number of student seats available will be publicized. Information sessions will be held so that prospective parents can learn about the mission and vision of the School. As a school of choice, parents need to determine if this is the choice for their child.

An enrollment specialist will keep all applications, receive phone calls, and track potential enrollment at each grade level.

Open Enrollment for Subsequent Years:

The Open Enrollment period in year 2 includes the re-commitment of existing students. Prior to regular registration of new students there will be a re-commitment period for returning students and their siblings. Registration forms and information regarding the cut-off date for re-enrollment will be sent to all currently enrolled students of Franklin Academy at least 4 weeks prior to the start of the Open Enrollment period. All eligible returning students and their siblings who submit completed re-enrollment forms during the pre-enrollment period will be re-registered for the following school year unless there are not enough spaces available in any particular grade or program. In that case all returning students who submit complete registrations during the pre-enrollment period will be registered and the siblings will be enrolled based on a lottery to be held in an open forum on the date stated in the pre-enrollment information. It is likely that the office will be providing tours and collecting pre-enrollment applications for new students while re-enrollment forms are returned and tracked.

When the re-enrollment period is completed, the number of available seats at each grade level is determined. These available seats are compared to the number of pre-enrolled registrations. A lottery will be held for any grade level oversubscribed.

Lottery and waiting list:

As per Florida Statute 1002.33, a lottery will be conducted at each grade level that has more applications than seats available for that grade. 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 capacity targets have been reached. The remaining students' names will be placed on an ordered waiting list in which their name was selected. Once all grades

are filled, any additional students who register shall be placed at the end of the waiting list on a first come, first served basis.

If a student from the lottery results list does not register (within the time allowed) or chooses not to attend the School, the first person on the ordered waiting list will be given the opportunity to register. This procedure will continue throughout the school year. The waiting list will only be in effect for one school year; students on a waiting list must reapply each year for open spaces in the School.

Timetable for Registering and Admitting Students in Year One:

The timetable for the process of recruitment, applications, lottery, admissions, notification, and related matters is proposed as follows:

Application Submission – February 15th: Disseminate accurate and up-to-date information about the School’s educational program, services, amenities, application procedure, and the admissions process through a variety of sources that may include, but are not limited to:

- Local newspapers
- Local radio stations
- Local public television
- Open Houses appropriate facility
- Direct mail to parents
- Word-of-mouth

The School will begin to take applications upon Charter approval for an August 2010 opening. The School will provide numerous information sessions about our vision for the School.

Continuous: Review applications for completeness and eligibility of students (e.g. appropriate grade levels, non-district applicants, etc.) Advise parents of the status of their application, student eligibility, date of lottery, and date of final notification.

February 20th: Conduct lottery if necessary.

Following the Open Enrollment period, there will be one registration/lottery period each year. The registration period will be open to students who reside in the county. If applications exceed capacity, a lottery will be held to determine admission, and a list maintained by grade level in the order of the lottery. Should more applicants apply for any grade level, that grade will be decided by lottery. Preference will be given to a sibling of a student already enrolled, a child of a Governing Board member and a child of an employee of the School.

March 1: Notify parents of child's admission to the School or placement on waiting list.

Parents will be notified that they have four weeks to complete formal registration. Any student not fully registered within the four weeks gives up his/her seat to the next student on the waiting list at that grade level.

March 15- Opening Day: Ongoing enrollment of students

If no lottery is needed, registration will begin in following the close of the Open Enrollment Period and continue throughout the spring and summer until all seats are filled. Registrations for grade levels with no available space will be put on an ordered waiting list.

Enrollment:

Parents of students who will enroll Franklin Academy will receive an Enrollment Package 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 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 Student Handbook, the core of which will be based on the current county schools' Code of Conduct. They will be required to sign a form indicating that they have received the handbook and will read its contents. The form will be kept in the student's file. The Student Handbook will include descriptions of the policies and procedures that will be utilized to ensure student and parental due process rights.

We will follow the District's procedures for registering students. We will ask parents/guardians to state their address on the registration form and to mark a checkbox indicating that they are residents of the County. We will require parents to sign a statement that all the information that they have provided in the enrollment form is true. We will also require parents to provide two forms of address verification identification, such as a utility bill, a driver's license, or a lease. Unless the student is transferring from a public school in Florida, the child's original birth certificate must be presented at the time of registration. A copy will be made for the file.

In order to provide the School System with necessary data for state funding reporting and enrollment monitoring, the Franklin Academy will use the School System's student information system in accordance with School System specifications.

All student records will be screened prior to the start of the school year. School officials will notify parents of the need for physical examinations and immunizations.

A student and parent orientation meeting for parents of students will be held to acquaint them with the facility, procedures, and information that would be of benefit for the first days of school takes place prior to the opening of the School. These meetings assist the recruitment process in disseminating information concerning the School and its programs throughout the community.

Students may withdraw from Franklin Academy at any time and enroll in another public school as determined by School Board policy. The Principal will attempt to meet with the parents of a student who wishes to withdraw from Franklin Academy to discern the reason for withdrawal and to review options for continuing the student's education. This Exit Interview will also serve to ensure that students are not coerced to withdraw from the School.

The current county school district's Code of Conduct will serve as the primary model for the school's policies, including those for suspension and dismissal procedures. In the event that a student with a disability should engage in behavior that violates the discipline policies and results in dismissal or change of placement for more than ten (10) days, Franklin Academy will immediately notify the student's parents of the rendered decision. The student's IEP Team will conduct a review in accordance with the requirements of IDEA to determine the relationship between the student's disability and the behavior subject to the disciplinary action. If the result of the review is a determination that the behavior was not a manifestation of the student's disability, the disciplinary procedures applicable to students without disabilities will be applied. Otherwise, the IEP Team will review the student's plan and modify it, as necessary, to address the behavior.

14.d Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

As allowed by the Memorandum of Opinion originating from the Office of General Counsel, Florida Department of Education, Opinion No. 03-05, the Board shall reserve the right to deny reenrollment privileges to a student as a result of a breach of the parent contract for volunteer service. The charter school is committed to providing a plethora of activities for parents/guardian to meet their service requirement during school hours, before or after school hours, and during weekends or holidays which may be performed either in person and/or remotely; therefore, it shall be the intention of the school to have no student denied readmission as a result of this policy.

III. Business Plan

15. Facilities

If the site is secured:

- ◆ Describe the proposed facility, including location, size and layout of space.
- ◆ Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.
- ◆ Describe how the facility will meet the school's capacity needs for students to be served.
- ◆ Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.
The financial plan for the proposed school should align with the facilities-related costs described.
- ◆ Describe the back-up facilities plan.

If the site is not secured:

15.a Explain the school's facility needs, including desired location, size, and layout of space.

The exact location of Franklin Academy is not yet confirmed. Several prospective sites are being considered and evaluated. In determining the school site, the Governing Board will consider the best interests of the community, the county school district, and the students. The building is anticipated to include a total of 66 classrooms, accommodating as many as 1340 students in grades K-8.

It should be noted that current facility planning includes consideration of a multi-year "phased" building construction model to allow for assessment of community response to best ensure alignment of facility needs/financial impact with enrollment and program needs.

15.b Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.

The school has identified several potential sites to accommodate the School's needs. The rent the School will pay will be at or below market rates.

15.c Explain the strategy and schedule that will be employed to secure an adequate facility.

Franklin Academy intends to locate in a newly constructed facility or a renovated existing facility designed to meet the needs of the students, parents, staff and community.

The Governing Board will enter into a long-term lease for the facility.

Estimated timeline for a 2011 Opening:

August- October 2010

Seek charter approval

Begin due diligence on build-out of the facility

December 2010 -January 2011

Finalize building configuration with owner

Begin build-out

Principal search

February 2011- April 2011

Continue build-out

Identify and order FF&E needs for July arrival

May 2011-July 2011

Building completed

Inspections completed

Operational process of hiring, enrollment and procedures in progress

15.d Describe the back-up facilities plan.

Should the board determine that a realistic plan for securing a facility is not attainable by Feb 15, 2010, the Board will notify the District and request a one-year deferral of school opening.

15.e Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

"The Quality Education Act" establishes limits on the number of students in core curriculum classes by grade level. Annually, compliance with the Act's standards progressively ratchet up through 2010-11 when full compliance is mandated. All school districts have been notified of how they will be expected to ensure compliance, and as student subscription rates vary from district to district, charter school applicants should consult with their respective district officials regarding how best to design their plan for compliance with the Act.

The enrollment table in 2.b identifies the maximum class size for grades K-3 as 18:1 and

grades 4-8 as 22:1. As a charter school, we have the ability to limit registration once enrollment caps are met. Franklin Academy will enroll students up to the cap and keep a waiting list of students if necessary. It is important to the financial viability of the School that every empty seat be filled as quickly as possible, while complying with the constitutional class size requirements. The school reserves the right to balance (level) classes throughout the year to best meet the program needs of students and achieve educational goals.

16. Transportation Service

16.a Describe the school's plan for transportation, including any plans for contracting services

As a community school, it is the expectation that the majority of students attending Franklin Academy will be transported by parents. The school will seek to contract with parents for transportation. To the extent necessary, the school will promote parent car-pool and before/after care to facilitate parents' ability to provide transportation. Should transportation prove to be a barrier to the student's attending, the school will contract with a district approved and licensed vendor to provide transportation, in an effort to provide equal access for all students residing within a reasonable distance to the school. The charter school will also seek to contract with the district for this service and will use distance criteria implemented by the local school district. Additionally, Franklin Academy will also contract private carriers, as necessary, to provide specialized transportation for students with disabilities, based on their particular need, as specified in the child's IEP.

17. Food Service

17.a Describe the school's plan for food services, including any plans for contracting services.

The Charter School's first choice for food service is to contract with the School District. If we are unable to contract with the School District we will put out a Request For Proposal for local private agencies.

Our RFP will stipulate the service we are requesting. They should include but not be limited to: hot meals, delivery to the school's warming kitchen, staff to prepare, serve, clean up and prepare all necessary paper work. The paper work section of the RFP will stipulate a request for expertise in the Federal Lunch Program and competence in meeting all local and state reporting requirements.

Required health inspections will be done through the local controlling agency and our principal will be responsible for maintaining compliance.

Following approval of the charter by the governing board will apply to the Florida Department of Education to participate in the National School Lunch Program for free/reduced price meals.

The charter school will provide free and reduced priced meals for eligible children unable to pay the full price. The State dictates the criteria for those children from households with incomes of less than or equal to the income criteria required by the National School Lunch Program that may be eligible for either free or reduced priced meals. The charter school staff will work with the Department of Education Department of Food and Nutrition Management to develop required agreements for reimbursement and will attend any required workshops.

Efforts are made to ensure that all qualified applicants are given the opportunity to obtain free or reduced lunch. During the first week of school, application forms are given to each student. Each teacher is required to complete a form recording each child's receipt of the free/reduced lunch applications. Administrative staff is made available to answer any questions and concerns.

To apply for free or reduced priced meals, parents must fill out the application and return it to the school. After the application is processed, a response is forwarded to each child and the child's parents/guardians. In accordance with National School Lunch Act (42 U.S.C. 1751(b)(2)(C)), a confidential list is then compiled and forwarded to the cafeteria manager. Meal benefits begin on the day the application is approved at the school site and continue throughout the school year in which the application is approved and for approximately the first twenty days of the next school year (applicable when information is available). Any student who does not have a current application on file at the school site will be unable to receive meal benefits after September 22nd of each year.

18. Budget

- 18.a. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances.**

Five year projected operating budget is enclosed in appendices

- 18.b Provide a start-up budget (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) that contains revenue projections, expenses and anticipated fund balance.**

The School has prepared the following start up budget for the months before the

School's first fiscal year. Estimated sources and uses are budgeted as follows:

Projected Source of Funds:

Line of Credit	\$100,000
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Projected Uses of Funds:

Administrative Personnel Costs	\$40,000
Marketing	\$35,000
Communications	\$7,000
Legal Fees	\$10,000
Supplies and Miscellaneous	\$8,000
Total Other	\$100,000

The School has been in contact with Foundations that support Charter Schools to provide start up financing and is confident of obtaining the needed start up funding.

18.c Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.

The Schools budget was developed using available data from existing charter schools with a similar growth pattern.

The revenue forecast in the budget is based upon data obtained from the Florida Department of Education Charter School Revenue Estimate Worksheet. To be conservative the school used the 2009-2010 figures for calculating revenue for the 2010-2011 school year. In addition, the school did not include in the budget as anticipated revenue additional funding which may be available to the school such as grants and fundraising.

Expenses are forecast using the pattern described above and tailored to the projected enrollment.

Staffing:

- Salaries are forecast using guidance from published pay scale in effect.

- Funds are allocated for staff development to achieve continued improvement in staff effectiveness.
- The number of instructional staff complies with class size reduction.
- Payroll administration, human resources management, compliance reporting, and employee benefits administration will be managed through a service provider. The School will retain hiring, firing, supervision, evaluation, promotion, salary determination, and employee benefit determinations.

Operations:

- Costs for instruction materials are based on consultations with various vendors and through analysis of existing similar schools.
- The budget supports the infrastructure to implement the technology plan envisioned by the School.
- Cost for a service education provider will be negotiated for the maximum benefit of the School.
- The Charter School will follow State and District policy in the procurement of supplies, equipment, construction, training, and other services. The Charter School will establish a monetary threshold for small purchase procedures.

Facilities:

- The school has identified several potential sites to accommodate the Schools needs. The rent the School will pay will be at or below market rates.
- Insurance costs include: Commercial General Liability, Errors and Omissions, Officers and Directors Liability, Worker's Compensation, Employer's Liability, Automotive Liability, Unemployment Insurance, Property & Casualty for building and equipment.
- Furniture, fixtures, and equipment will be acquire through equipment leases.

18.d Explain the school's spending priorities.

The school's spending priorities are focused on providing the most effective educational environment for all students. Expenditures are prioritized to ensure a safe learning environment and provide resources to maintain a highly qualified teaching and administrative staff.

18.e Provide monthly cash flow projections for the school’s start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) and each year of the requested charter term.

	March	April	May	June	Total
Administrative Personnel Costs	10,000	10,000	10,000	10,000	\$40,000
Marketing	15,000	5,000	10,000	5,000	\$35,000
Communications	4,000	1,000	1,000	1,000	\$7,000
Legal Fees	6,000	4,000			\$10,000
Supplies and Miscellaneous	2,000	2,000	2,000	2,000	\$8,000
Total Other	37,000	22,000	23,000	18,000	\$100,000

18.f Describe the school’s fundraising plan. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school’s start-up or operating budgets.

The school will conduct fundraising activities to supplement FTE funding. Examples of fundraising activities include Book Fairs, Yearbook Sales, School Pictures, and other such activities. The school will also seek grants from local and national sources to enrich the academic program.

19. Financial Management and Oversight

19.a Describe who will manage the school’s finances and how the school will ensure financial resources are properly managed.

The Governing Board has the ultimate responsibility for the School’s finances, and as such will contract with a firm with expertise in “Financial and Program Cost Accounting and Reporting for Florida Schools” as well as “not-for-profit” accounting procedures. The School will employ a business manager to work in tandem with the service provider to properly maintain all financial records. Detailed financial statements will be prepared on a monthly basis for analysis by the Governing Board. Policies and reporting procedures established by the District and State will be followed.

A selected service provider will assist the School with the start-up requirements for setting up appropriate accounting procedures and controls. Franklin Academy will

develop a written internal audit procedure and establish controls to ensure that financial resources are properly managed.

The School will maintain a number of internal financial controls and bookkeeping practices. Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. All monies will be deposited into FDIC insured banks. All cash collected on campus will be managed by an Administrative Assistant who will follow written internal cash flow procedures as determined by the Board.

The Principal will manage the day to day operations and site-based finances. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

19.b Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances and projected enrollment trends.

Franklin Academy's financial management and internal accounting processes will be set up in accordance with the Department of Education and the School District procedures. In the event the State or District changes to a new accounting and reporting system, the School will adopt the new standards. All requested reports will be forwarded to the School Board in a timely manner.

Franklin Academy will submit to the District and pay for an annual financial audit in compliance with federal, state, and school district regulations showing all revenue received from all sources, and all expenditures for services rendered. The fiscal audit shall be conducted by an independent certified public account selected by the Governing Board of the School and will be delivered to the District within the time frame specified by the District.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the District including a statement of revenues and expenditures and changes in fund balances, prepared in the manner described above.

19.c Describe the method by which accounting records will be maintained.

The School will utilize accepted state coding of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations. The School will prepare financial statements, and annual audited financial reports per state requirements that include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

19.d Describe how the school will store student and financial records.

Franklin Academy will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) and IDEA in the establishment, maintenance, correction, and disposal of student records. The right to inspect and review educational records and the release of information, or instructional materials will be consistent with federal and state law.

In as much as practicable all student and financial records will be protected and stored in a secure fireproof and waterproof cabinet. In addition, backup copies of all records will be stored on servers. Student records are official and confidential documents protected by Florida Statute 1002.22 and the Federal Family Educational Rights and Privacy Act (FERPA) and will be treated as such.

19.e Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance and director's and officer's liability coverage.

The School will comply with requirements specified by the School Board or applicable state statutes regarding insurance and liability coverage. The School will maintain appropriate Commercial General Liability Insurance, Automobile Liability Insurance, Workers' Compensation Insurance and Professional Liability Insurance. Evidence of insurance will be provided by the School to the Sponsor before the initial opening day of classes. Limitations on policies will comply with state statute and the Charter School Agreement as follows:

- Workers' Compensation/Employers' Liability at \$1,000,000 per occurrence/\$2,000,000 annual aggregate
- School Leader's Errors and Omissions Insurance at \$1,000,000 per claim/annual aggregate
- Fidelity Bonds shall not be less than \$1,000,000
- Commercial General Liability Insurance at \$1,000,000 per occurrence and a \$2,000,000 annual aggregate
- Business Automobile at \$1,000,000 limit per occurrence, and, if subject to an annual aggregate, \$3,000,000 annual aggregate
- Employees Liability Insurance at \$1,000,000 per disease, accident and employee
- Property Insurance
- Employees Health Insurance

Where applicable, the School Board will be named as an additional insured. The Charter School shall, at its sole expense, maintain current policies throughout the entire term

the Charter.

20. Action Plan

Proposed Timetable

Task	Start	Finish
Charter and Site Development		
Review Charter Application	Aug-2010	Nov-2010
School Board Votes on Charter Application		Nov-2010
Contract Negotiations & Execution	Nov-2010	Feb-2011
Secure Facility	Dec-2010	Mar-2010
Finalize Facility Design	Dec-2010	Mar-2011
Zoning/Permitting Process	Nov-2010	Mar-2011
Constuction/Renovations	Feb-2011	Jul-2011
School Development		
Administrative & Staff Recruitment	Mar-2011	Jul-2011
Hire Principal & Administrative Staff	Jan-2011	Jul-2011
Administration Development, Training & Orientation	Jun-2011	Aug-2011
Hire Teaches & Other Staff	Apr-2011	Aug-2011
Staff Development, Training & Orientation	Jul-2011	Aug-2011
Marketing	Mar-2011	Aug-2011
Enrollment	Jan-2011	Aug-2011
Student Registration	Apr-2011	Aug-2011
Order FF&E		Mar-2011
Tag and Install FF&E	Jul-2011	Aug-2011
Contract Food Service & Transportation	Mar-2011	Jul-2011
Final Steps		
Fire Inspection	Jul-2011	Aug-2011
Building Inspection	Jul-2011	Aug-2011
Obtain Insurance		Jul-2011
Fingerprinting & Drug Testing	Feb-2011	Jul-2011
Start School		Aug-2011
* <i>dates subject to change</i>		

IV. Appendices

A. *Statement of Assurances*

B. *Articles of Incorporation*

**Electronic Articles of Incorporation
For**

**N06000007218
FILED
July 10, 2006
Sec. Of State
Ipole**

FLORIDA CHARTER FOUNDATION, INC.

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

Article I

The name of the corporation is:

FLORIDA CHARTER FOUNDATION, INC.

Article II

The principal place of business address:

1630 MEADOWOOD ST
SARASOTA, FL. 34231

The mailing address of the corporation is:

1630 MEADOWOOD ST
SARASOTA, FL. 34231

Article III

The specific purpose for which this corporation is organized is:

PROVIDE ALTERNATIVE NON-PROFIT OPPORTUNITIES FOR STUDENTS
IN NEED OF EDUCATIONAL PROGRAMS AND SERVICES

Article IV

The manner in which directors are elected or appointed is:

BY THE BOARD MEMBERS

Article V

The name and Florida street address of the registered agent is:

DAVID THOMAS
1630 MEADOWOOD ST
SARASOTA, FL. 34231

FILED
2010 FEB 26 PM 1:31
SECRETARY OF STATE
TALLAHASSEE, FLORIDA

ARTICLES OF AMENDMENT
to
ARTICLES OF INCORPORATION
of
FLORIDA CHARTER FOUNDATION, INC.

Document Number of Corporation: N06000007218

Pursuant to the provisions of section 617.1006, Florida Statutes, the undersigned Florida nonprofit corporation adopts the following articles of amendment to its articles of incorporation.

FIRST: Article III shall be stricken in its entirety and replaced with the following:

The purpose of the corporation is to provide alternative non-profit opportunities for students in need of educational programs and services. The organization is organized exclusively for charitable, religious, educational, and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

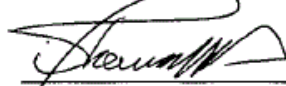
SECOND: The following shall be added as Article IX:


Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

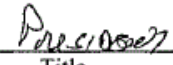
THIRD: The date of adoption of the amendment(s) was: 2-22-10

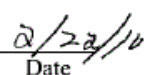
FOURTH: Adoption of Amendment (CHECK ONE)

- The amendment(s) was(were) adopted by the members and the number of votes cast for the amendment was sufficient for approval.
- There are no members or members entitled to vote on the amendments. The amendments were adopted by the board of directors.



 Signature of Chairman, Vice-Chairman, President or other officer


 Print Name


 Title


 Date

C. Board Member Bio and/or Resume

DAVID L. THOMAS, MD JD

EDUCATION:

UNIVERSITY OF MIAMI SCHOOL OF MEDICINE, Miami, FL.

M.D. 1970

Following graduation with M.D. degree several years of post-graduate residency work in General Surgery at the University of Miami were accomplished, and then completed a full residency post graduate program in Ophthalmology at the University of South Florida

UNIVERSITY OF MIAMI, Miami, Florida

A.B. 1966

UNIVERSITY OF SOUTH FLORIDA COLLEGE OF MEDICINE

From 1976 to 2000 I have been a Clinical Assistant, then Associate Professor of Ophthalmology (Part-Time)

STETSON UNIVERSITY COLLEGE OF LAW, St. Petersburg, Fl

J.D. Dec. 1995

EMPLOYMENT:

PROFESSOR & CHAIRMAN- DEPARTMENT OF SURGERY NOVA SOUTHEASTERN COLLEGE OF OSTEOPATHIC MEDICINE- This is a full time faculty position at the medical college of the eighth largest private non-profit University in the country. This position is responsible for one of the major Departments in a medical school. The Department of Surgery and its faculty are involved in all areas of the training of an osteopathic physician and attempts to create a stimulating environment which advances superb teaching, excellent research and outstanding patient care. The Department highlights the education of students in both the pre-clinical and clinical years. Students, during their clinical years, participate in a mandatory two month clerkship in surgery

integrated through and overseen by the Department of Surgery. The Department of Surgery is also responsible for approved postgraduate programs at college affiliated sites. (2003 to present)

PROFESSOR & CHAIRMAN- DIVISION OF CORRECTIONAL MEDICINE- This position is a part-time appointment. The Division of Correctional Medicine was created to highlight the field of correctional medicine as a recognized subspecialty of medical practice, research into the unique aspects of correctional healthcare and introduce students and physicians-in-training to the healthcare as practiced for incarcerated persons. Collaboration with Federal Programs, including the Health Resources Financing Administration (HRSA) and the Centers for Disease Control (CDC) is essential. Several grants have come to the University because of this position (2000-present)

PROFESSOR OF PUBLIC HEALTH- This is a joint appointment with the aforementioned position and has responsibilities for teaching, service, and research with and through the Public Health Division of the College of Osteopathic Medicine. (2004- present)

ASSISTANT SECRETARY FOR HEALTH SERVICES AND DIRECTOR OF HEALTH SERVICES, Florida Department of Corrections -- This is a statutorily named appointment with the responsibility for all of Health Services to the inmates in Florida's prison system. It includes all clinical services and administrative functions. This includes all physical health, mental health, nursing, pharmacy, medical records, administrative functions, quality management, oversight, budgetary processes, legislative interaction, hospital and managed care operations within the system and the clinical oversight of the ten institutions which have for profit providers as well as the fifty institutions which have employee providers. There are approximately 550 doctorate level people and a budget of \$268 million for which I have direct responsibility. I also have a direct in-patient care responsibility, although not a direct part of my duties, I feel all physicians in administrative positions should maintain their clinical skills. This included all patients with special emphasis on difficult to diagnose and treat HIV patients and their complications, TB patients and their complications, and Hepatitis patients and their complications. (1998-2003)

DEPUTY ASSISTANT SECRETARY FOR HEALTH SERVICES AND CHIEF OF HEALTH SERVICES, Florida Department of Corrections -- Total responsibility for all clinical inmate services including physical health care, mental health care, nursing operations, pharmacy operations, and medical records with Division Directors representing each of those areas reporting to me. This represents a 70,000 inmate population in 55 major institutions with a significant medical presence in each, a prison hospital of which I serve as the Chairman of the Board, a budget exceeding 200,000 million dollars per year and interfacing with a variety of private contractors providing some services as well as

overseeing the state employees delivering health care services. (Approx. 500 doctorate level personnel) I also have a direct in-patient care responsibility, although not a direct part of my duties, I feel all physicians in administrative positions should maintain their clinical skills. This included all patients with special emphasis on difficult to diagnose and treat HIV patients and their complications, TB patients and their complications, and Hepatitis patients and their complications. (1995-1998)

REGIONAL HEALTH SERVICES DIRECTOR, Florida Department of Corrections -- Total responsibility for the health care delivery in one of the five regions (Region IV) of the Florida Department of Corrections. There were approximately eighty doctorate level providers who reported to me and a combined budget of approximately 50 million dollars. There were both private and public providers in this region as well as some of the most medically challenged inmates including dialysis patients, females, a prison hospice, death row, and other challenges. I also have a direct in-patient care responsibility, although not a direct part of my duties, I feel all physicians in administrative positions should maintain their clinical skills. This included all patients with special emphasis on difficult to diagnose and treat HIV patients and their complications, TB patients and their complications, and Hepatitis patients and their complications. (1995)

MEDICAL EXECUTIVE DIRECTOR, Florida Department of Corrections, currently based at Zephyrhills Correctional Institution - Full time practice of medicine combined with the administrative and clinical responsibility for a 208 bed inpatient facility, supervising thirteen other physicians and doctoral level people, plus over two hundred total employees, and am responsible for a budget that exceeds 7 million dollars, as well as responsibilities on the statewide level for Quality Management and AIDS treatment. (1994-1995)

DAVID L. THOMAS, MD PA - Venice, FL. Full time private practice of medicine specializing in Ophthalmology, diseases and surgery of the eye. (1976-1994)

FLORIDA HOUSE OF REPRESENTATIVES - Member of the Florida House for a decade beginning in 1984. Have held the Leadership position of Republican Whip for over six years and have served on Rules and Calendar, Appropriations, Health Care, and the Judiciary Committees as well as a variety of others. Left the Florida House of Representatives in November, 1994 (1984-1994)

MILITARY:

U.S. ARMY 1971-73 Served in Viet Nam as Commanding Officer of 30 bed hospital unit where responsibilities included medical and surgical patient care plus supervising three other physicians and a support staff of fifty. Awarded the BRONZE STAR, 1972. Rank: Captain

PERTINENT HIGHLIGHTS:

Part time and Voluntary Police Officer with the Florida Marine Patrol. Eventually achieved the rank of Major and supervised thirty officers. (1981-1992)

Had the opportunity to work a variety of serious felony cases as well as resource violations.

Have written two Published novels on drug smuggling in Florida, 1980 and 1981. Published by Norton Press.

Hold a Commercial Pilot's License as well as Ocean Operator's License for vessels to 100 gross tons and have some facility with aviation and marine laws and regulations.

Chairman of Florida Manatee Technical Advisory Committee - helped craft administrative rules to protect endangered species.

Chairman Committee on Accreditation in Corrections of the American Correctional Association- designed to accredit correctional and detention facilities at minimum standards to improve the quality of corrections as a whole

Born: Philadelphia, PA

October 13, 1945

Moved to Miami, Florida in 1951

EDUCATION:

Attended various public schools in Miami and graduated from Miami Edison Senior High School in 1963

Attended the University of Miami from September 1963 and took an overload of credits each semester to graduate with an A.B. in June of 1966.

Attended the University of Miami College of Medicine from September 1966 until graduation in June of 1970 with the M.D. Degree

Completed a Straight Surgical Internship at the University of Miami Affiliated Hospitals in Miami, Florida from June 1970 until June 1971.

Began a Residency in General Surgery at the University of Miami Affiliated Hospitals immediately following Internship until drafted by the U.S. Army.

Upon completion of Military service (1971-1973) continued a General Surgery Residency Program at the University of Miami Affiliated Hospitals in Miami, Florida until beginning an Ophthalmology Residency at the University of South Florida College of Medicine.

University of South Florida College of Medicine Department of Ophthalmology, residency in ophthalmology from November 1973, until October 1976. This included a Basic Sciences Program at Stanford University at Palo Alto, California with their Department of Ophthalmology.

Subsequently I was a faculty member at the World Congress of Ophthalmology in San Francisco. I have taken multiple and varied courses to maintain a high level of competence in Medicine.

OTHER ACADEMIC:

Clinical Assistant Professor of Ophthalmology, then Clinical Associate Professor of Ophthalmology, University of South Florida College of Medicine, 1976 until present.

Clinical Professor and Chairman, Division of Correctional Medicine in the Department of Rural Medicine Nova Southeastern College of Osteopathic Medicine

Selected PUBLICATIONS from a more extensive listing:

Lead Author on a variety of publications in the Peer Reviewed Medical Literature including, but not limited to:

1. with Professor Abelardo Vargas at the University of Miami on Cardiac Emergencies in 1971
2. with Professors Jay Older & E. Torczynski on Ocular Dirofilaria in 1979
3. with Dr. Joeseph Giovinco on Intra-ocular Lens implants
4. with J. Morrissa Watson- Advanced Directives in the Correctional Setting 1999
5. with Jacqueline A. Thomas- Accreditation and You Why Correctional Systems Need Independent Accrediting Bodies to Evaluate Their Services- 2001
6. with Jacqueline A. Thomas- HIPPA- Do Correctional Facilities Need to Address Health Insurance Portability and Accountability Act? 2003
7. with Mary Scylla- Legal Aspects of Correctional Medical Care 2001
8. Update on Legal Aspects of Correctional Medical Care- 2002
9. Managing Tough Problems in HIV in a Correctional Setting-2001
10. Sending Students to Prison- Placing Medical Students in Correctional Settings- The Student's Perspective, the School's Perspective and the Correctional Department's Perspective- The Journal of Correctional Health Care, vol. 10, Issue 4 Winter, 2004
11. Assessment – Management Tool of the Future- Corrections Today, December 2004, pp 114 et. seq.
12. Spotlight- HCV- To Treat or Not to Treat, June 2004, IDCR (Infectious Diseases in Corrections Reporter)

13. The Future of Correctional Health Care- Correctional Health Care Reporter, July/August 2004, pp 58-63.
14. Research in Corrections- Infectious Disease in Corrections Report- September 2005- vol. 8 Issue 9
15. Letter to the Editor- IBID

Co-author position on a variety of others including, but not limited to:

1. with Margaret Fischl, et al. Direct Observed Therapy vs. Self Administered Therapy in the treatment of HIV Disease 2001
2. with Margaret Fischl- et al. Impact of Directly Observed Therapy on the Long term treatment of HIV Disease in Clinical Trials- in press- JAMA
3. with Anne DeGroot et. al.- Clinical Trials in Correctional Settings: Right or Retrogression?
4. with Abe Macher- Combination Therapy in Correctional Sites for the Treatment of HIV- Inappropriate Treatment Regimens- 2002
5. with Abe Macher- Combination Therapy in Correctional Sites for the treatment of HIV- More Inappropriate Combinations- 2002
6. with Abe Macher- The Use of Fusion Inhibitors in Correctional Settings- 2003

Books in Scientific Arena:

Chapter in HIV Treatment published by Florida AETC on HIV/AIDS in Corrections- 2000

Revised for the 2004 edition of this same book.

Chapter in Book: Correctional Management- “The Graying of Corrections- Managing Older Inmates” In Galley Proofs now

Currently in Preparation a Law Review article with Professor Manny Ramos on Medical Malpractice.

Co-authored with Dr. J. Morrissa Watson an article on Advanced Directives in the Prison System Psychology, Public Policy and the Law, 1998, vol. 4 no. 3, pp. 878-900

Co-author with Margaret Fischl and others - Direct Observed Therapy in the Treatment of HIV Disease (In press- JAMA)

Co-Principal Investigator with Margaret Fischl on CDC/HRSA/PHS grant concerning the follow-up care of inmates released from prison. (Five year grant 5.5 million grant PHS 99099- begun in 2000)

OTHER PUBLICATIONS:

Published Author of two novels by Tower/Leisure Books, a division of Norden Press; Gulf Coast Run in 1980 and Gulf Coast Goods in 1981. Both novels were of drug smuggling and violence in Florida.

NON ACADEMIC AND VOCATIONAL:

Graduated in 1983 from the Florida Police Academy Training Program at Sarasota Vocational Technical Institute and am a Fully Certified Florida Law Enforcement Officer.

Certified as a Police Instructor

Served as a part-time and auxiliary police officer with the Florida Marine Patrol. During that service I had worked as a patrol officer, then a Sergeant (Investigator), a Lieutenant in charge of a shift, a Captain responsible for a Division, and as a Major responsible for a Region. I have worked misdemeanor, felony and major felony cases, and have worked in uniform as well as in plain

clothes. (The Sergeant Investigator position in the Marine Patrol is a comparable position to a Detective Bureau. There is no Detective Bureau per se in the Marine Patrol.)

I have had advanced training through the Marine Patrol in a variety of areas and was a Certified Instructor. I also served as a pilot with that agency. I had several major felony cases including the undercover purchase of illegal materials under the direct authority of Major W. Harry Harper and one under the direct supervision of Lt. Col. Cliff Kidd.

Hold a U.S. Marine Captain's License - Specifically, Ocean Operator up to 100 Gross Tons.

Hold a U.S. Commercial Instrument Rated Pilot's License.

WORK EXPERIENCE:

Began working as a kennel boy in a Veterinary Clinic at age 11 in about 1956. About 1959 began working on a 104 foot Motor Vessel as Seamen/Steward. Eventually, I became Relief Captain of this vessel, a charter yacht making trips between Miami and the Bahamas.

During my first year of Medical School I served as a Research Assistant in a clinical laboratory and a phlebotomist at the V.A. Hospital which I continued through my second year of Medical School. I did odd jobs my third and fourth years of medical school.

Private Practice of Ophthalmic Surgery in Venice, Fl and voluntary faculty responsibilities with the Department of Ophthalmology at the University of South Florida College of Medicine from 1976 until present.

Also served as an unpaid part-time police officer during 1981 until 1992.

PUBLIC SERVICE:

Chairman of the Sarasota- Charlotte Bi-County Committee, 1983

Member, Florida House of Representatives, 1984 until 1994

Whip - 1988 until 1994

Chairman, Charlotte County Legislative Delegation 1986-1992

Chairman, Sarasota County Legislative Delegation 1988-1994

Chairman, Florida's Task Force on Indigent Health Care Funding, 1987-88

Chairman, Florida's Manatee Technical Advisory Council 1985- present. (Member since the inception of this group to protect and preserve Florida's endangered Manatee in 1981)

In the decade that I served in the Florida House of Representatives I handled a wide variety of legislation and served on a wide variety of committees. I served on a variety of House Joint Conference Committees and am one of the major authors of the 1988 Tort Reform and Malpractice Act. I have served on Appropriations, Rules and Calendar, Health Care, Natural Resources, Community Affairs, Commerce, Judiciary, Agriculture and a variety of others.

MILITARY SERVICE:

Captain U.S. Army- served in Viet Nam 1971-1973 where I served as a General Medical Officer and General Surgeon. I ran a hospital facility in support of an infantry unit. I saw front line service during this period and served in multiple Medical-Civil Action Program. I served primarily throughout I Corps and especially in Chu Lai, Da Nang, Hue, Phu Bai and Quang Tri. My service was during a major Tet Offensive and the unit I was responsible for was pushed back almost to the outskirts of Da Nang. We later retook much of that territory. After a one-year service in VietNam I was transferred to Ft. Jackson, South Carolina where I served as commanding officer of the outpatient troop clinics. During this period of time I also worked as a General Practitioner in the office of Dr. Robert Sawyer in Saluda, South Carolina. Dr. Sawyer had injured his back and the community was in need of medical coverage and I provided this for almost a year. This service was separate from, but approved by the Army Post. I received an Honorable Discharge from the U.S. Army in 1973.

AWARDS:

Bronze Star plus several other military medals and recognition's from my service in Viet Nam.

American Business Woman's Boss of the Year Award - 1982-1983

Florida Life Care Associations Better Life Award - 1985- (for Providing Indigent Medical Care)

Florida League of Conservation Voter's Environmental Honors List 1985-1986

Manatee Community College Friend of the Year Award - 1986

Manasota 88 Environmental Legislator of the Year Award- 1988

Florida Society of Ophthalmology Clowson Award for Outstanding Service to the Profession and the Community - 1992

Drug Enforcement Administration Award for Public Service and contribution to the DEA - 1991

A variety of other awards and recognition's from various service and community and state groups.

PRESENTATIONS: There are too many presentations and conferences to count. I have given presentations in medicine, correctional medicine, HIV/AIDS, and while in the Legislature on many and varied other topics.

Current With or through NSU-COM

1. Chairman of Faculty Council- an elected position by peers for the purpose of representing the faculty among other faculty bodies and to the administration of the College and the University (Member since 2003; Chairman since 2005- to present)
2. University Institutional Review Board – Voting Member- protect patients enrolled in clinical trials and help assure appropriateness and safety of research studies by University Faculty or affiliates
3. Curriculum Committee- Academic committee assigned the responsibility to review and modify the current curriculum of the College, to make considered recommendations for modification to the Chief Academic Officer (Dean), and to make recommendations to the faculty council for those items of the curriculum which requires the input of the faculty as a whole. Currently NSU-COM is addressing the entire curriculum and possibly seeking other venues for curricular enhancement. Member 2003-present; Vice Chair- 2004- present)
 - a. Sub-committee on Curricular Reform- this body was created by the curriculum committee with the advice and consent of the Dean to evaluate

- comprehensively the college curriculum, assess other medical school curriculums, and advise to the Curriculum Committee changes and improvements to our current curriculum. (Member 2004- present)
4. Council of Chairs- This is the body that assists the Chief Administrative Officer (Dean) of the College in determining academic and administrative policy and then once the direction is determined to implement those decisions. This body serves to improve both intra- and inter-departmental communications and to develop ideas and actions to improve and enhance the education of our students and post-graduates. Member 2003- present; Vice-Chair 2004- present)
 5. Continuing Education and Faculty Development Committee- This is the body that is charged with determining the direction of the growth of the College in the area of continuing medical education for physicians who are both affiliated and not affiliated with the COM. The other charge of this committee is to determine what needs and areas faculty, both full time and adjunct, require for the improvement in their professional life. (Member 2003- present)
 6. Faculty Promotions and Credentials Committee- This body is responsible for reviewing and assuring the accuracy of the credentials of current faculty and prospective faculty to recommend to the Dean the initial faculty rank and promotion in faculty rank. (Member 2005- present)
 7. Patient Safety Committee- To advise the Chief Academic/Administrative Officer (Dean) of the College on the national and state policies concerning patient safety; to examine current curriculum and offer changes to improve our student and post-graduates education in the area of patient safety and the practice of safe medical care delivery. This committee is also responsible for evaluation of the safety of the patients of the University and to make recommendations concerning improvement of care. (Co-Chair- 2004- present)
 8. Faculty Advisory Committee- This is a University wide Committee which enhances communication among all of the college and programs of the University, interacts with central University administration and review issues, questions, and concerns concerning the plans and initiatives of the Faculty in the overall direction and initiatives of the University and to serve as the Faculty voice to the University central administration. (Member- 2005- present- consistent with Chairmanship of Faculty Council)
 9. Dean's Committee for the West Palm Beach Veteran's Administration Hospital- This committee interacts with the West Palm Beach VA and the VA system to enhance our educational opportunities and research opportunities at the VA and to share our resources and opportunities with the VA and VA system. (Member 2005- present)
 10. Faculty position in the Center for Bioterrorism and Weapons of Mass Destruction Preparedness with responsibilities of direct teaching and assisting Drs. Levy and Howell in implementing state and federal grants concerning Bioterrorism and Weapons of Mass Destruction Preparedness (2004- present) As a part of this effort made various presentations around Florida including the International Emergency Management- 26th Annual International Disaster Management Meeting in Orlando, Florida (February 2005)

OTHER ACADEMIC ACTIVITIES-

1. Co-Chief Editor of a peer reviewed medical journal in Infectious Diseases in Corrections (Infectious Diseases in Corrections Report (formerly HEPP) (Editorial staff 1995- present; Co-Chief Editor- 2005- present)
2. Program Director of a Fellowship Training Program in Correctional Medicine established at NSU-COM for the training of physicians involved in correctional health care enable the Fellows to become certified by a Board of Correctional Medicine and receive a Master's in Public Health degree.
3. Program Director and Content Expert for a yearly program entitled "Mini-Fellowship in HIV in Corrections" in combination with NSU-COM, the Florida Department of Corrections, and the Florida/ Caribbean Aids Education Teaching Centers (FIAETC) for the training of correctional physicians in the care and treatment of incarcerated persons with HIV
4. Program Director and Content Expert in a yearly program in Updates for the clinical care of incarcerated persons put on in collaboration with the Florida Chapter of the American Correctional Health Services Association (FIACHSA) and the Florida/Caribbean AIDS Education Training Center (FIAETC)
5. Member (former Chairman 2002-2004) since 1998 of the Commission on Accreditation in Corrections, a body designed to improve the conditions of incarceration by a system of accreditation. This is part of a public health initiative.
6. Presentation to the Institutes of Medicine of the National Academy of Sciences in March 2005 concerning the ethics of clinical trials for their consideration and recommendation to the Secretary of Health and Human Services for revision of 45CFR46, the Federal statute concerning human subjects in research.
7. Adjunct Faculty for the Master of Health Law Program- a combined College of Osteopathic Medicine/College of Law program leading to a Master's degree in Health Law for non-lawyers.
8. Bioethics Council of Southwest Florida - a combined initiative of Nova Southeastern University's College of Medicine and College of Law and the University of Miami designed to serve as a forum for the exploration of ethical issues in law and medicine and to implement ethical approaches and structures in individual patient situations and patient care systems.
9. Consultant to the Florida Department of Juvenile Justice for evaluation, assessment and recommendations concerning their delivery of health care to their students, detainees and inmates.
10. Consultant to various State and County Attorney General Offices (New Jersey, North Carolina, Maricopa County, Arizona, etc) in correctional health care in various issues concerning their delivery of health care to the incarcerated persons within their state.
11. Consultant to several private correctional health care delivery companies to evaluate and assist them in the delivery of health care to the incarcerated population for which they are responsible.
12. Consultant to the Department of Justice for evaluation, advocacy, interpretation

and direction of correctional health care and how it is practiced throughout the nation and specifically the Bureau of Justice Statistics in evaluating the impact of certain specific disease entities and other conditions as they impact corrections and how to evaluate and measure that impact. More specifically was a medical measure of the impact of the recently enacted Prison Rape Elimination Act.

13. Faculty member for international mission trips and national and state mission trips to areas of the world, nation or state underserved in medical care- (Peru- March 2005; Clewiston and Belle Glade, Florida- February 2005)
14. Faculty Development Program leading to Master Teacher in Health Education (Master of Science in Health Education) (2003-2005)

Please note that I do not list any speaking engagements or conferences in which I have been asked to present, moderate, participate, or direct.

PERSONAL:

Married with five children - one of whom still lives at home and in college, one at Des Moines University COM and one recent graduate of NSU-COM; two twin grandchildren.

Terry Maus

Professional Summary: An administrator that demonstrates a professional approach to challenges with unique experiences in a combination of charter schools, Catholic education, primary education, information technology and educator/training skills. Proven ability to manage projects, negotiate agreements and coach/motivate/build a high performance staff.

Education

- Masters in Educational Leadership (Specialization in Early Childhood) Barry University
- BS in Elementary Education and Specialization in Early Childhood, Stonehill College

Certification Florida Professional Certification; Ed. Leadership and Early Childhood Education, 2012

Professional Experience: Presently working as a consultant, ETC, Education & Technology Consultants started in 1997. Projects include overseeing grant implementation in twelve Catholic schools, member of SACS Accreditation Team and serve as an evaluator or facilitator of varied curriculum projects in charter, private and traditional public schools. Presently on FCPCS Board and Chairman of Professional Development Committee.

Amaturo Foundation

(07/06 – present)

The Amaturo Foundation has hired ETC to oversee the implementation of the Renaissance Enterprise Program in Broward County, including four public schools and presently twelve Catholic schools. Position requires consultations through onsite regular visits, monitoring program success, delivering professional development and coordinating with administration on budget, planning and delivery of program. Report data to Amaturo Foundation every six weeks on school implementation process.

Florida Consortium of Public Charter Schools (FCPCS)

(07/06 – present)

Available as a preferred consultant, Board Member since 01/07 and Chairman of the Professional Development Committee which developed FCPCS “Raise Your Grade Program” & criteria for onsite visits for the “Gold Seal Award”.

Principal Downtown Miami Charter School

(07/04-06/06)

- Performed all duties as principal for a designated “F” school, received a “C” first year
- Worked with state, district, Governing Board, staff & community to improve student achievement
- Received more than \$400,000 in grants for school
- Coordinated research base programs and professional development for staff to ensure learning gains for the students at Downtown Miami Charter School

Education Director/Master Principal- Charter Schools USA

(07/03 – 7/04)

- Monitor twelve schools for compliance issues including NCLB, AYP, ESE and ESOL
- Develop and implement staff development for new curriculum initiatives
- Oversee the implementation of new technology programs
- District liaison between CSUSA, schools and three Florida Districts
- Represent CSUSA at school Governing Board Meetings and District Committees
- Attend National Conferences and develop staff development for school level implementation

Principal Northeast Academy, - Charter Schools USA

(1/01-7/03)

As Principal

Opened a new school of 225 students and increased enrollment to 450 students, worked with Miami-Dade County Schools of Choice Office to meet compliance, implemented and worked on curriculum cadre for CSUSA with EdVision tools, delivered Personal Learning Plans for students based on data resources such as, formal testing (CTBS, FCAT and Stanford 9), Performance Series evaluation, student reading inventories and classroom alternative assessments, created and sought out professional development appropriate for staff needs, coordinated Charter Governing Board, School Advisory Board and Parent Teacher Organization

As Educational Consultant: Created principal interview process, including in-basket activities, group activity, delivery of information to a target group and interview questions, created teacher observation tool and researched, evaluated and trained staff in core curriculum developed for CSUSA

Adjunct Professor, Barry University

(9/98-1/00)

- EDU 422 – “Parent Involvement in Primary Classroom”, Home and School Connections
- EDU 405 – “Introduction to Computer Technology in Education”, Reviewed Software and program use in classroom curriculum
- EDU 493 – “Child Study Skills for Certification in Primary Education”, Assessment skills
- Supervised eight Student Teachers in field

LearningPays.com

(1/00-11/00)

Senior Educational Specialist: Coordinated and developed seminars on technology implementation in schools, performed technology needs assessments for schools, assisted in prioritizing and planning technology implementation in schools, presented and demonstrated web based alternatives for schools, senior executives, school administrators and education conferences and worked closely with product development and recommendations for web applications

St. Jerome Catholic School

(8/98-1/00)

Assistant Principal: Observed teachers and prepared budgets, developed and integrated technology into daily activities, as well as worked with teachers on curriculum development, coordination with

standards across grades PK-8, coordinated with community organizations, parents, faculty and students a campaign that raised funds in excess of \$50,000 for technology

E.T.C. Education and Technology Consultants, Owner (9/98)

Provided personal and group instruction, workshops and teacher training, consulted and assessed needs in the areas of technology and primary education

Chairperson, Archdiocese of Miami Primary Curriculum (9/97-9/99)

Organized meetings and information, reviewed state and national curriculums, developed course of action to build an appropriate Primary Curriculum for Archdiocesan Schools, designed and delivered workshops to train teachers on curriculum implementation

St. Anthony School (8/87- 6/98)

Teacher, Pre-Kindergarten, Kindergarten and Computers

Early Childhood Supervisor: Facilitated monthly department meetings and weekly evaluation of lesson plans, observed teachers and monitored curriculum goals, assisted in student referrals and conferences, performed registration and screening for Pre-Kindergarten and Kindergarten students, organized field trips, budgeted and ordered supplies for the classrooms

Technology Coordinator: Initiated technology in the classroom, organized fundraisers for new technology, developed a technology curriculum and assisted teachers in implementation, developed a closed circuit morning show, coordinated yearbook, procured all technology and authorized software purchases in budget

Miss Johnson School (83-86) Owner and Teacher: Supervised and ran a small preschool, 16 students

Bill Kelly - Biography

William “Bill” Kelly --He began his career as a CPA providing accounting, consulting and auditing services to small businesses, governments and non-profit organizations. He served as CFO of Volusia County Schools for eight years. Most recently he served as the profit center leader for the contract administrator for Preferred Governmental Insurance. He has been an adjunct professor at Stetson University and Daytona Beach State College. He currently serves as Chairman of the Florida Joint Underwriting Authority for Medical Malpractice, as a board member of the Early Learning Coalition of Flagler and Volusia, accounting advisory committee for Stetson University, and on Florida Hospital DeLand’s Community Advisory Board. He has led a successful campaign to pass local referendums, has been a frequent speaker on public entity and non-profit organization property and casualty insurance issues and has published articles and coauthored professional accounting publications. He received his undergraduate degree at Florida State University in Accounting and an MBA from Stetson University.

D. School Budget/Financial Projections

E. *Sample Request for Proposals*

F. Sample Policies & Procedures

SUMMARY - Project Assumptions

	Yr1	Yr2	Yr3	Yr4	Yr5
FTE Students	666	916	1111	1186	1206
ESE Students	74	102	123	132	134
Total Students	740	1018	1234	1318	1340
FTE dollars/student (AVG)	\$ 6,195				
FTE dollars/ESE student (AVG)	\$ 1,112				
Number of Teachers	38	51	61	65	66
Student Teacher Ratio	19				
Number of additional Instructional	3	6	9	11	11
Total Instructional Staff	41	57	70	76	77

ASSUMPTIONS

Fringe Benefit Rate	12.18%				
FICA	6.20%				
Medicare	1.45%				
FUTA	0.15%	\$ 7,000.00	Cap		
SUTA	0.50%	\$ 7,000.00	Cap		
Workers Comp	0.88%				
401K Contribution	3.00%				
Health Insurance per Employee	\$ 4,158.00	90%	Participation Rate		
Inflation	2%				
Interest Rate - Income	1.0%				

Transportation:

Percent of Students Transported	18%				
Number of Busses	2	3	4	4	4
Cost for Trans. Per day per Bus	\$ 225.00	\$ 229.50	\$ 234.09	\$ 238.77	\$ 243.55
Trans. Revenue per student	\$ 375.00				

Additional Revenue

	Yr1	Yr2	Yr3	Yr4	Yr5
Grants	\$ -	\$ -			
Fundraising	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue	\$ -				
Other Government					
Capital Outlay Funding Amount	\$ -	\$ -	\$ -	\$ 500	\$ 500

Expense Growth Rate	100%	38%	21%	7%	2%
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Enter District: Broward

ESE Percent 10.00%
 Occupancy 100% 100% 100% 100% 100%

Homeroom Classrooms

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	6	7	7	7	7
1st Grade	6	7	7	7	7
2nd Grade	6	6	7	7	7
3rd Grade	6	6	6	7	7
4th Grade	4	6	6	7	7
5th Grade	3	5	6	7	7
6th Grade	7	7	8	8	8
7th Grade	0	7	7	8	8
8th Grade	0	0	7	7	8
9th Grade					
10th Grade					
11th Grade					
12th Grade					
	38	51	61	65	66

Student Teacher Ratio

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	18	18	18	18	18
1st Grade	18	18	18	18	18
2nd Grade	18	18	18	18	18
3rd Grade	18	18	18	18	18
4th Grade	22	22	22	22	22
5th Grade	22	22	22	22	22
6th Grade	22	22	22	22	22
7th Grade	22	22	22	22	22
8th Grade	22	22	22	22	22
9th Grade					
10th Grade					
11th Grade					
12th Grade					

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	108	126	126	126	126
1st Grade	108	126	126	126	126
2nd Grade	108	108	126	126	126
3rd Grade	108	108	108	126	126
4th Grade	88	132	132	154	154
5th Grade	66	110	132	154	154
6th Grade	154	154	176	176	176
7th Grade	0	154	154	176	176
8th Grade	0	0	154	154	176
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
	740	1018	1234	1318	1340

ESE Guaranteed Allocation:	Grade Level	Matrix Level	FTE
Additional Funding from the ESE Guaranteed Allocation.	K-3	251	43
Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. <i>The total should equal all FTE from programs 111, 112 & 113 above.</i>	K-3	253	
	4-8	251	31
	4-8	252	
	4-8	253	
	9-12	251	0
	9-12	252	
	9-12	253	
Total ESE:			74.00

Staffing Matrix

			Yr1	Yr2	Yr3	Yr4	Yr5
Administration Staff							
Principal		85,000	1	1	1	1	1
Administrative Assistant		22,000	1	2	3	3	3
Assistant Principal		55,000	1	2	3	4	4
Business Manager		45,000	1	1	1	1	1
Receptionist		18,000	1	2	2	2	2
Registrar		20,000	1	1	1	1	1
Data Processor		22,000	-	1	1	1	1
Custodian		22,000	2	2	2	2	2
		289,000	8	12	14	15	15
Instruction Staff							
Homeroom Teachers		42,000	31	37	39	42	42
Science	M	41,000	1	2	4	4	4
Social Studies	M	41,000	1	2	4	4	4
Math	M	41,000	1	2	4	4	4
Language Arts/Reading	M	41,000	1	2	4	4	4
Band/Chorus	M	41,000	-	1	2	2	2
Music	E	41,000	1	1	2	2	2
Art	E/M	41,000	1	1	3	3	3
Spanish	E/M	41,000	1	1	3	3	3
PE	E/M	41,000	1	2	3	3	3
ESE		41,000	1	1	2	2	2
Technology Teacher		41,000	1	1	2	2	2
		493,000	41	54	71	74	75
Instructional Support Staff							
ESE Specialist		45,000	1	2	4	4	4
Test Coordinator		30,000	-	1	1	1	1
Media Assistant		22,000	-	1	2	4	4
Media Specialist		35,000	1	1	1	1	1
Nurse		35,000	50%	1	1	1	1
		167,000	3	6	9	11	11
TOTAL Staffing			52	72	94	100	101
Average Pay		37,563					

Start-up Budget

	March	April	May	June	Total
Line of Credit / Grant	100,000				
EXPENSES:					
Administration Staff	10,000	10,000	10,000	10,000	40,000
Professional Services					
Legal Fees	6,000	4,000	-	-	10,000
Marketing & Enrollment	15,000	5,000	10,000	5,000	35,000
	21,000	9,000	10,000	5,000	45,000
Other Operating Expenses	2,000	2,000	2,000	2,000	8,000
Administrative Expenses	4,000	1,000	1,000	1,000	7,000
TOTAL OPERATING EXPENSES	37,000	22,000	23,000	18,000	100,000
Fund Balance	63,000	41,000	18,000	-	-

Franklin Academy - K-8		Yr1	Yr2	Yr3	Yr4	Yr5	
<i>Number of Students</i>		740	1,018	1,234	1,318	1,340	
<i>FEFP Year over Year change</i>			0.0%	1.0%	1.0%	2.0%	
<i>Forecasted FTE per Student</i>		6,306	6,306	6,369	6,433	6,562	
Revenue							
<i>Government</i>							
Per Pupil Allocation		4,666,609	6,419,740	7,859,705	8,478,672	8,792,602	
Lunch Program Income		211,788	247,374	299,862	320,274	325,620	
Other Government		-	-	-	-	-	
Total Government:		4,878,397	6,667,114	8,159,567	8,798,946	9,118,222	
Capital Outlay:		-	-	-	659,000	670,000	
Grants & Fundraising:		-	-	-	-	-	
Other Revenue		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Total Revenue:		4,878,397	100%	6,667,114	8,159,567	9,457,946	
Expenditures							
5000	Instruction	2,049,254	42%	2,636,859	3,339,043	3,589,176	3,673,579
6100	Pupil Personnel Services	149,373	3%	308,251	464,937	536,557	546,199
6200	Instructional Media Services	25,900	1%	35,630	43,190	46,130	46,900
6300	Instruction and Curriculum Development Services	204,000	4%	216,091	261,942	279,772	284,442
6400	Instructional Staff Training Services	20,500	0%	28,201	34,185	36,512	37,122
7100	Board	2,000	0%	2,040	2,081	2,122	2,165
7200	General Administration	38,310	1%	49,448	58,146	61,646	62,707
7300	School Administration	380,371	8%	538,001	646,081	727,514	740,813
7410	Facilities Acquisition and Construction	714,600	15%	965,772	1,161,163	1,237,775	1,258,606
7500	Fiscal Services	563,707	12%	737,772	880,142	993,729	1,024,454
7600	Food Services	195,804	4%	269,363	326,516	348,743	354,564
7700	Central Services	52,000	1%	54,339	34,602	11,911	12,110
7800	Pupil Transportation Services	156,960	3%	228,426	295,213	307,207	312,903
7900	Operation of Plant	78,000	2%	80,840	83,409	85,366	87,052
8100	Maintenance of Plant	52,000	1%	69,401	82,951	88,297	89,792
9100	Community Services	-	0%	-	-	-	-
Total Expenses:		4,682,778	96%	6,220,435	7,713,600	8,352,456	8,533,408
Operating Surplus/(Deficit)		195,619	4%	446,680	445,966	1,105,490	1,254,814
Contingency		48,784		200,013	244,787	472,897	489,411
Capital Expenditures		266,400		120,938	-	-	-
Proceeds from Long-Term Debt		266,400		120,938	-	-	-
Repayment of Long-Term Debt		103,372		110,188	67,432	41,266	-
Interest Expense Debt Pymt		21,312		15,720	3,476	1,538	-
Surplus/(Deficit) - After Capital		22,151	0	120,758	130,271	589,789	765,403

**Franklin Academy - K-8
Detailed Income Statement**

			Amount	Basis	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
EXPENSES:					740	1,018	1,234	1,318	1,340
Administration Staff									
		Principal			85,000	86,700	88,434	90,203	92,007
		Administrative Assistant			22,000	44,880	68,666	70,040	71,441
		Assistant Principal			55,000	112,200	171,666	233,466	238,135
		Business Manager			45,000	45,900	46,818	47,754	48,709
		Receptionist			18,000	36,720	37,454	38,203	38,968
		Registrar			20,000	20,400	20,808	21,224	21,649
		Data Processor			-	22,440	22,889	23,347	23,814
		Custodian			44,000	44,880	45,778	46,693	47,627
		-			-	-	-	-	-
		-			-	-	-	-	-
		-			-	-	-	-	-
		-			-	-	-	-	-
		-			289,000	414,120	502,513	570,930	582,349
		Benefits			68,471	100,345	119,429	131,922	133,313
Instruction Staff									
		Homeroom Teachers			1,302,000	1,585,080	1,704,175	1,871,971	1,909,410
		Science			41,000	97,580	156,407	166,787	177,519
		Social Studies			41,000	97,580	156,407	166,787	177,519
		Music			41,000	41,820	85,313	87,019	88,759
		Art			41,000	41,820	127,969	130,529	133,139
		Spanish			41,000	41,820	127,969	130,529	133,139
		PE			41,000	83,640	127,969	130,529	133,139
		Technology Teacher			41,000	41,820	85,313	87,019	88,759
		-			1,589,000	2,031,160	2,571,522	2,771,168	2,841,384
		Benefits			364,054	473,359	607,101	646,668	657,994
Instructional Support Staff									
		ESE Specialist			45,000	91,800	187,272	191,017	194,838
		Test Coordinator			-	30,600	31,212	31,836	32,473
		Media Assistant			-	22,440	45,778	93,386	95,254
		Media Specialist			35,000	35,700	36,414	37,142	37,885
		Nurse			17,500	35,700	36,414	37,142	37,885
		0			-	-	-	-	-
		-			97,500	216,240	337,090	390,525	398,335
		Benefits			22,273	51,291	78,487	93,313	94,264
TOTAL PAYROLL					2,430,297	3,286,515	4,216,142	4,604,525	4,707,639
Instruction Expense									
		Consumable Instructional	\$ 90.00	Student	66,600	91,620	111,060	118,620	120,600
		Student Supplies	\$ 40.00	Student	29,600	40,720	49,360	52,720	53,600
		-			96,200	132,340	160,420	171,340	174,200
Pupil Personnel Services									
		Contracted SPED Instruction	\$ 350.00	ESE Student	25,900	35,630	43,190	46,130	46,900
		Contracted Special ED non-instruction	\$ 50.00	ESE Student	3,700	5,090	6,170	6,590	6,700
		-			29,600	40,720	49,360	52,720	53,600
Instructional Media Services									
		Testing Materials	\$ 35.00	Student	25,900	35,630	43,190	46,130	46,900
		Library Books			-	-	-	-	-
		-			25,900	35,630	43,190	46,130	46,900
Instructional and Curriculum Development Services									
		Educational Technology	\$ 3,000.00	Classroom	114,000	120,757	146,379	156,343	158,953
		Textbooks & Reference Books	\$ 175.00	Student	90,000	95,334	115,562	123,429	125,489
		-			204,000	216,091	261,942	279,772	284,442
Instructional Staff Training Services									
		Outside Staff Development Consulting Fees	\$ 500.00	Teacher	20,500	28,201	34,185	36,512	37,122
Board									
		Misc. Board-Directed Fund	\$ 400.00	Board Member	2,000	2,040	2,081	2,122	2,165
General Administration									
		Travel/Auto	\$ 1,500.00	Administrator	4,500	4,590	4,682	4,775	4,871
		Airfare	\$ 400.00	Administrator	1,200	1,224	1,248	1,273	1,299
		Meals	\$ 150.00	Administrator	450	459	468	478	487
		Lodging	\$ 600.00	Administrator	1,800	1,836	1,873	1,910	1,948
		Business Expense-other			-	-	-	-	-
		Dues & Subscriptions	\$ 4.00	Student	2,960	4,072	4,936	5,272	5,360
		Printing	\$ 500.00	Classroom	19,000	26,138	31,684	33,841	34,405
		Office Supplies			7,200	9,905	12,006	12,824	13,038
		Bank Service Fees			1,200	1,224	1,248	1,273	1,299
		-			38,310	49,448	58,146	61,646	62,707

School Administration									
Telephone				4,800	4,896	4,994	5,094	5,196	
Postage	\$	20.00	Student	14,800	15,096	15,398	15,706	16,020	
Express Mail				400	408	416	424	433	
Medical Supplies				500	688	834	891	905	
Internet Connection				2,400	2,448	2,497	2,547	2,598	
				<u>22,900</u>	<u>23,536</u>	<u>24,139</u>	<u>24,662</u>	<u>25,152</u>	
Facilities Acquisition and Construction									
Facilities Consultants				-	-	-	-	-	
Rent	\$	900.00	Student	666,000	916,200	1,110,600	1,186,200	1,206,000	
Additional Rent				-	-	-	-	-	
Property & Rent Taxes				-	-	-	-	-	
Office Equipment - Leasing Expense				3,600	3,672	3,745	3,820	3,897	
Professional Liability & Property Insurance				45,000	45,900	46,818	47,754	48,709	
				<u>714,600</u>	<u>965,772</u>	<u>1,161,163</u>	<u>1,237,775</u>	<u>1,258,606</u>	
Fiscal Services									
Legal Fees				15,000	15,300	15,606	15,918	16,236	
Accounting Services - Independent Audit				7,750	7,905	8,063	8,224	8,389	
Accounting Services - Monthly Reporting & Processing	\$	120.00	Student	88,800	122,160	148,080	158,160	160,800	
G&A, Curriculum Development, R&D		8%	Percent of Revenue	373,329	513,579	628,776	731,014	757,008	
Fee to County School Board - up to 250 students		5%	FEFP Revenue	78,828	78,828	79,616	80,412	82,021	
				<u>563,707</u>	<u>737,772</u>	<u>880,142</u>	<u>993,729</u>	<u>1,024,454</u>	
Food Services									
Contracted Food Service - (60% of Students Participate)	\$	2.45	Meal	195,804	269,363	326,516	348,743	354,564	
In-house Food Service - Cost of Food				-	-	-	-	-	
Food Service - Paper and Small wares				-	-	-	-	-	
				<u>195,804</u>	<u>269,363</u>	<u>326,516</u>	<u>348,743</u>	<u>354,564</u>	
Central Services									
Temporary Agency Fees				-	-	-	-	-	
Marketing & Enrollment				50,000	51,588	31,267	8,349	8,488	
Staff Recruitment				2,000	2,751	3,335	3,562	3,622	
				<u>52,000</u>	<u>54,339</u>	<u>34,602</u>	<u>11,911</u>	<u>12,110</u>	
Pupil Transportation Services									
Contracted Pupil Transportation	\$	225.00	per bus per day	81,000	123,930	168,545	171,916	175,354	
Extra-Curricular Activity Events & Transportation				75,960	104,496	126,668	135,291	137,549	
				<u>156,960</u>	<u>228,426</u>	<u>295,213</u>	<u>307,207</u>	<u>312,903</u>	
Operation of Plant									
Contracted Security				-	-	-	-	-	
Pest Control				1,200	1,224	1,248	1,273	1,299	
Electricity				72,000	73,440	74,909	76,407	77,935	
Cable / Satellite				-	-	-	-	-	
Water & Sewer				3,600	4,952	6,003	6,412	6,519	
Waste Disposal				-	-	-	-	-	
Security (monitoring of system)				1,200	1,224	1,248	1,273	1,299	
				<u>78,000</u>	<u>80,840</u>	<u>83,409</u>	<u>85,366</u>	<u>87,052</u>	
Maintenance of Plant									
Contracted Maintenance				-	-	-	-	-	
Contracted Custodial Services				-	-	-	-	-	
Maintenance & Cleaning Supplies				6,000	6,120	6,242	6,367	6,495	
Building Repairs & Maintenance				20,000	27,514	33,351	35,622	36,216	
Equipment Repairs & Maintenance incl. Kitchen				2,000	2,751	3,335	3,562	3,622	
Computer Repairs & Maintenance (incl. Licensing)				18,000	24,762	30,016	32,059	32,595	
Furniture Repair & Maintenance				6,000	8,254	10,005	10,686	10,865	
				<u>52,000</u>	<u>69,401</u>	<u>82,951</u>	<u>88,297</u>	<u>89,792</u>	
Community Services									
Field Trip Expenses				-	-	-	-	-	
Events and Holiday				-	-	-	-	-	
				<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	
EXPENSES less Payroll				<u>2,252,481</u>	<u>2,933,920</u>	<u>3,497,458</u>	<u>3,747,931</u>	<u>3,825,769</u>	
TOTAL OPERATING EXPENSES				<u>4,682,778</u>	<u>6,220,435</u>	<u>7,713,600</u>	<u>8,352,456</u>	<u>8,533,408</u>	
CAPITAL EXPENSES									
Capital Outlay Expenditures (NonCap)									
Capital Outlay (Capitalized)				-	-	-	-	-	
Computers Hardware				106,400	48,303	-	36,227	36,832	
FF&E				100,000	45,397	-	34,048	34,616	
Computers Software				60,000	27,238	-	20,429	20,770	
Other				-	-	-	-	-	
TOTAL CAPITAL EXPENDITURES				<u>266,400</u>	<u>120,938</u>	<u>-</u>	<u>90,704</u>	<u>92,218</u>	
Proceeds from Long Term Debt				<u>266,400</u>	<u>120,938</u>	<u>-</u>	<u>90,704</u>	<u>92,218</u>	
Debt Repayments									
Repayment of Long-Term Debt				103,372	110,188	67,432	41,266	-	
Interest Expense Debt Pymt				21,312	15,720	3,476	1,538	-	

<i>Franklin Academy - K-8</i>		<i>July</i>	<i>August</i>	<i>September</i>	<i>October</i>	<i>November</i>	<i>December</i>	<i>January</i>	<i>February</i>	<i>March</i>	<i>April</i>	<i>May</i>	<i>June</i>	<i>Total</i>
<i>Number of Students</i>														740
<i>Forecasted FTE per Student</i>														6,306
Revenue														
<i>Government</i>														
<i>Per Pupil Allocation</i>		388,884	388,884	388,884	388,884	388,884	388,884	388,884	388,884	388,884	388,884	388,884	388,884	4,666,609
<i>Lunch Program Income</i>				21,179	21,179	21,179	21,179	21,179	21,179	21,179	21,179	21,179	21,179	211,788
<i>Other Government</i>														-
Total Government:		388,884	388,884	410,063	410,063	410,063	410,063	410,063	410,063	410,063	410,063	410,063	410,063	4,878,397
<i>Capital Outlay:</i>		-	-	-	-	-	-	-	-	-	-	-	-	-
<i>Grants & Fundraising:</i>														-
<i>Other Revenue</i>														-
<i>Interest Income</i>														-
Total Revenue:		388,884	388,884	410,063	410,063	410,063	410,063	410,063	410,063	410,063	410,063	410,063	410,063	4,878,397
Expenditures														
5000	<i>Instruction</i>	-	186,296	186,296	186,296	186,296	186,296	186,296	186,296	186,296	186,296	186,296	186,296	2,049,254
6100	<i>Pupil Personnel Services</i>	-	-	14,937	14,937	14,937	14,937	14,937	14,937	14,937	14,937	14,937	14,937	149,373
6200	<i>Instructional Media Services</i>		6,475	6,475	6,475	6,475								25,900
6300	<i>Instruction and Curriculum Development Services</i>	-	68,000	68,000	68,000									204,000
6400	<i>Instructional Staff Training Services</i>	20,500												20,500
7100	<i>Board</i>	2,000												2,000
7200	<i>General Administration</i>	3,193	3,193	3,193	3,193	3,193	3,193	3,193	3,193	3,193	3,193	3,193	3,193	38,310
7300	<i>School Administration</i>	31,698	31,698	31,698	31,698	31,698	31,698	31,698	31,698	31,698	31,698	31,698	31,698	380,371
7410	<i>Facilities Acquisition and Construction</i>	59,550	59,550	59,550	59,550	59,550	59,550	59,550	59,550	59,550	59,550	59,550	59,550	714,600
7500	<i>Fiscal Services</i>	46,976	46,976	46,976	46,976	46,976	46,976	46,976	46,976	46,976	46,976	46,976	46,976	563,707
7600	<i>Food Services</i>			19,580	19,580	19,580	19,580	19,580	19,580	19,580	19,580	19,580	19,580	195,804
7700	<i>Central Services</i>	13,000	13,000	13,000	13,000									52,000
7800	<i>Pupil Transportation Services</i>			15,696	15,696	15,696	15,696	15,696	15,696	15,696	15,696	15,696	15,696	156,960
7900	<i>Operation of Plant</i>	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	78,000
8100	<i>Maintenance of Plant</i>	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	52,000
9100	<i>Community Services</i>	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses:		187,749	426,020	476,233	476,233	395,233	388,758	388,758	388,758	388,758	388,758	388,758	388,758	4,682,778
Operating Surplus/(Deficit)		201,135	(37,136)	(66,171)	(66,171)	14,829	21,304	21,304	21,304	21,304	21,304	21,304	21,304	195,619
<i>Contingency</i>		4,065	4,065	4,065	4,065	4,065	4,065	4,065	4,065	4,065	4,065	4,065	4,065	48,784
<i>Capital Expenditures</i>		266,400												266,400
<i>Proceeds from Long-Term Debt</i>		266,400												266,400
<i>Repayment of Long-Term Debt</i>			9,397	9,397	9,397	9,397	9,397	9,397	9,397	9,397	9,397	9,397	9,397	103,372
<i>Interest Expense Debt Pymt</i>			1,937	1,937	1,937	1,937	1,937	1,937	1,937	1,937	1,937	1,937	1,937	21,312
Surplus/(Deficit) - After Capital		197,070	(52,536)	(81,571)	(81,571)	(571)	5,904	5,904	5,904	5,904	5,904	5,904	5,904	22,151
Net Fund Balance		197,070	144,534	62,963	(18,608)	(19,178)	(13,274)	(7,370)	(1,466)	4,439	10,343	16,247	22,151	22,151

<i>Franklin Academy - K-8</i>		<i>July</i>	<i>August</i>	<i>September</i>	<i>October</i>	<i>November</i>	<i>December</i>	<i>January</i>	<i>February</i>	<i>March</i>	<i>April</i>	<i>May</i>	<i>June</i>	<i>Total</i>
<i>Number of Students</i>														1,018
<i>Forcasted FTE per Student</i>														6,306
Revenue														
<i>Government</i>														
<i>Per Pupil Allocation</i>		534,978	534,978	534,978	534,978	534,978	534,978	534,978	534,978	534,978	534,978	534,978	534,978	6,419,740
<i>Lunch Program Income</i>				24,737	24,737	24,737	24,737	24,737	24,737	24,737	24,737	24,737	24,737	247,374
<i>Other Government</i>														-
Total Government:		534,978	534,978	559,716	559,716	559,716	559,716	559,716	559,716	559,716	559,716	559,716	559,716	6,667,114
Capital Outlay:		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants & Fundraising:														-
Other Revenue														-
Interest Income														-
Total Revenue:		534,978	534,978	559,716	559,716	559,716	559,716	559,716	559,716	559,716	559,716	559,716	559,716	6,667,114
Expenditures														
5000	<i>Instruction</i>	-	239,714	239,714	239,714	239,714	239,714	239,714	239,714	239,714	239,714	239,714	239,714	2,636,859
6100	<i>Pupil Personnel Services</i>	-	-	30,825	30,825	30,825	30,825	30,825	30,825	30,825	30,825	30,825	30,825	308,251
6200	<i>Instructional Media Services</i>		8,908	8,908	8,908	8,908								35,630
6300	<i>Instruction and Curriculum Development Services</i>	-	72,030	72,030	72,030									216,091
6400	<i>Instructional Staff Training Services</i>	28,201												28,201
7100	<i>Board</i>	2,040												2,040
7200	<i>General Administration</i>	4,121	4,121	4,121	4,121	4,121	4,121	4,121	4,121	4,121	4,121	4,121	4,121	49,448
7300	<i>School Administration</i>	44,833	44,833	44,833	44,833	44,833	44,833	44,833	44,833	44,833	44,833	44,833	44,833	538,001
7410	<i>Facilities Acquisition and Construction</i>	80,481	80,481	80,481	80,481	80,481	80,481	80,481	80,481	80,481	80,481	80,481	80,481	965,772
7500	<i>Fiscal Services</i>	61,481	61,481	61,481	61,481	61,481	61,481	61,481	61,481	61,481	61,481	61,481	61,481	737,772
7600	<i>Food Services</i>			26,936	26,936	26,936	26,936	26,936	26,936	26,936	26,936	26,936	26,936	269,363
7700	<i>Central Services</i>	13,585	13,585	13,585	13,585									54,339
7800	<i>Pupil Transportation Services</i>			22,843	22,843	22,843	22,843	22,843	22,843	22,843	22,843	22,843	22,843	228,426
7900	<i>Operation of Plant</i>	6,737	6,737	6,737	6,737	6,737	6,737	6,737	6,737	6,737	6,737	6,737	6,737	80,840
8100	<i>Maintenance of Plant</i>	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	69,401
9100	<i>Community Services</i>	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses:		247,262	537,673	618,277	618,277	532,662	523,755	523,755	523,755	523,755	523,755	523,755	523,755	6,220,435
Operating Surplus/(Deficit)		287,716	(2,695)	(58,562)	(58,562)	27,054	35,961	35,961	35,961	35,961	35,961	35,961	35,961	446,680
<i>Contingency</i>		16,668	16,668	16,668	16,668	16,668	16,668	16,668	16,668	16,668	16,668	16,668	16,668	200,013
Capital Expenditures		120,938												120,938
Proceeds from Long-Term Debt		120,938												120,938
<i>Repayment of Long-Term Debt</i>			10,017	10,017	10,017	10,017	10,017	10,017	10,017	10,017	10,017	10,017	10,017	110,188
<i>Interest Expense Debt Pymt</i>			1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	15,720
Surplus/(Deficit) - After Capital		271,048	(30,809)	(86,675)	(86,675)	(1,060)	7,847	7,847	7,847	7,847	7,847	7,847	7,847	120,758
Net Fund Balance		271,048	240,239	153,564	66,888	65,828	73,675	81,522	89,370	97,217	105,064	112,911	120,758	120,758

Franklin Academy - K-8		<i>July</i>	<i>August</i>	<i>September</i>	<i>October</i>	<i>November</i>	<i>December</i>	<i>January</i>	<i>February</i>	<i>March</i>	<i>April</i>	<i>May</i>	<i>June</i>	<i>Total</i>
<i>Number of Students</i>														1,018
<i>Forecasted FTE per Student</i>														6,369
Revenue														
<i>Government</i>														
Per Pupil Allocation		654,975	654,975	654,975	654,975	654,975	654,975	654,975	654,975	654,975	654,975	654,975	654,975	7,859,705
Lunch Program Income				29,986	29,986	29,986	29,986	29,986	29,986	29,986	29,986	29,986	29,986	299,862
Other Government														-
Total Government:		654,975	654,975	684,962	684,962	684,962	684,962	684,962	684,962	684,962	684,962	684,962	684,962	8,159,567
Capital Outlay:		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants & Fundraising:														-
Other Revenue														-
Interest Income														-
Total Revenue:		654,975	654,975	684,962	684,962	684,962	684,962	684,962	684,962	684,962	684,962	684,962	684,962	8,159,567
Expenditures														
5000	Instruction	-	303,549	303,549	303,549	303,549	303,549	303,549	303,549	303,549	303,549	303,549	303,549	3,339,043
6100	Pupil Personnel Services	-	-	46,494	46,494	46,494	46,494	46,494	46,494	46,494	46,494	46,494	46,494	464,937
6200	Instructional Media Services		10,798	10,798	10,798	10,798								43,190
6300	Instruction and Curriculum Development Services	-	87,314	87,314	87,314									261,942
6400	Instructional Staff Training Services	34,185												34,185
7100	Board	2,081												2,081
7200	General Administration	4,845	4,845	4,845	4,845	4,845	4,845	4,845	4,845	4,845	4,845	4,845	4,845	58,146
7300	School Administration	53,840	53,840	53,840	53,840	53,840	53,840	53,840	53,840	53,840	53,840	53,840	53,840	646,081
7410	Facilities Acquisition and Construction	96,764	96,764	96,764	96,764	96,764	96,764	96,764	96,764	96,764	96,764	96,764	96,764	1,161,163
7500	Fiscal Services	73,345	73,345	73,345	73,345	73,345	73,345	73,345	73,345	73,345	73,345	73,345	73,345	880,142
7600	Food Services			32,652	32,652	32,652	32,652	32,652	32,652	32,652	32,652	32,652	32,652	326,516
7700	Central Services	8,651	8,651	8,651	8,651									34,602
7800	Pupil Transportation Services			29,521	29,521	29,521	29,521	29,521	29,521	29,521	29,521	29,521	29,521	295,213
7900	Operation of Plant	6,951	6,951	6,951	6,951	6,951	6,951	6,951	6,951	6,951	6,951	6,951	6,951	83,409
8100	Maintenance of Plant	6,913	6,913	6,913	6,913	6,913	6,913	6,913	6,913	6,913	6,913	6,913	6,913	82,951
9100	Community Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses:		287,574	652,969	761,635	761,635	665,671	654,874	654,874	654,874	654,874	654,874	654,874	654,874	7,713,600
Operating Surplus/(Deficit)		367,401	2,007	(76,674)	(76,674)	19,290	30,088	30,088	30,088	30,088	30,088	30,088	30,088	445,966
Contingency		20,399	20,399	20,399	20,399	20,399	20,399	20,399	20,399	20,399	20,399	20,399	20,399	244,787
Capital Expenditures		-												-
Proceeds from Long-Term Debt		-												-
Repayment of Long-Term Debt			6,130	6,130	6,130	6,130	6,130	6,130	6,130	6,130	6,130	6,130	6,130	67,432
Interest Expense Debt Pymt			316	316	316	316	316	316	316	316	316	316	316	3,476
Surplus/(Deficit) - After Capital		347,002	(24,839)	(103,519)	(103,519)	(7,555)	3,243	3,243	3,243	3,243	3,243	3,243	3,243	130,271
Net Fund Balance		347,002	322,164	218,645	115,126	107,571	110,814	114,057	117,300	120,543	123,786	127,029	130,271	130,271

Franklin Academy - K-8		<i>July</i>	<i>August</i>	<i>September</i>	<i>October</i>	<i>November</i>	<i>December</i>	<i>January</i>	<i>February</i>	<i>March</i>	<i>April</i>	<i>May</i>	<i>June</i>	<i>Total</i>
<i>Number of Students</i>														1,018
<i>Forecasted FTE per Student</i>														6,433
Revenue														
<i>Government</i>														
Per Pupil Allocation		706,556	706,556	706,556	706,556	706,556	706,556	706,556	706,556	706,556	706,556	706,556	706,556	8,478,672
Lunch Program Income				32,027	32,027	32,027	32,027	32,027	32,027	32,027	32,027	32,027	32,027	320,274
Other Government														-
Total Government:		706,556	706,556	738,583	738,583	738,583	738,583	738,583	738,583	738,583	738,583	738,583	738,583	8,798,946
Capital Outlay:		54,917	54,917	54,917	54,917	54,917	54,917	54,917	54,917	54,917	54,917	54,917	54,917	659,000
Grants & Fundraising:														-
Other Revenue														-
Interest Income														-
Total Revenue:		761,473	761,473	793,500	793,500	793,500	793,500	793,500	793,500	793,500	793,500	793,500	793,500	9,457,946
Expenditures														
5000	Instruction	-	326,289	326,289	326,289	326,289	326,289	326,289	326,289	326,289	326,289	326,289	326,289	3,589,176
6100	Pupil Personnel Services	-	-	53,656	53,656	53,656	53,656	53,656	53,656	53,656	53,656	53,656	53,656	536,557
6200	Instructional Media Services		11,533	11,533	11,533	11,533	11,533	11,533	11,533	11,533	11,533	11,533	11,533	46,130
6300	Instruction and Curriculum Development Services	-	93,257	93,257	93,257	93,257	93,257	93,257	93,257	93,257	93,257	93,257	93,257	279,772
6400	Instructional Staff Training Services	36,512												36,512
7100	Board	2,122												2,122
7200	General Administration	5,137	5,137	5,137	5,137	5,137	5,137	5,137	5,137	5,137	5,137	5,137	5,137	61,646
7300	School Administration	60,626	60,626	60,626	60,626	60,626	60,626	60,626	60,626	60,626	60,626	60,626	60,626	727,514
7410	Facilities Acquisition and Construction	103,148	103,148	103,148	103,148	103,148	103,148	103,148	103,148	103,148	103,148	103,148	103,148	1,237,775
7500	Fiscal Services	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811	993,729
7600	Food Services			34,874	34,874	34,874	34,874	34,874	34,874	34,874	34,874	34,874	34,874	348,743
7700	Central Services	2,978	2,978	2,978	2,978	2,978	2,978	2,978	2,978	2,978	2,978	2,978	2,978	11,911
7800	Pupil Transportation Services			30,721	30,721	30,721	30,721	30,721	30,721	30,721	30,721	30,721	30,721	307,207
7900	Operation of Plant	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	85,366
8100	Maintenance of Plant	7,358	7,358	7,358	7,358	7,358	7,358	7,358	7,358	7,358	7,358	7,358	7,358	88,297
9100	Community Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses:		307,806	700,250	819,501	819,501	723,266	711,733	711,733	711,733	711,733	711,733	711,733	711,733	8,352,456
Operating Surplus/(Deficit)		453,667	61,222	(26,001)	(26,001)	70,234	81,767	81,767	81,767	81,767	81,767	81,767	81,767	1,105,490
Contingency		39,408	39,408	39,408	39,408	39,408	39,408	39,408	39,408	39,408	39,408	39,408	39,408	472,897
Capital Expenditures		90,704												90,704
Proceeds from Long-Term Debt		90,704												90,704
Repayment of Long-Term Debt			3,751	3,751	3,751	3,751	3,751	3,751	3,751	3,751	3,751	3,751	3,751	41,266
Interest Expense Debt Pymt			140	140	140	140	140	140	140	140	140	140	140	1,538
Surplus/(Deficit) - After Capital		414,258	17,923	(69,300)	(69,300)	26,935	38,468	38,468	38,468	38,468	38,468	38,468	38,468	589,789
Net Fund Balance		414,258	432,182	362,881	293,581	320,516	358,984	397,451	435,919	474,386	512,854	551,321	589,789	589,789

<i>Franklin Academy - K-8</i>		<i>July</i>	<i>August</i>	<i>September</i>	<i>October</i>	<i>November</i>	<i>December</i>	<i>January</i>	<i>February</i>	<i>March</i>	<i>April</i>	<i>May</i>	<i>June</i>	<i>Total</i>
<i>Number of Students</i>														1,018
<i>Forecasted FTE per Student</i>														6,562
Revenue														
<i>Government</i>														
<i>Per Pupil Allocation</i>		732,717	732,717	732,717	732,717	732,717	732,717	732,717	732,717	732,717	732,717	732,717	732,717	8,792,602
<i>Lunch Program Income</i>				32,562	32,562	32,562	32,562	32,562	32,562	32,562	32,562	32,562	32,562	325,620
<i>Other Government</i>														-
Total Government:		732,717	732,717	765,279	765,279	765,279	765,279	765,279	765,279	765,279	765,279	765,279	765,279	9,118,222
Capital Outlay:		55,833	55,833	55,833	55,833	55,833	55,833	55,833	55,833	55,833	55,833	55,833	55,833	670,000
Grants & Fundraising:														-
Other Revenue														-
Interest Income														-
Total Revenue:		788,550	788,550	821,112	821,112	821,112	821,112	821,112	821,112	821,112	821,112	821,112	821,112	9,788,222
Expenditures														
5000	<i>Instruction</i>	-	333,962	333,962	333,962	333,962	333,962	333,962	333,962	333,962	333,962	333,962	333,962	3,673,579
6100	<i>Pupil Personnel Services</i>	-	-	54,620	54,620	54,620	54,620	54,620	54,620	54,620	54,620	54,620	54,620	546,199
6200	<i>Instructional Media Services</i>		11,725	11,725	11,725	11,725								46,900
6300	<i>Instruction and Curriculum Development Services</i>	-	94,814	94,814	94,814									284,442
6400	<i>Instructional Staff Training Services</i>	37,122												37,122
7100	<i>Board</i>	2,165												2,165
7200	<i>General Administration</i>	5,226	5,226	5,226	5,226	5,226	5,226	5,226	5,226	5,226	5,226	5,226	5,226	62,707
7300	<i>School Administration</i>	61,734	61,734	61,734	61,734	61,734	61,734	61,734	61,734	61,734	61,734	61,734	61,734	740,813
7410	<i>Facilities Acquisition and Construction</i>	104,884	104,884	104,884	104,884	104,884	104,884	104,884	104,884	104,884	104,884	104,884	104,884	1,258,606
7500	<i>Fiscal Services</i>	85,371	85,371	85,371	85,371	85,371	85,371	85,371	85,371	85,371	85,371	85,371	85,371	1,024,454
7600	<i>Food Services</i>			35,456	35,456	35,456	35,456	35,456	35,456	35,456	35,456	35,456	35,456	354,564
7700	<i>Central Services</i>	3,027	3,027	3,027	3,027									12,110
7800	<i>Pupil Transportation Services</i>			31,290	31,290	31,290	31,290	31,290	31,290	31,290	31,290	31,290	31,290	312,903
7900	<i>Operation of Plant</i>	7,254	7,254	7,254	7,254	7,254	7,254	7,254	7,254	7,254	7,254	7,254	7,254	87,052
8100	<i>Maintenance of Plant</i>	7,483	7,483	7,483	7,483	7,483	7,483	7,483	7,483	7,483	7,483	7,483	7,483	89,792
9100	<i>Community Services</i>	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses:		314,266	715,480	836,847	836,847	739,005	727,280	727,280	727,280	727,280	727,280	727,280	727,280	8,533,408
Operating Surplus/(Deficit)		474,284	73,070	(15,735)	(15,735)	82,107	93,832	93,832	93,832	93,832	93,832	93,832	93,832	1,254,814
<i>Contingency</i>		40,784	40,784	40,784	40,784	40,784	40,784	40,784	40,784	40,784	40,784	40,784	40,784	489,411
Capital Expenditures		92,218												92,218
Proceeds from Long-Term Debt		92,218												92,218
<i>Repayment of Long-Term Debt</i>			-	-	-	-	-	-	-	-	-	-	-	-
<i>Interest Expense Debt Pymt</i>			-	-	-	-	-	-	-	-	-	-	-	-
Surplus/(Deficit) - After Capital		433,500	32,286	(56,519)	(56,519)	41,323	53,048	53,048	53,048	53,048	53,048	53,048	53,048	765,403
Net Fund Balance		433,500	465,786	409,267	352,748	394,070	447,118	500,165	553,213	606,260	659,308	712,355	765,403	765,403

Revenue Estimate Worksheet for Franklin Academy Charter School

Based on the Allocation Conference Calculation of the FEFP for 2010-11

School District: **Broward**

1. 2010-11 FEFP State and Local Funding

Base Student Allocation \$3,623.76

District Cost Differential: 1.0264

Program	Number of FTE	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2010-11 Base Funding WFTE x BSA x DCD (e)
(a)	(b)	(c)	(d)	(e)
101 Basic K-3	389.00	1.089	423.6210	\$ 1,575,627
111 Basic K-3 with ESE Services	43.00	1.089	46.8270	\$ 174,170
102 Basic 4-8	277.00	1.000	277.0000	\$ 1,030,281
112 Basic 4-8 with ESE Services	31.00	1.000	31.0000	\$ 115,302
103 Basic 9-12	0.00	1.031	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.031	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)	0.00	3.523	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)	0.00	3.523	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)	0.00	3.523	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)	0.00	4.935	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)	0.00	4.935	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)	0.00	4.935	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.147	0.0000	\$ -
ESOL (Grade Level 4-8)	0.00	1.147	0.0000	\$ -
ESOL (Grade Level 9-12)	0.00	1.147	0.0000	\$ -
300 Career Education (Grades 9-12)	0.00	1.035	0.0000	\$ -
Totals	740.00		778.4480	\$ 2,895,380

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the	43.00	PK-3	251	\$ 1,058	\$ 45,494
ESE Guaranteed Allocation.	0.00	PK-3	252	\$ 3,418	\$ -
Enter the FTE from 111,112,	0.00	PK-3	253	\$ 6,974	\$ -
& 113 by grade and matrix	31.00	4-8	251	\$ 1,187	\$ 36,797
level. Students who do not	0.00	4-8	252	\$ 3,546	\$ -
have a matrix level should be	0.00	4-8	253	\$ 7,102	\$ -
considered 251. <i>This total</i>	0.00	9-12	251	\$ 845	\$ -
<i>should equal all FTE from</i>	0.00	9-12	252	\$ 3,204	\$ -
<i>programs 111, 112 & 113 above.</i>	0.00	9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	74.00			Total from ESE Guarantee	\$ 82,291

3. Supplemental Academic Instruction:				
District SAI Allocation	\$ 52,983,431			
<i>divided by district FTE</i>			257,324.44	
(with eligible services)			Per Student	\$ 205.90
				\$ 152,367

4. **Reading Allocation:**
Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 3,130,038

5. Class size Reduction Funds:	Weighted FTE aggregated from input in Section 1	DCD	Allocation factors*	
PK - 3	470.4480	X 1.0264	1325.66	= 640,119
4-8	308.0000	X 1.0264	904.24	= 285,858
9-12	0.0000	X 1.0264	906.42	= 0
Total	778.4480	*	Total Class Size Reduction Funds	\$ 925,977

*(*Total FTE should equal total in Section 1, column (d).)*

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>778,4480</u>	by district's WFTE:	<u>279,570.50</u>		
to obtain school's WFTE share.					0.2784%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>740.00</u>	by district's UFTE:	<u>257,324.44</u>		
to obtain school's UFTE share.					0.2876%
6C. Divide school's High School Unweighted FTE (UFTE) total computed					
in (b) above:	<u>0.00</u>	by district's UFTE:	<u>257,324.44</u>		
to obtain school's UFTE share.					0.0000%
		Refer to Note:			
7. Other FEFP (WFTE share)		(a)	<u>6,094,964</u>	x	0.2784%
Applicable to all Charter Schools:					\$ 16,968
Declining Enrollment	0				
Sparsity Supplement	0				
Minimum Guarantee	0				
Program Related Requirements:					
Safe Schools	6,094,964				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)		(d)	<u>100,410,065</u>	x	0.2784%
					\$ 279,542
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)		(b)	<u>3,327,205</u>	x	0.2876%
.250 mills (UFTE share)		(b)	<u>0</u>	x	0.2876%
					\$ 9,569
					\$ -
10. State Fiscal Stabilization Fund Entitlement (WFTE share)		(a)	<u>87,740,706</u>	x	0.2784%
					\$ 244,270
Charter schools should contact their school district sponsor regarding whether the entitlement is from State Fiscal Stabilization Funds or the General Fund. See footnote h below.					
11. Proration to Funds Available (WFTE share)		(a)	<u>0</u>	x	0.2784%
					\$ -
12. Discretionary Lottery (WFTE share)		(a)	<u>744,849</u>	x	0.2784%
					\$ 2,074
13. Instructional Materials Allocation (UFTE share)		(b)	<u>20,226,311</u>	x	0.2876%
Science Laboratory Materials (high school only)		(c)	<u>321,435</u>	x	0.0000%
Dual Enrollment Instructional Materials Allocation (See footnote i below)					\$ 58,171
					\$ -
14. Student Transportation		(e)			
15. Florida Teachers Lead Program Stipend		(f)			
16. Food Service Allocation		(g)			
17. Performance Pay Plan					

NOTES:

- (a) District allocations multiplied by percentage from item 6A. **Total** **\$ 4,666,609**
- (b) District allocations multiplied by percentage from item 6B.
- (c) District allocations multiplied by percentage from item 6C.
- (d) Proceeds of millage levy multiplied by percentage from item 6A.
- (e) Consistent with Chapter 1006.21, Florida Statutes and DOE Student Transportation General Instructions
- (f) Teacher Lead Program Allocation per 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) If the district's decision is to use the State Fiscal Stabilization Funds, then the charter school will have to comply with the district's requirements for assurances and reporting.
- (i) As provided in the 2008 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

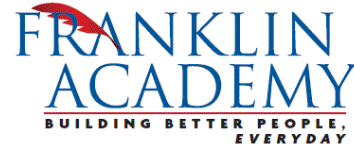
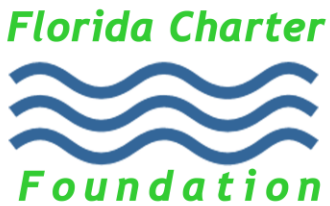
Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in 1013.62(2) 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%.

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.

Sample Requests for Proposals





Request for Proposal

7/29/2010

The Florida Charter Foundation, Inc. is inviting interested professional management and services companies to submit proposals for the operation of up to four charter schools. Your company has been selected as a potential service provider.

Background

The Florida Charter Foundation ("FCF") is a state of Florida Not-For-Profit organization founded to create learning opportunities for students and educational choice for parents. Florida law requires a Not-For-Profit be the holder of charters.

FCF has been granted four charters, two-each in Broward and Miami-Dade counties. These charters allow for the establishment of K-8 charter campuses, Franklin Academy(ies) serving students in single-gender classrooms on co-educational campuses for the 2011-2012 academic year.

Founded on the principle that *ALL* children can learn, our mission is to create life-long learners by first believing in the inherent abilities of our students, then by maintaining a culture of high expectations and individual purpose.

Charters

Each of the charters allows for the establishment of schools serving up to 1340 students in grades K-8. (Full copies of the charters are available from each school district office) The initial term of the charter is five (5) years. The Foundation will entertain proposals which project and anticipate charter renewal at the appropriate time.

The Foundation will consider proposed site selection locations for each of these charters as well as any accompanying facility financing plan.

Proposal Responses

Deadline: March 15, 2010, 5:00p.m.

Method of Submission: All proposals must be submitted electronically using MS Office product formats and/or Adobe Acrobat

Submit via email to: Dr. David L. Thomas, dthomas@floridacharter.org

Covered Services: Submitting organizations may elect to include one or more specific services to be provided or offer comprehensive management services. These services may include but are not limited to:

- Oversight and Daily Operations of charter school
- Curriculum, Testing, Assessment
- Personnel Administration
- Professional Development and Training
- Contract Management
- Professional Accounting services to include: GL, Budgeting Cash Management & Financial

- Reporting, Budgeting, Audit Support, Report Compliance, Payroll, Insurance Management
- Public Relations
 - Sponsor Liaison
 - Site Selection/Development, Facility Financing

Schools: Proposals may include one or more schools. Submissions should clearly state application.

Fees: No submission shall be considered without service fee information and proposed contract term

Company Information: No proposals will be considered without the following:

- Leadership team information
- List of schools (and services provided) operated
- List of schools academic performance (FCAT) for last five years
- List of any schools with terminated or non-renewed charters (if applicable, explanation of same)
- List of any school(s) found to operate at a deficit in any annual audit statement
- List of any service agreements (schools/boards) which terminated or otherwise ended at time less than the term indicated in the initial contract (provide school name/board contact) (if applicable, explanation of same)

SAMPLE

REQUEST FOR PROPOSALS (RFP)

The Franklin Academy invites qualified consultants to submit proposals for:

Payroll Services

You are invited to submit your Proposal including a Fee Schedule for the Payroll Services outlined in the attached Scope of Work. Submissions are due to Franklin Academy, Attn: _____ by _____.

Thank you for your interest in this project.

SAMPLE

Franklin Academy

DATE: _____

TO: Interested Consultants

FROM: _____

RE: Request for Proposals for Payroll Services

INVITATION

Franklin Academy is pleased to announce a request for proposals (RFP) for Payroll Services.

You are invited to submit a proposal for the services outlined in the attached Scope of Work that includes a fee schedule including processing, delivery and tax reporting rates.

One unbound hard-copy reproducible original or one electronic file of the proposal is required.

Your written Proposal and cost information is due by _____.

The selection process shall not be based solely upon project cost information. Due to the mission-critical nature of the services to be performed, experience, qualifications, good customer service, and reliability will be important factors in selecting a consultant.

CONTRACT DESCRIPTION

Franklin Academy is a state public charter school located in _____ **County Florida.**

The organization will have ____ staff members.

Due to the need for specialized payroll services, this RFP emphasizes qualifications and experience in providing similar, high-quality payroll services to small businesses and organizations.

SELECTION PROCESS

A selection committee comprised of Franklin Academy staff and other partner agency (s) will review and evaluate the proposals submitted. This review will be followed by an oral interview between the selection Committee and the firm(s) that respond(s) best to the RFP. The selection committee will recommend a consultant to Franklin Academy. Staff will meet with the selected consultant and will negotiate a final Scope of Work and a Fee Schedule for the project. The final Scope of Work will include a full description of each task, a description of deliverable products, and a schedule of the due dates for the deliverable products and other important milestones. The final negotiated contract will meet legal requirements as well as agency needs.

Franklin Academy representatives will screen the proposals and interview qualified candidates based on the following factors to be considered in selecting the consultant:

1. Experience of the key personnel assigned to the project.
2. Proposed approach to the project.
3. Understanding of the project and its particular challenges and constraints.
4. Demonstrated ability to complete projects by specified deadlines.
5. Committed degree of participation for key personnel.
6. Evaluation and references from former and/ or current clients.
7. Results from the interview, if applicable.
8. Cost.

SUBMITTAL REQUIREMENTS/PROPOSAL CONTENTS

All interested firms are required to submit one (1) reproducible hard-copy or an electronic file of the Proposal sent via email to perform the requested consulting services. The Proposal must include demonstrated experience, knowledge and ability as outlined in the factors listed above.

PROPOSAL CONTENTS

A. Project Team

The Proposer must identify the Account Manager who will be working directly with the Franklin Academy and engaged in managing the work. Identify the responsibilities of the key individuals, other than the Account Manager, who will be assigned to the proposed contract, and who will have major responsibilities for performance of the services required.

Franklin Academy reserves the right to approve or disapprove any change to the successful Proposer's Account Manager. Personnel changes that impact the contract may result in the cancellation of the contract.

B. Cost Proposal

The Proposal must provide a fee schedule with monthly rates for regularly scheduled activities and help desk support. The breakdown should include the following categories: labor costs, administrative costs, equipment and materials, and sub consultant or consultant team costs. A fee schedule for emergency and/or after hours service calls is also required.

C. Proposed Schedule of Work and Deadlines

The Proposal must include availability of the Project Team to conduct work within the anticipated timeframes. The minimum requirement is "Same Day Response" for technical support (weekdays only).

MISCELLANEOUS

A. Modification or Withdrawal of Submittals

Any Proposals received prior to the deadline specified above may be withdrawn or modified by written request of the proposer. To be considered, however, the modified Proposal must be received by the time and date specified above.

B. Property Rights

Any Proposals received within the prescribed deadline become the property of the Franklin Academy and all rights to the contents the proposal become those of Franklin Academy.

C. Confidentiality

Before making any consultant selection recommendations to the RTC, all Proposals will be designated confidential to the extent permitted by the state statute.

D. Amendments to Request for Proposals

Franklin Academy reserves the right to amend the Request for Proposals by addendum before the final Proposal submittal date.

E. Non-Commitment of the Franklin Academy

This Request for Proposals does not commit Franklin Academy to award a contract, to pay any costs incurred in the preparation of a Proposal for this request, or to procure or contract for services.

F. Conflict of Interest

The prospective consultant shall disclose any financial, business or other relationship with Franklin Academy that may have an impact upon the outcome of this contract or potential future Franklin Academy projects resulting from this effort. The prospective consultant shall also list current clients who may have a financial interest in the outcome of this contract or Franklin Academy projects that will follow. In particular, the prospective consultant shall disclose any financial interest or relationship with any company that might submit a bid on Franklin Academy projects.

G. Nondiscrimination

The selected consultant shall comply, and shall require its sub consultants or consultant teams to comply, with all applicable federal, state, and local laws, ordinances, rules, and regulations in regard to nondiscrimination in employment because of race, creed, color, ancestry, national origin, religion, sex, marital status, age, medical condition, pregnancy, disability, or other prohibited basis.

H. Final Selection and Objections

The RFP selection process is considered concluded when a recommendation for consultant selection is made to the Franklin Academy. The firm recommended by the selection committee is not a final selection and no contract is certain until approved by Franklin Academy.

CONSULTANT SELECTION SCHEDULE

Request for Proposals

- Issue to Consultants
- Consultant Proposals
- Proposals due
- Interviews
- Select consultant to recommend to Franklin Academy

QUESTIONS

If you need assistance or have any questions, please contact _____

1. Scope of Work

Attachment 1

Draft Scope of Work

PAYROLL/ACCOUNTING SERVICES

DESCRIPTION

Franklin Academy is seeking a consultant or consultant team to provide Payroll Services; there are currently 180 employees on payroll.

The Consultant shall provide the required services to meet Franklin Academy payroll needs and in accordance with relevant laws and regulations. The Consultant shall prepare **bi-weekly** payroll calculations and process payroll checks from approved time reports. The Consultant will make, on timely basis, the required tax payment and other non tax payroll related payments such as benefits as Franklin Academy may need; prepare and file related tax reports, perform all required payroll tax and other reporting. The Consultant will prepare the reports of payroll activity in the format designated by Franklin Academy.

Following is a list of specific services required under this contract:

A. Process Payroll:

The consultant will normally process payroll once every two weeks or as needed from the time cards or other input designated by Franklin Academy; issue physical check to employees on non-direct deposit system; issue special check on demand if necessary; make payment to a third party designated by the RTC for other non-tax payroll liabilities and benefits; issue earning statement to each employee on pay day unless an electronic access is feasible and so requested by the Franklin Academy in the agreement.

The payroll checks will be issued within one (1) day of payroll completion. The

Consultant will be expected to process payroll checks for terminated employees within three (3) days of receipt of the completed time sheet or as required by law.

The Consultant or consultant team will issue stop payment and re-issue checks upon request by Franklin Academy. Issue per diem checks within (5) days from the time documentation is received by the Consultant or consultant team.

B. Payroll Bank Account Management:

The consultant will pay all payroll liabilities after drafting Franklin Academy 's bank account, and will advise the RTC on cash requirement well in advance of the payment due date to ensure funds are always available in the account to meet the obligations. The Consultant will provide, on a monthly basis, a report of the bank activity supported by proof of payment, within ten (10) days after the end of the month.

C. Job Costing:

The Consultant shall maintain a job costing system which will track individual projects costs, which are used for revenue billing (cost reimbursement) and other financial reporting.

D. Tax Management:

1. The Consultant will guarantee to prepare and disburse funds, penalty free, to appropriate agencies for the following taxes:

- Income tax
- Social Security Tax
- FUTA and SUI if necessary

2. The Consultant will file all required returns including but not limited to 941 and

3. Consultant will issue a W-2 to each employee

4. Consultant will respond to the IRS on inquiries related to payroll taxes and returns filing.

E. Payroll Reports:

Besides bi-weekly job costing report and employee earning statements, the

Consultant should be capable to produce individual employee's and company-wide date range payroll information including, but not limited to gross pay, net pay, taxes, deductions, and employer contribution.

F. Information Access:

The Consultant will provide payroll data as requested by other governmental agencies for unemployment claims, public assistance request, etc., and will respond to garnishment letters that affect employee payroll. Requests shall be responded to within a reasonable time frame.

G. Records Retention:

The Consultant or consultant team will retain original copies of payroll related files for seven (7) years following termination of the contract. The records will be made available for review upon request during the retention period.

H. Third Party Payments:

The Consultant will be responsible for accuracy of reporting, for making timely payments to third-party vendors and to government agencies, and for any penalties and interest incurred for omissions, errors, and delays

I. Flexibility:

The Consultant must be able to make changes as needed to respond to changed laws and regulations, benefit programs, and payroll deductions.

LENGTH OF CONTRACT

Franklin Academy is seeking a Payroll Services consultant or consultant team to perform Franklin Academy payroll functions as described above perpetually. Either side may terminate the contract with thirty (30) day written notice.



Request for Proposal

"Our school facility cleanliness is a source of pride for all who attend"

DATE: _____

Franklin Academy, 1120 SE 3rd Ave, Fort Lauderdale, FL 33316, is seeking a Quote on behalf of **Franklin Academy** for the following services:

Janitorial Services

(See Specifications)

Quotations should be received by FA on or before _____.

The following terms and conditions shall be considered in the proposal:

1. EXAMINATION OF SITE

Before submitting a quotation, each Vendor should:

- (a) Visit the site to familiarize himself with the facilities and equipment that may, in any manner, affect cost or performance of the work;

- (b) Consider Federal, State and local laws, ordinances, rules and regulations that may in any manner affect cost or performance of the work.

2. PRICES, TAXES, PERMITS, FEES AND NOTICES

All labor shall be quoted by the month; supplies should be priced in bulk rates. All prices for services, supplies and equipment shall be firm and fixed. All School's are tax exempt. Vendor shall include payment of all payroll taxes, employee benefits, permits, fees, and licenses as required by law.

3. INSURANCE

Vendor shall secure and maintain, at its own expense, and keep in effect during the full period of the contract a policy or policies of insurance, which must include but not limited to the following;

- Worker's Compensation.
- Comprehensive General Liability Insurance
- Coverage to be in accordance with FA Insurance Requirements and all Federal, State, and Local guidelines and/or requirements.

Note: All liability insurance policies shall specifically provide that school, sponsor and FA are additional named insured or additional insured with respect to the required coverage's and the operations of the vendor under the contract. Further Vendor/Contractor shall indemnify school, sponsor and FA against all liabilities and/or actions arising from the execution of contracted services and against any and all liabilities and/or actions related to Vendors/Contractors ownership, management, and employees and/or any and all successors.

Contractor Initials _____

4. BACKGROUND INFORMATION

As a part of the evaluation process FA may conduct a background investigation, including a record check by the Police Department, of Vendor. Vendor's submission of a quotation constitutes acknowledgment of the process and consent to such investigation.

5. DRUG SCREENING / CRIMINAL RECORDS BACKGROUND CHECKS

Vendor shall be responsible for keeping on file and ensuring, at its own expense, that ALL staff members (without exception) assigned to the School location served has undergone the following:

- Fingerprinting (as required by the School Board)
- Drug Screening
- Criminal Background Checks

Note: FA is an equal opportunity employer; during the performance of the contract, the chosen vendor shall not discriminate against any employee or applicant for employment because of race, religion, color, sex or national origin.

Contacting Initials _____

Scope of Work Janitorial Service Specifications

Contractor will deliver a complete job, in accordance with the specifications and all normal standards of the industry. Furthermore, Contractor will commence work, proceed diligently, and complete his scope of work in accordance with a schedule satisfactory to, and in the sequence of completion as directed by the School and the FA Facilities Department. The Contractor will be responsible for passing any applicable and required inspections and will provide an appropriate Supervisor/Representative at the time of inspection. Contractor will provide a Supervisor/Representative to walk the facility, at no additional charge and when required, to assure complete satisfaction of the School and FA's Facilities Department. The Contractor also agrees to the following scope of work:

Contractor's Supervisor

The Contractor shall designate a Supervisor/Representative to meet weekly with the School's Principal or designated Representative regarding schedules and any relevant janitorial issues, conduct Quality Inspections of work completed, and report all items needing repair or maintenance, or any unusual or unsafe conditions by way of written form.

Contractor shall maintain close contact with both management and cleaning personnel concerning all work performed. The Supervisor/Representative shall maintain a mobile telephone and/or paging communications system to insure timely response. Supervisor/Representative shall supervise the cleaning of the entire building(s), provide schedules of all periodic cleaning, and be responsible for investigating all complaints within a 24 hr period.

Contractor shall at all times enforce strict discipline and good behavior among all employees and shall take all steps necessary to assure that employees are familiar with and abide by all safety and school rules. All employees shall be uniformed and identifiable with Company name tags at all times.

Quality Inspections

The Contractor shall designate his Supervisor/Representative to conduct Quality Inspections of work completed by Contractor when required. The Contractor shall inspect the work of his employees, and subcontractors to determine the completeness, accuracy, and quality. The Contractor will take any and all measures necessary to correct any work found to be incomplete, incorrect, or of sub-standard quality with the utmost urgency within a 24hr. period.

Safety

The Contractor shall maintain a Safety Program which will include the training of its work force in all necessary safety precautions, to include workers performance, as well as tools, equipment, and hazardous chemicals/materials used by worker. Two complete sets of MSDS (material safety data sheets) shall be maintained and provided in 3-ring binders to FA for all chemicals and materials used on the premises.

Security

FA will supply security procedures for each school. A Communications follow-up log shall be maintained by the Contractor, describing the situation in question and all follow-up corrective action. When working after school hours Contractor shall work behind locked doors at all times and not permit any unauthorized personnel into the building at any time. Contractor is responsible for workers safety and the security of the building while on site. Upon completions of nightly duties, Contractor shall verify that designated lighting is off, all doors locked, blinds closed, building is secure, and all security alarms are activated. In the event the alarm is not secured it will be the Contractors responsibility to contact FA *before* leaving the premises.

Contactor Initials _____

Scope of Work Janitorial Service Specifications

School Cleaning Specifications

Individual schools may require additional or reduced services. These individual school differences shall be specified in the Quotation.

Working Tools

The “working tools” required shall be supplied by the Contractor. The following are examples of the types of tools required, depending upon the type of service rendered in individual schools.

(This is not intended to be representative of a complete list of tools.)

Buckets	Sweepers	Metal polish
Disinfectants	Dust Cloths	Wax Cleaners
Dust pans	Floor Dressings	Auto Scrubber Floor Machine(s)
Rubber Gloves	Chamois	Propane Burnishers
Squeegees	Scouring Powder	Propane Storage
Dust Mops	Wiping cloths	Vacuum Cleaners
Wet Mops	Sponges	
Mop Presses	Wall Brushes	

Hours of Service

Nightly cleaning hours shall be Monday through Friday, after 5:00 PM, unless otherwise specified. For Holidays, and teacher workdays, see attached school calendar(s).

I. Daily/Nightly

A. Serviced Areas

1. All trash receptacles will be emptied and trash removed to dumpster area.
2. Dust and wipe clean all window sills, fixtures, furniture, and office equipment.
3. Clean walls, dust and remove all smudges and fingerprints. Remove any tape.
4. Graffiti or wall marks removed daily.
5. Detail vacuum all carpet edges, corners and beneath furniture.
6. Spot clean all carpeting
7. Sanitize and polish drinking fountains.
8. Sweep all VCT floors with chemically treated dust mops. Special attention shall be given to removal of dust and dirt from under desks, chairs, corners and other hard to reach places.
9. Damp mop all VCT & hard surface floors with disinfectant.
10. Damp Mop all stairs and landings.
11. Clean all entrance area door glass, dust lobby furniture.
12. Walk off mats cleaned daily and kept free from sand and debris.
13. Spot clean glass as required.
14. Wipe clean tables, counters, and sinks in Kitchen and Teacher Lounges.
15. Wipe clean tables in Conference Rooms, and arrange chairs.
16. Wipe clean chalk holders in Classrooms.
17. All pencil sharpeners emptied daily.
18. Spots and gum (on any surface) will be removed upon discovery.
19. Hallways/Multipurpose Room: Clean all VCT floors at entrance, hallways, and multipurpose room and spray buff with a high speed floor machine.

Contactor Initials_____

B. Restrooms/Locker Rooms Daily

1. Fill dispensers- towels, tissue and hand soap. Wipe clean dispenser fronts.

2. Empty sanitary napkin receptacles, disinfect and re-line from stock.
3. Empty trash receptacles and clean, disinfect, as required.
4. Dust sink traps, counters, ledges, tops of partitions, mirrors and air grills.
5. Sweep tile floor(s).
6. Toilets, toilet seats and urinals to be washed with a germicidal detergent and disinfected inside and out. Polish chrome.
7. Clean toilet partitions, with disinfectant.
8. Clean sinks and polish chrome fittings.
9. Remove splash marks from walls around sinks.
10. Clean and polish mirrors.
11. Wet mop restroom floors with bacteriostatic cleaner disinfectant, flushing drains to eliminate odors.
12. Clean showers in Locker Rooms if applicable.

II. Weekly

A. Serviced Areas

1. Dust all vertical surfaces of desks, file cabinets, and other office furniture.
2. Dust baseboards.
3. Mop hard surface floors, including corners, edges, and under office furniture.
4. Wipe & clean all white/black boards in every classroom each Friday.
5. Dust windowsills.
6. Dust picture frames.
7. Dust all office equipment, including behind computers, monitor and base, and any movable objects on desks.
8. Dust ceiling corners and remove cobwebs.
9. High dust HVAC vents and louvers.
10. Spot clean doors and doorjamb.

III. Monthly

A. Serviced Areas

1. Clean corners and edges of restroom floors.
2. Bleach/Disinfect/Scrub Restroom floors.
3. Spot clean light switches and door frames.
4. Disinfect telephones.
5. Dust vertical and venetian blinds.
6. Clean ALL VCT floors and spray buff with a high speed floor machine, *including classrooms*.

IV. Quarterly

A. Serviced Areas

1. Machine scrub and strip, allow floor to dry, apply (6) six coats of floor polish for vinyl tile floors at entrance, hallways, and multipurpose room.

V. Bi-Annual

A. Serviced Areas

1. Machine scrub and strip, allow floor to dry, apply (6) six coats of floor polish for ALL vinyl tile floors including classrooms.
2. Shampoo Carpets

Contactor Initials_____

VI. Day Porter Service (see attached)

A. Serviced Areas

1. *School Principal to provide daily service requirements.*
2. Daily service hours TBD.
3. Continual removal of litter from hallways.
4. Replacing toilet paper goods, and mop and cleanup as necessary in bathrooms.
5. Removal of trash and debris from cafeteria throughout lunch periods.



CONTRACTOR: _____

By: _____ Title: _____ Date: _____

SCHOOL: _____

By: _____ *Agent for: _____ Date: _____

*Note: Charter Schools USA is a management company acting as an Agent for the above referenced Charter School.



Copier Service Request for Proposal

"The world is so fast that there are days when the person who says it can't be done is interrupted by the person who is doing it."

DATE: _____

Florida Charter Foundation is seeking a Quote on behalf of **Franklin Academy** for the following services:

Copier Services

(See Specifications)

Quotations should be received by FA on or before _____.

The following terms and conditions shall be considered in the proposal:

6. EXAMINATION OF SITE

Before submitting a quotation, each Vendor should:

- (a) Visit or contact the site to familiarize himself with the facilities and equipment that may, in any manner, affect cost or performance of the work;
- (b) Consider Federal, State, and local laws, ordinances, rules and regulations that may, in any manner, affect cost or performance of the work.

7. PRICES, TAXES, PERMITS, FEES AND NOTICES

All labor shall be quoted by the month; supplies should be priced in bulk rates. All prices for services, supplies and equipment shall be firm and fixed. All School's are tax exempt. Vendor shall include payment of any applicable permits, fees, and licenses, as required by law.

8. INSURANCE

Vendor shall secure and maintain, at its own expense, and keep in effect during the full period of the contract a policy or policies of insurance as required.

9. BACKGROUND INFORMATION

As a part of the evaluation process FA may conduct a background investigation, including a record check by the Police Department, of Vendor. Vendor's submission of a quotation constitutes acknowledgment of the process and consent to such investigation.

10. DRUG SCREENING / CRIMINAL RECORDS BACKGROUND CHECKS

Vendor shall be responsible for keeping on file and ensuring, at its own expense, that ALL staff members (without exception) assigned to the School location served has undergone the following:

- Fingerprinting (as required by the School Board)
- Drug Screening
- Criminal Background Checks

Note: FA is an equal opportunity employer; during the performance of the contract, the chosen vendor shall not discriminate against any employee or applicant for employment because of race, religion, color, sex or national origin.

Contactor Initials _____

**Scope of Work
Copier Service Specifications**

Vendor will deliver complete service in accordance with the specifications and all normal standards of the industry. Furthermore, Vendor will commence work, proceed diligently, and complete his scope of work in accordance with a schedule satisfactory to and in the sequence of completion as directed by the School and the FA Facilities Department. The Vendor will provide an appropriate Supervisor/Representative at the time of installation. Vendor will also provide a Supervisor/Representative to review equipment, at no additional charge, when required to assure complete satisfaction of the School and the FA Facilities Department. The Vendor also agrees to the following scope of work:

Vendor's Representative



The Vendor shall designate a Representative to be responsible as a single point of contact for the school. Representative shall maintain close contact with both management and office personnel. The Representative shall maintain a mobile telephone and/or paging communications system to insure timely responses.

Vendor shall at all times enforce strict discipline and good behavior among all service employees and shall take all steps necessary to assure that employees are familiar with and abide by all safety and school regulations while on site. All employees shall be uniformed and identifiable with Company name tags at all times.

Due to the critical importance of maintaining good customer relations, all customer service and warranty work performed in the school will be performed by authorized individuals only. Specifically, these individuals must be properly trained in customer service and/or experienced in their field. The School has an absolute right to prohibit anyone, with or without cause, from doing service work at the School.

Equipment Service and Performance

The Vendor will take any and all measures necessary to correct or replace any equipment found to be defective, non-performing, or of sub-standard quality, with the utmost urgency within a 24-hour period. Should any product require a service call for the same problem more than (3) times in one school year, the product shall be deemed as defective and replaced at no charge to the school.

Representative shall be responsible for investigating and servicing all complaints within a 2-hour period for emergency calls and a 4-hour period for non-emergency calls.

Vendor will provide training on the use of their equipment for the school staff, on site and at no additional charge, at the start of each school year.

Maintenance contract will be required for the term of the lease; Vendor agrees to keep equipment performing at manufacturer's specifications for the full term of the lease.

If Vendor does not provide equipment service as specified, the school may cancel the contract after providing a written 30 day notice. Failure to remedy any dispute will result in cancellation of the agreement.

Contacto Initials _____

Equipment Specifications

- Lease for equipment extended to 36 or 48 months with an automatic extension on a month to month basis.
- Digital copier/printer system, machine quantity to be determined by school.
- Network printing capability.
- Document feeder & sorting capability.
- Additional specifics to be considered based on individual school requirements.
- All inclusive service to cover all parts, labor, supplies, toner, everything except paper.

Safety

The Vendor shall maintain a Safety Program which will include the training of its work force in all necessary safety precautions, to include workers performance, as well as tools, equipment, and hazardous chemicals/materials used by worker.

Two complete sets of MSDS (material safety data sheets) shall be maintained and provided in 3-ring binders to FA for any chemicals and materials used on the premises.



VENDOR: _____

By: _____ Title: _____ Date: _____

SCHOOL: _____

By: _____ *Agent for: _____ Date: _____

GENERAL INFORMATION

A. Intent

This request for proposal (RFP) is for the purpose of selecting a contractor (Contractor) and entering into a contract for the operation of the Food Service Management for the National School Lunch and Breakfast Program for each of the charter school managed by Florida Charter Foundation found in Attachment "A".

Separate bid forms must be submitted for each school at which the Contractor seeks to serve meals. FA reserves the right to select different contractor for each facility.

The contractor will be between the Contractor and each individual school (School).

B. Submission and Reward

1. Sealed submittals are to be submitted to:

Attn:

Proposals will be accepted until 5:00 PM on July 9th, 2011. **Proposals shall be in a sealed enveloped marked "Food Service Management Proposal."**

- 2. FA reserves the right to reject any or all proposals.**
- 3. Awards shall be made to the most qualified and responsible vendor whose proposal is the most responsive to this solicitation as judged solely by FA. The chosen vendor will be the one whose experience, financial capabilities, technical and other resources demonstrate their ability to perform the services required.**
- 4. It is the sole responsibility of the prospective Contractor to fully inform themselves of the conditions, requirements and specifications before submitting proposals. Failure to do so will be at the Contractor's own risk.**
- 5. If additional information is required, please contact _____ or via email**
- 6. ALL BIDS MUST INCLUDE THREE (3) CURRENT SERVICE REFFERENCES**

7. If bidding multiple locations, each bid must be submitted under separate cover.

C. Contract Term

The contract shall be for an initial term of one (1) school calendar year, beginning approximately August 25, 2011 and ending June 09, 2012, and two (2) one year extensions at FA's election.

D. Payment and Fees

The Contractor shall propose a "fixed price per meal" for each National School Lunch and Breakfast meals that is served. The fixed price must include all cost of preparing, transporting and delivering each meal including food costs, milk, packing, condiments, paper products, administration, etc.

FA will entertain two versions of the "fixed price per meal" proposal.

1) A full, turn-key operation in which the Contractor provides all school based service labor, Free and Reduced meal reporting, cash management, etc.

Or

2) A catered delivery of meals in which the Contractor simply delivers ready to serve hot meals on a daily basis and the School provides all school based service labor, cash management, etc.

Each prospective Contractor may submit proposals to either or both of the above requested versions.

E. Contractor Requirements

For Option 1 Above

The Contractor shall provide for and bear the cost for the following:

- 1. The purchase, transportation, warehouse of food supplies inventory to meet the food service menu requirements of the School.**
- 2. The preparation and service (if applicable) of food to students and faculty per applicable health department standards.**
- 3. The removal and washing of all service trays, pans, pots and utensils. The cleaning and sanitation of all kitchen food preparation and serving equipment, tables and chairs in the dining area, counters, serving lines. Routine cleaning, sanitation and housekeeping in the kitchen, storage and serving areas assigned to the Contractor including walls and floors.**

- 4. The emptying of all garbage and trash into area designated by the School. The sanitation of garbage receptacles and replacement of garbage bags.**
- 5. The daily counting of meals served by category in accordance with the Free and Reduced Price Meals Policy approved by the Florida State Department of Education.**
- 6. The collection of all cash sales.**
- 7. The maintenance of all Point of Sale (POS) computer records and student account information (if applicable).**
- 8. The maintenance of daily records of meal participation and income information.**
- 9. The reporting of all school meal counts shall be prepared and submitted to the school no later than three working days after the last service day of the previous month.**
- 10. The request for any and all food service records or related data requested by the County, State or Federal Government, local or State School Boards, the School or FA shall be provided in a timely manner.**
- 11. The Contractor shall be responsive to requests from the School or FA in regards to menu content, food quality, portion size, etc.**
- 12. All Food and Beverages.**
- 13. Transportation and Delivery.**
- 14. Salaries, wages and benefits of all on-site and off-site personnel.**
- 15. Training of all personnel including the health department required training and certification of all on-site personnel.**
- 16. All paper and cleaning supplies used in the on-site preparation and serving areas.**
- 17. Long distance phone calls.**
- 18. Drug and background testing of all on-site personnel.**
- 19. Workers compensation insurance, fire and theft insurance for Contractor and all Contractor employees.**
- 20. All insurance certificates to name the School and FA as additional incurred.**
- 21. Any applicable taxes relating to the food service program.**

22. Menu preparation and posting in the cafeteria.

23. Promotional materials, posters, etc used to promote the food service program.

For Option 2 Above

The Contractor shall provide the following:

- 1. The purchase, transportation, warehouse of food supplies inventory to meet the food service menu requirements of the School.**
- 2. The preparation of food per applicable health department standards.**
- 3. The daily removal and washing of all service trays, pans, pots and utensils delivered the previous day.**
- 4. The daily counting of meals provided.**
- 5. The reporting of all school meal counts shall be prepared and submitted to the school no later than three working days after the last service day of the previous month.**

F. Award Criteria

FA will accept the proposal that is most advantageous to its interest. The criteria used to evaluate the responses will include:

- Price Per Meal**
- Service Plan**
- Experience and References**
- Reporting Capabilities**
- Automation / Point of Sale technology**

G. School Costs

The School shall be solely responsible for the following:

- 1. On-site utility service including electric, gas, water.**
- 2. Purchase repair and maintenance of all on-site equipment owned by the school.**
- 3. Repair and maintenance of all facilities.**
- 4. Trash and garbage removal service.**

5. Cleaning and sanitation of floors and other non-food service surfaces in the dining area (if applicable).

6. Extermination Services.

H. Food Quantities

The minimum quantities of food served shall be in accordance with the federal meal pattern requirements and the recommendation for specific age groups.

I. Ala Carte Items

All ala carte times and their prices shall be approved by FA and the school. Ala carte selections will be required in all High School applications.



Policy & Procedure Samples

DISCIPLINARY POLICIES & PROCEDURES

In today's litigious society, it becomes imperative that we at Franklin Academy, firmly establish guidelines as they pertain to the administration of company policies, disciplinary procedures, writing of disciplinary action notices, suspensions and terminations. It is vitally important that all procedures and regulations are adhered to consistently throughout FA.

The information that follows in this manual will give you step by step guidance in dealing with employee disciplinary problems as well as general information as to unemployment claims and employment discrimination charges. Following these guidelines will ensure consistency, equitability and fair treatment when dealing with employee disciplinary matters.

It is imperative that this manual be read and utilized. If you find areas, which you do not understand, you must ask for guidance from your immediate supervisor or your Human Resource Department. **Do Not Guess!**

Employees must be 100% positive that every possible effort is being made to follow and observe policy and make the correct decisions.

GENERAL INFORMATION

EMPLOYMENT DISCRIMINATION

In today's litigious environment, a cause of action for employment discrimination is created by various statutes. The primary statutes regarding employment discrimination require equal and non-discriminatory treatment of employees, not affirmative action on behalf of protected classes. FA and other employers may not base their decisions and actions on "protected characteristics such as race, religion, sex, etc. Employment discrimination need not be intentional to be actionable.

The protected characteristics are as follows:

- Race, Color
- Religion
- National Origin
- Sex (Gender)
- Marital Status
- Disability (Physical or Mental)
- Age
- Veteran's Status

The following acts are prohibited if they are based on any of the above protected characteristics:

- Hiring or failure to hire
- Setting or changing compensation or benefits
- Promotion, demotion, transfer, granting of tenure
- Discipline

- Setting or changing terms, conditions, facilities, or privileges of employment
- The requiring of information about protected class status by an employer
- The direct or indirect indication of an illegal preference in a notice or advertisement by an employer.

MANAGEMENT RESPONSIBILITY

As can be established by the preceding, an employer must be careful when dealing with, employment issues, especially any actions that may involve hiring, firing, transfer, promotion, etc. While technically the burden of proof rests upon the employee, an employer is usually viewed as “guilty until proven innocent.” Employment discrimination and unemployment misconduct cases can and will be very costly to the employer and subsequently can affect all management staff’s security. It is due to this, that FA’s staff must take all rules and regulations seriously and follow policies and procedures to their full extent to protect FA and themselves.

It is imperative that the remainder of this manual, which contains FA’s policies and procedures, be read thoroughly and practiced consistently throughout the company. Your adherence and follow through will help to KEEP FA OUT OF COURT and make your job in management much more enjoyable.

In any legal proceeding, a documented event is worth its weight in gold and is totally essential for the successful presentation and validity of the employer's defense. FA's management is REQUIRED to keep accurate documentation of all events that transpire in relation to employment problems. Often, the warning, suspension, and termination notices serve as documentary evidence. There may be some instances where it will be necessary to document conversations or actions that may ultimately affect the outcome of an action against FA.

◀THE FOLLOWING GUIDELINES MUST BE FOLLOWED FOR

EFFECTIVE DOCUMENTATION ►

ALL STAFF should carry a pad, notebook, Day Timer, etc. with them always.

When confronted with a situation, write down and document:

- Date
- Time
- Place
- People involved in the incident
- Witnesses

Write all details no matter how insignificant they may appear to be. Quote what is being said by all parties involved, including any profane statements. Keep a personal file to place your notes in. Do not ever feel like you have "over documented" a situation. The more accurate the information and the more details you provide, the better.

Remember, there is no substitute for accurate and thorough documentation. It is your responsibility to "**Get into the habit of documenting.**" The following sections will provide copies of the company' policies and disciplinary procedures along with step by step explanations as to their correct usage.

EMPLOYMENT POLICIES AND PROCEDURES

The following describes FA's general guidelines and a statement of our present disciplinary policies and procedures. However, some situations may require special treatment. FA may deviate from the policies contained herein when Management determines it to be appropriate. Such deviation may be limited to specific situations, and it may usually occur with out notice. Employees acknowledge that they are employed at the will of the company. No relationship

inconsistent with at-will employment is created by the policies or practices described in this manual.

Since unforeseen problems may not be avoidable, FA will attempt to correct problems that occur. As noted in the part of this sheet describing the **Dispute Resolution Procedure** and unlike the rest of this document, employees must exhaust, and by their continued employment agree to exhaust, the available Dispute Resolution Procedures instead of seeking any administrative claim or judicial complaint.

EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of FA to provide equal employment opportunity to all qualified persons and to not discriminate against any applicant or employee in accordance with applicable federal and state law, on the basis of race, color, religion, sex, national origin, age, disability, marital status, veteran's status or any other characteristic protected by the law.

The equal employment opportunity and anti-discrimination policy shall apply to all aspects of the employment relationship, including recruiting, hiring, compensation, benefits, promotion, layoff or termination, discipline and all other terms, conditions and privileges of employment.

All employees share responsibility for ensuring by their personal actions that this policy is effective and applies uniformly to everyone. **Anyone who believes that this policy has been violated must report the matter to Human Resources immediately.** Any employee, including managers and supervisors, who violate this policy will be subject to disciplinary action up to and including termination of employment.

POLICY PROHIBITING SEXUAL & OTHER HARASSMENT

FA prohibits harassment of our employees by one another or by third parties with whom we have business relationships based on a person's sex, race, national origin, religion, age, disability, marital status, veteran's status or any other protected category. Such conduct may result in disciplinary action up to and including termination of employment.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual or sex-based nature when

submission is made a term or condition of an individual's employment, when submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or when the conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment. For purposes of this policy, harassment also includes, but is not necessarily limited to, unwelcome slurs, jokes, e-mails, gestures, touching, name-calling and leering.

Employees who believe they have been subject to any form of harassment, if comfortable doing so, should clearly and directly communicate to the offending individual that his or her conduct is unwelcome, and request that the offensive behavior stop. If this is not an option then immediately advise your direct supervisor. If your immediate supervisor is unavailable, if you are uncomfortable addressing the issue with your immediate supervisor or if the complaint should involve the supervisor, the matter should be reported to the Director of Human Resources or another member of management. All such complaints will be promptly reviewed and investigated. If harassment claims are substantiated, FA will take appropriate corrective action.

All complaints and information provided during an investigation will be kept as confidential as possible so as to ensure a proper investigation. This policy prohibits any retaliatory action against any employee who, in good faith, files a complaint or provides information in connection with the investigation of a harassment complaint.

NON-DISCRIMINATION AGAINST AND ACCOMODATION OF INDIVIDUALS WITH DISABILITIES

FA complies with the Americans with Disabilities Act and applicable state law providing for non-discrimination in employment against qualified individuals with disabilities. FA also provides reasonable accommodation for such individuals in accordance with these laws. It is FA's policy to, without limitation:

1. Ensure that qualified individuals with disabilities are treated in a non-discriminatory manner in the pre-employment process and that employees with disabilities are treated in a non-discriminatory manner in all terms, conditions, and privileges of employment.
2. Keep all medical-related information confidential in accordance with the requirements of the ADA and retain such information in separate confidential files.
3. Provide applicants and employees with disabilities necessary, reasonable accommodation, except where such an accommodation would create an undue hardship on FA.

4. Notify individuals with disabilities that FA provides reasonable accommodation to qualified individuals with disabilities, by including this policy in this handbook, and by posting the Equal Employment Opportunity Commissions poster and not discriminating against individuals with disabilities and other protected groups throughout FA's facilities.

SAMPLE

DISCIPLINARY PROCEDURES

OBJECTIVE

To ensure consistent and nondiscriminatory application of the company's disciplinary actions; to establish parameters of authority and responsibility for management personnel in disciplinary matters; and to maintain appropriate administrative procedures for enforcing the standards of conduct critical to the well being of FA.

POLICY

- A. It is company policy to let employees know what is expected of them and to give each employee a chance to meet the requirements of the position. To ensure a fair chance for improvement, disciplinary action will be positive and corrective in nature, rather than punitive. Further, employees will not be dismissed without the prior approval of the Human Resources Director.

- B. Supervisors are to document any situation that may lead to the dismissal of an employee. This is to ensure that the employee receives the proper information relating to his/her performance and/or conduct in order that he/she may have the opportunity to improve and to avoid dismissals based on insufficient information.

Class A Offenses

The following offenses constitute grounds for immediate termination:

1. Theft, including, but not limited to, the removal of School property or the property of another employee from School premises without prior authorization;

2. Carrying any weapon on School property or while engaged in School work off of School premises;
3. Fighting or provoking a fight on School premises;
4. Violating the School's Drug-Free Workplace Policy;
5. Sabotaging or willfully damaging School equipment or property or the property of other School employees or visitors;
6. Falsifying or altering School records;
7. Making entries on time records of another employee or soliciting such conduct from another employee;
8. Walking off the job without prior supervisory permission;
9. Insubordination, including, but not limited to, defaming, assaulting or threatening to assault a supervisor, or refusing to follow an instruction of a supervisor;
10. Absence for three (3) consecutive working days without notice to the School, in which event the offending employee will be deemed to have abandoned his or her employment;
11. Conviction of a crime that in any way relates to the employee's employment or adversely affects the School's reputation;
12. Willfully violating any of the School's rules, regulations or policies;
13. Engaging in any conduct which, in Management's judgment, is adverse or prejudicial to the best interests of the School; or,

14. Violating the School's anti-harassment policy.

Class B Offenses

The following offenses constitute grounds for appropriate discipline up to and including termination.

1. Unexcused or excessive absenteeism or tardiness;
2. Sleeping on the job;
3. Negligently destroying or damaging School property or the property of other employees or visitors;
4. Failing to report work-related injuries to a supervisor or the Executive Director as soon as possible;
5. Gambling on FA premises.
6. Failing to adhere to FA's safety rules and procedures;
7. Creating or contributing to unsanitary, hazardous or poor working conditions;
8. Unintentionally violating any of FA's rules, regulations or policies;
9. Disclosing privileged or confidential information to unauthorized persons;

10. Failing to satisfactorily perform the duties of one's job; or,

11. Taking food without authorization from the Employee Cafeteria.

RESIGNATION OR TERMINATION

If you resign, you are requested to notify your supervisor in writing at least two (2) weeks before your last day. On your last day, turn in uniforms, name tags, locker and other keys, cash bank (if any), manuals, or any other company property. The value of any company-issued property not returned may be deducted from your final paycheck in compliance with the appropriate Wage and Hour provisions. To help us understand the reasons for your departure and address final pay and benefit issues, the Human Resource Department usually conducts an exit interview.

A. In all cases, summary or on-the-spot dismissals are prohibited.

Management/Supervision has the authority to suspend pending investigation, but dismissal cannot take place without concurrence from the Human Resources Director.

B. In general, a progressive discipline course will be followed as stated in the following Procedures section. However, we must ensure that we are acting fairly and consistently in all matters. If you have any questions as to past practices, you must contact the Human Resource Department before you take any action.

C. This policy applies to full-time and part-time employees who have passed the 90-day introductory/trial period. During an employee's 90-day introductory/trial period, this policy may be applied but is not required. Termination may occur during the 90-day introductory/trial period without following a progressive disciplinary procedure.

PROCEDURE

- A. Discuss employee performance and conduct in detail on an ongoing basis and during each performance review. Place particular emphasis on areas where improvement is needed and include the **specific** things the employee can do to improve.
- B. If conduct or performance is such that Improvement Action is necessary, progressive discipline, following the steps below should be used:
1. Coach and Counsel appointments should be given and the person conducting the counseling should document the occurrence on the Employee Corrective Action form. **The Coach and Counsel appointment is for the purpose of educating, supporting, and ensuring that the employees conduct or performance has improved.**
 2. A written warning should follow a Coach and counseling session when no improvement in performance has occurred. A written warning is to be used in all cases where dismissal could result and should include a clear statement of the problem, what the employee needs to do to correct it, how long the employee has in which to accomplish that, and what might happen if he/she continues to fail to meet the standards. The form to be used is the Employee Improvement Action Form with one copy for the employee, one for the supervisor/manager and one for the Human Resources Department. The employee should be asked to sign the communication form to indicate that he/she has been so informed and has received a copy. If the employee refuses to sign the document, the supervisor shall write "Refuses to sign" on the form and initial the notation. Another person shall also initial the notation as a witness, if feasible.
 3. If the employee continues to violate policy or falls below the expected standards of performance or conduct in any fashion, a second written

warning should be issued following the same procedure as number 2 above.

4. The third violation in policy will result in a suspension from work without pay for up to five working days. A complete analysis and investigation will take place and a statement of reinstatement or termination will be forthcoming.

Dismissal may occur after the above procedures have been followed and only after a thorough investigation of the facts, proper documentation and approval of the Human Resources Director. Dismissal may occur for serious misconduct without prior warning.

ALL TERMINATIONS MUST NORMALLY BE PRECEDED BY A SUSPENSION, EXCEPT IN THE CASE OF NOT SHOWING UP TO WORK OR CALLING INTO WORK FOR THREE (3) CONSECUTIVE DAYS. The suspension will serve as a period of time to ensure that all have facts of the respective situation are true and correct before the final decision is made.

6. **Any Employee who does not show up for or call into work for three (3) consecutive days will be considered to have resigned from their position without notice.**

TERMINATION PROCEDURES

OBJECTIVE #1

To ensure that all company initiated discharges are in compliance with all applicable laws and regulations; to ensure proper documentation of voluntary resignations.

POLICY

All voluntary resignations will be in writing. A two-week notice of resignation is required for payment of earned vacation.

No discharge will occur without compliance with the policy on Disciplinary Procedures or without the prior approval of the Human Resources Director.

PROCEDURE

- A. Upon notification of resignation or decision to discharge, the Department Head will immediately complete a Personnel Action Notice (PAN) and forward it to the Human Resources Department. All backup documentation such as resignation form and the final Improvement Action Form indicating termination shall accompany the completed Personnel Action Notice.
- B. The Human Resources Department is responsible for ensuring that the employee returns all company issued material and equipment, and records this on the Clearance form. The completed form acts as approval to release the final check.
- C. The employee is instructed to pick up his/her final paycheck in the Human Resources Department on the next regular payday, after 2:00 P.M. Under certain circumstances where it is in the best interest of the company, a

special paycheck may be prepared to be presented to the employee immediately upon termination. Final paychecks may be mailed to the employee when a request is received from the employee.

OBJECTIVE #2

Our second objective is to evaluate the reason for termination, to obtain School feedback and to assist in the retention of employees and the reduction of turnover.

POLICY

Employees separating from their employment may be given an Exit Interview form and/or have an exit interview with a member of the Human Resources Department.

Properly conducted and evaluated Exit Interviews will assist in determining the cause and rate of turnover, correct conditions that contribute to poor morale, assure hiring, placement and promotional policies are realistic, improve the effectiveness of supervision, training, employee productivity and guest and member satisfaction and assist in adopting better human resource planning methods to offset turnover.

PROCEDURE

A. The Human Resource Department may give an exit interview form or conduct an exit interview. The individual conducting the interview will:

1. Attempt, if the termination is voluntary, to determinate the real reason or reasons why the employee is leaving, so that, where appropriate, corrective action may be taken.
2. Discuss, if the termination is involuntary, the circumstances leading to the termination, so that misunderstandings and hard feelings can be minimized so possible litigation and can be avoided or minimized.
3. Explain any COBRA benefits available to the employee under the School's benefit plans and arrange for any 401K withdrawals.
4. Obtain the correct address for mailing Internal Revenue Service Form W-2.
5. Remind the employee to take his or her personal belongings.
6. Obtain all School property in the employee's possession, including name badge, keys, tools, equipment, manuals, uniforms, time card, parking sticker etc.

7. A copy of the Personnel Action Notice and backup documentation including letter of resignation shall be placed in the employee personnel file.

8. All completed exit interview forms will be reviewed by the Director of Human Resources.

DISPUTE RESOLUTION PROCEDURE

OBJECTIVE

To provide employees with an opportunity to address employment related concerns and to seek resolution of conflicts within the company, to avoid the need for outside intervention.

POLICY

- A. Should differences arise concerning FA and any employee who has completed his/her introductory period, as to the meaning and application of any personnel policies, practices and procedures, the employee shall be permitted to pursue their concerns by following FA dispute resolution procedure.

- B. The purpose of this is to afford FA employees the ability to right wrongs by encouraging them to communicate within the FA family. It is in FA's interest to encourage and nurture employee communication of concerns before formal processes, administrative or judicial are instituted.

- C. There will be no reprisal for an individual for utilizing the dispute resolution procedure.

PROCEDURE

FA provides an open-door policy to allow employees to address and resolve job-related concerns or problems with immediate supervisors and/or other members of management.

While all employees may talk with any member of FA's management team, the company encourages employees to follow the Open Door process outlined below. These are suggested guidelines for employees to follow in order to effectively and efficiently resolve any problems or conflicts.

If employees are concerned about a situation, they are encouraged to discuss it with their supervisor/manager. Most problems can be resolved with a frank discussion. Supervisors are advised to resolve problems as quickly and efficiently as possible. If the problem remains unresolved the following procedure should be followed:

Step 1

Problem should be discussed with the Executive Committee Member and documented by the Executive Committee Member.

Step 2

If the problem is not resolved between the employee and the Executive Committee Member, or if the employee elects to by-pass the Executive Committee Member, the employee should request a meeting with the next level manager or with the Director of Human Resources.

Step 3

If a satisfactory resolution is not attained, the employee may request a meeting with the Vice President/General Manager to seek final resolution to the problem.

Step 4

The final appeal process will be to the President of FA.

SAMPLE

PREPARING IMPROVEMENT ACTION NOTICES

In writing warning, suspension, and termination notices, it is your responsibility to assure that all notices are written accurately, professionally, and using good grammar to show that although it is a disciplinary notice, the employee is treated with dignity and respect. These notices may become documentary evidence in any type of legal proceedings. This is the major reason why these notices must be accurate and why all procedures must be followed completely. A well written disciplinary notice is worth its weight in “gold.”

ITEMS TO INCLUDE WHEN WRITING AN IMPROVEMENT ACTION NOTICE

- Indicate the employee’s name
- Record their past disciplinary notice history, if any
- Check the appropriate box; if needed complete the effective date. Under “Explanation & Remarks” include:

COACH AND COUNSEL

- The date the incident occurred
- The details of the coaching session
- Goals and timeframe for improvement
- Consequences if the situation is not remedied

WARNING #1

- The date the violation occurred
- The details of the violation
- The School policy that was violated
- What is expected of the employee in the future

WARNING #2

- The date the violation occurred

- The details of the violation
- The School policy that was violated
- What is expected of the employee in the future

SUSPENSION

- The date the violation occurred
- The details of the violation.
- The School policy that was violated
- That they are suspended, pending investigation, with or without pay

TERMINATION

- Findings of the investigation
- That their employment is terminated
- Supervisor's signature
- Date the notice is issued
- Employee's signature
- Date the employee receives the notice.

A box is provided which can be checked if the employee refuses to sign the notice. A date should still be provided for the date employee receives the notice.

Disciplinary notices could be issued for violations that occur, which may be similar or different in nature. When warnings or suspensions are written, be clear and concise in stating the exact violation(s).

If an employee is reinstated, and another violation occurs, a suspension shall be issued, not another warning. Most employees will be terminated following their second suspension unless there is good cause for reinstatement.

IMPROVEMENT ACTION FORM

Employee Name: _____ Date:

Job Title: _____ Department _____

TYPE OF ACTION: (Check One)

- | | | |
|---|---|--|
| <input type="checkbox"/> Coach & Counsel | <input type="checkbox"/> Written Warning #2 | <input type="checkbox"/> Termination |
| <input type="checkbox"/> Written Warning #1 | <input type="checkbox"/> Suspension | <input type="checkbox"/> Reinstatement |

PREVIOUS CORRECTIVE ACTIONS (Type of Action, Offense, Date):

INCIDENT: Describe the situation (behavior, performance, policy violation, etc.) that occurred. Include date(s), time(s), location(s), people involved, witnesses, effects of incident on employee's work or other employees, and all other relevant information.

GOALS AND TIMEFRAME FOR IMPROVEMENT: What specific actions, within a given timeframe, are to be accomplished to improve the behavior/performance?

FOLLOW-UP REVIEW DATE (If applicable):

_____.

CONSEQUENCES: What will happen if the employee fails to meet the goals within the set timeframes?

EMPLOYEE'S COMMENTS:

Manager Signature: _____

Date:

I understand that my signature indicates only that this incident has been reviewed with me and does not indicate agreement or disagreement with the action taken.

Employee Signature: _____

Date:

SAMPLE

RESIGNATION FORM

TO: _____
(Name of Supervisor)

FROM: _____
(Name of Employee)

DATE: _____

SUBJECT: **Resignation of Employment**

Please accept my resignation from Franklin Academy.

My last day will be _____

The reason for my resignation is as follows:

Employee Signature _____ Date

SAMPLE

UNEMPLOYMENT COMPENSATION

BACKGROUND

All firms or corporations that have services performed for them in their respective state are subject to their state's unemployment compensation laws. In order for an employer to be liable they must:

- Have or had in their employ subsequent to January 1, 1936, one or more employees.
- The employee must have been employed for the same portion of a day for 20 weeks, not necessarily consecutive, or,
- The employer must have paid in any calendar quarter \$1,500 or more for services in employment.

EMPLOYER CONTRIBUTION

Employers' contributions to the unemployment fund accrue and are payable for each calendar year the employer is subject to the unemployment laws.

The amount employers pay into the unemployment fund is affected by the company's employment ratios. The lower the experience ratio, the lower the amount the employer has to pay into the fund.

ELIGIBILITY

An individual will be eligible for benefits if:

The individual has registered for work and reports to an unemployment office. The individual has made a claim for benefits. The individual is able to work and available for work. The individual is actively seeking work. The individual has been unemployed for one week.

An individual will be disqualified from receiving benefits if the employee:

- *Left employment voluntarily and without good cause*
- *Was discharged for misconduct that interfered and adversely affected his or her work*
- *Was discharged for gross-misconduct connected with his or her work*
- *Fails to apply for suitable work*
- *Fails to accept suitable work when offered*
- *Left employment because of a strike or walkout.*

CONCLUSION

Always have a management witness present. Always take time to "cool off" before you take any disciplinary action. Be sure that you have listened to all sides of the "story", and gathered all pertinent facts before a decision is reached.

Before a disciplinary action notice is issued, make sure that you are aware of how many previous violations an employee has to ensure that the correct procedures are followed. Do not issue a disciplinary notice if the person walks off the job or voluntarily terminates their position.

CONFIDENTIALITY

The protection of confidential employee information, disciplinary information, personal medical information, disability information and benefit information is vital to the interests and the success of the School. Keeping this information

confidential will protect the School and you personally from possible legal action.

You must understand that breach of any of the above may result in legal action against you personally as well as the School.

FINAL STATEMENT

Your complete understanding and adherence to the preceding manual will help to ensure the School's future security. We will never realistically eliminate litigation, unemployment appeals, or EEOC charges, but when we are in the position of having to defend the School our posture will be one of a well-documented and strong defense. Your cooperation is sincerely needed and appreciated.

◀IF YOU DO NOT UNDERSTAND, YOU MUST ASK! ▶

The Human Resources Department will always be there to answer your questions.

DISCRIMINATION/HARASSMENT

It is the policy of Franklin Academy, that all students and employees be treated with respect. FA strives affirmatively to provide a workplace and educational environment free from discrimination and harassment (including sexual harassment), as required by law. Through this policy, Franklin Academy establishes its intent to provide equal access, opportunity, and treatment to students in the provisions of educational programs and activities and to applicants and employees in all aspects of employment, Slurs, innuendos, hostile treatment, violence, or other verbal or physical conduct against a student or any other of the categories described below, will **NOT** be tolerated by FA.

FA Policy covers the following protected categories:

Gender, Marital Status, Race, Linguistic Preference, Color, Sexual Orientation, Religion, Ethnic or National Origin, Age, Disability, Social and Family Backgrounds, Pregnancy, Political Beliefs

Sexual Harassment will **NOT** be tolerated.

Sexual Harassment includes:

1. Unwelcome sexual advances;
2. Request for sexual favors;
3. Other verbal or physical conduct of a sexual nature.

When:

1. Submission to such conduct is made-either explicitly or implicitly – a term or condition of employment or participation in an educational program;
2. Submission to or rejection of such conduct by an individual is used as the basis form employment or educational decisions affecting such individual;
3. Or such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance; Or creating an intimidating, hostile, or offensive working or educational environment.

**Retaliation against a student or employee who files a
complaint is prohibited by law.**

If any student, employee, or applicant has a complaint of discrimination/harassment that cannot be resolved with the appropriate school system administrator, the complaint may be referred to:

NON-DISCRIMINATION/HARASSMENT IN EMPLOYMENT

COMPLAINT PROCEDURES FOR EMPLOYEES

Procedures for assurance of compliance with Federal/State regulations

I. Purpose

FA has established procedures to assure nondiscrimination in employment, and the elimination of harassment, including sexual harassment. It is the policy of FA that all employees will be treated with respect. Hostile treatment or violence against an employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy or disability, will not be tolerated.

It is recognized that discrimination or harassment complaints by employees may arise from actual or perceived situations and circumstances related to the prohibition of discrimination. It is the intent of these procedures to assure that discrimination or harassment complaints are resolved in an expeditious, orderly, and equitable manner that serves to fulfill the letter and intent of the regulations. All administrators and principals are required to make a conscientious effort to fully consider and understand the nature and basis of the discrimination or harassment complaint by an employee and resolve it without delay. The initiation of a discrimination or harassment complaint by an employee will not be used as a basis for actions that adversely affect the employee's standing in his/her work location. Additionally, participation in or assistance in the investigation of a complaint is not to be used as the basis for an adverse employment action on an employee.

Discrimination or harassment complaints made under the provisions of this rule will be handled using federal enforcement agencies' standards in the investigation of discrimination/harassment charges and without extraneous administrative barriers. A record will be maintained of each discrimination or harassment complaint investigation to include the final disposition of each.

1. Procedure for Filing Complaints

A FA employee who has a reasonable and good-faith belief that he/she has been the subject of discrimination or harassment because of his/her gender, race, color, religion, ethnic or national origin, political beliefs marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability, shall communicate in writing the allegation(s) to his/her principal or supervising administrator. The principal of administrator will be responsible for scheduling a meeting to discuss the complaint. In the event the complaint involves the employee's principal or supervising administrator, the employee may go directly to the Board. In all cases, the principal or supervisor must report any and all incidents of alleged harassment or discrimination immediately to the Board. If the employee does not feel comfortable discussing his/her complaint at his/her work location, the employee may file the complaint directly with the Board.

If, in the opinion of the employee, the complaint is not resolved after discussion with the principal or supervising administrator, or cannot be resolved at that level, the employee may appeal at the next level of administration, i.e., Board

Special Provisions

1. Failure on the part of the employee to initiate and/or follow-up on a complaint in a timely manner may result in the complaint being considered abandoned. A complaint must be filed within 300 days of the alleged discriminatory act(s).
2. Failure by a principal or appropriate administrator to respond to a complaint will automatically allow the complaint to move to the next level of administration.
3. In general, FA employees are obligated to perform their duties, as directed, while complaints are pending resolution.
4. Records of an ongoing investigation shall remain confidential and not subject to disclosure pursuant to Chapter 119, Florida Statutes, until a final determination is made on the case.
5. Suspensions, dismissals, and reductions in pay grade are not subject to federal/state regulations in the absence of discrimination.

DRUG AND ALCOHOL-FREE WORKPLACE POLICY

It is the policy of the Franklin Academy (“FA”) that the unlawful/unauthorized possession, use, consumption, sale, purchase, distribution, dispensation, or manufacture by any employee of alcohol or any illegal drugs or illegally obtained drugs or hemp products (e.g., hemp seed oil) in the workplace or within its facilities, or when operating vehicles on or off duty, or in the conduct of school related work off school premises is strictly prohibited. The foregoing prohibitions apply at all times during the work day, including meal-times and break periods.

FA does not permit any employee to report to work or to perform his or her duties with the presence of illegal or illegally obtained drugs or alcohol or hemp products in his or her body, or while impaired or under the influence of any illegal drug, hemp product or alcohol. For purposes of this policy, “impaired” or “under the influence” means testing positive pursuant to the cut-off levels applicable to FA testing program.

FA also does not permit any employee to report to work or to perform his or her duties while taking prescription or non-prescription medication which adversely affects the person’s ability to safely and effectively perform his or her job functions. Employees are required to notify supervision in such instances, but need not disclose the medication being used or the medical condition involved.

To enforce FA drug alcohol-free policies, candidates for employment and current employees can be required to submit to drug/alcohol testing in accordance with FA’s Drug-and Alcohol-Free Workplace Testing Program.

MANAGEMENT DIRECTIVE

REASONABLE SUSPICION

TESTING PRINCIPAL/ADMINISTRATORY

Referral Guidelines

1. When FA management or administration has reasonable suspicion, based on objective evidence, to believe that an employee is using or has used drugs or alcohol in violation of the School's policy the employee may be tested. Confirmation of such reasonable suspicion evidence must be made by the Principal or in their absence, the Assistant Principal, in concert with the Sr. Vice President, Human Resources prior to any employee being requested to be drug tested. Reasonable and suspicious evidence must be based on contemporaneous observations concerning the appearance, behavior, speech or body odors of the employee, and it may consist of, but is not limited to:
 - Observable phenomena while at work, such as a direct observation of drug or alcohol use;, or of the physical symptoms or manifestations of being under the influence of a drug or alcohol;
 - Abnormal conduct or erratic behavior while at work or a significant deterioration in work performance;
 - A report of drug/alcohol use provided by a reliable and credible source;
 - Evidence that an individual has tampered with a drug/alcohol test during his or her employment with the School;
 - Information that an employee has caused, contributed to, or been involved in an accident while at work. An employee, who is unable to submit to testing at the time of an accident due to the seriousness of his or her injuries, is required to provide the necessary authorization for obtaining hospital reports and other documentation that would indicate whether there were any drugs or alcohol in his or her system. Alternatively, the consent from signed earlier by the employee will authorize testing in any circumstances;
 - Evidence that an employee has used, possessed, sold, solicited, or transferred drugs while working or while on School premises or while operating School vehicles, machinery, or equipment.
2. Should the principal/administrator believe testing may be warranted, the principal/administrator shall request that the employee accompany the principal/administrator to his/her office or other private location. The principal/administrator shall discuss with the employee the reason for suspecting a policy violation. Utilizing the information obtained from the discussion, the principal/administrator shall make a determination as to whether or not the employee has violated School policy and should be referred for drug/alcohol testing.
3. Should the principal/administrator determine that the employee should be referred for drug/alcohol testing; the employee shall return to his/her work area and resume work. The principal/administrator shall informally document the incident in a note, memo, or

any other written manner and retain this documentation in a confidential principal/administrator file for one year.

SAMPLE

MANAGEMENT DIRECTIVE

REASONABLE SUSPICION

TESTING PRINCIPAL/ADMINISTRATORY

Referral Guidelines

4. Should the principal/administrator believe there is a basis for referring the employee for drug/alcohol testing, the principal/administrator shall contact the Sr. Vice President, Human Resources or in their absence the Director of Benefits for testing approval. No action shall be taken until such approval is obtained.
5. Once approval has been obtained, the principal/administrator shall advise the employee that he or she is being required to submit to drug/alcohol testing as a condition of continued employment.
6. The Sr. Vice President, Human Resources or in his/her absence, the Director of Benefits shall make arrangements for testing. The employee shall not be permitted to drive to the collection site. The principal/administrator shall make arrangements for the employee to be driven to and from the collection site by a principal/administrator.
7. Prior to departing to the collection site, the employee shall complete a Testing Consent Form. If the employee refuses to sign the Form or submit to testing, the employee shall be informed that the refusal shall, pursuant to policy, constitute grounds for termination. In the event that an employee refuses to sign or submit to testing, the Sr. Vice President, Human Resources or in their absence the Director of Benefits shall be notified. Importantly, never force an employee to do anything against his or her will; simply inform them of the adverse personnel consequences of failing to comply with School policy and management instructions.
8. Before actually leaving for the collection site, the employee shall be provided with a Donor's Report of Medication Use Form. This report is a confidential document for the employee's personal use and for review by the Medical Review Officer (MRO) should the test result be positive. Alternatively, the employee may utilize a similar form that is part of the chain of custody forms that are provided at the time of testing.
9. While at the collection site, if the employee refuses to provide specimen, attempts to contaminate specimens, or otherwise interferes with the testing process, the employee should be reminded, if applicable, that these actions constitute grounds for termination.

In such instances, the Sr. Vice President, Human Resources or in their absence the Director of Benefits shall be notified immediately.

10. After the specimen collection process is complete, the employee shall be driven back to the School. The principal/administrator shall, pursuant to the decision made by the Director, Human Resources or in their absence the Assistant Director, Human Resources, place the employee on leave with pay, leave without pay or a light and/or safe duty pending the outcome.

MANAGEMENT DIRECTIVE

REASONABLE SUSPICION

TESTING PRINCIPAL/ADMINISTRATORY

Referral Guidelines

11. Should the employee appear impaired, the principal/administrator should make arrangements to have the employee driven home. Should the employee refuse to be driven home, another principal/administrator (if applicable) or employee shall be asked to witness the employee's refusal. If the employee departs alone, the principal/administrator shall call the local police, providing the employee's name, condition, and a description of the employee's automobile (including the license number if known).
12. When the test results received by the Director Sr. Vice President, Human Resources or in their absence the Director of Benefits, a decision shall be made to determine the course of action to be taken.
13. Within seven (7) days after testing based on reasonable suspicion, the principal/administrator who recommended the testing shall detail in writing on the School's "Reasonable Suspicion **Testing Report Form**" the circumstances which formed the basis of his or her belief that reasonable suspicion existed to warrant the testing. A copy of this report shall be provided to the employee being tested upon request and the original copy of the report shall be kept confidential by the School and retained for at least twelve (12) months.

DRUG-FREE WORKPLACE POLICY

OBJECTIVE

Franklin Academy (“FA”) recognizes that drug and alcohol abuse in the workplace leads to decreased productivity, increased risk of accidents, high turnover, and decreased morale. Because the School is committed to a safe and healthy workplace, we hereby announce our intention to establish a Drug-Free Workplace Program and adopt the following policy on drug and alcohol abuse.

POLICY

The school will not tolerate the use of illegal drugs or the use of alcohol in the workplace.

The school will test, at school expense, any current employees for drug or alcohol use if a reasonable suspicion exists that the employee is in violation of this Policy; as a regular part of fitness for duty examinations; after a work related injury, and as follow-up procedure to any drug or alcohol treatment program. A positive drug test may lead to termination of employment as appropriate. All drug testing will conform to the requirements of this Policy and to State and Federal law.

PROCEDURE

I. POSSESSION OF DRUGS AND ALCOHOL ON PREMISES

Employees who bring drugs or alcohol to work are subject to immediate dismissal.

Drugs and alcohol will not be permitted in the workplace. Any employee in possession of or using alcohol or illegal drugs on School premises during working hours will be subject

to immediate dismissal and reported, if appropriate, to law enforcement agencies. School premises include parking lots and other outlying areas.

Use of possession of alcohol or illegal drugs on the School premises will be reported to a principal/administrator who will verify the report and report the incident to the Sr. Vice President, Human Resources or in his/her absence the Director of Benefits

SAMPLE

II. IMPAIRMENT

Employees will not be allowed to work while under the influence of drugs or alcohol.

Any employee who reports to work impaired or becomes impaired while at work will not be allowed to continue work. An employee or other principal/administrator who observes the impairment of another employee should seek the opinion of a principal/administrator or competent co-worker regarding the extent of the employee's impairment.

The principal/administrator of the impaired employee should consult privately with the employee in order to determine the basis for the impairment. If, in the opinion of two principal/administrators, the employee's impairment is the result of alcohol or illegal drugs, the employee will be required to submit to drug testing as outlined in the Reasonable Suspicion portion of the Active Employee Drug Testing section of this policy and shall be subject to penalty therein. In addition, the employee will be sent home immediately by taxi or **other safe transportation** including transportation by other employees if necessary.

III. ACTIVE EMPLOYEE DRUG TESTING

The School reserves the right to ask any employee to submit to drug testing under the following conditions:

- (A) When an employee is involved in an accident which causes injury to himself or to any other person or damage to any property. If, because of the accident, an employee is unable to submit to drug testing immediately, the employee will authorize the release of any medical reports or documentation regarding the presence of illegal drugs or alcohol in the employee's body at the time of the accident to the MRO. Refusal to agree to this release will result in termination of the employee;
- (B) If, in the opinion of two principal/administrators, a reasonable suspicion exists to believe that any employee may be abusing or under the influence of illegal drugs or alcohol, the principal/administrator personnel will document, in writing, the basis for their reasonable suspicion. If the reasonable suspicion is based on a report by another person, this report must be confirmed by a principal/administrator. Reasonable suspicion may be established for any combination of factors including, but not limited to, bloodshot eyes, slurred speech, alcohol odor, poor coordination, physical or verbal altercation, irrational or erratic

behavior, excessive absenteeism, inability to comprehend instructions and/or possession of substances;

- (C) If, in the opinion of two principal/administrators, an employee has sold, or otherwise solicited illegal drugs or alcohol to any other person during working hours, the principal/administrator personnel will document, in writing, the basis for their reasonable suspicion. If the reasonable is based on a report by another person, this report must be confirmed by a principal/administrator. Nothing herein shall prevent the School from immediately terminating any employee selling or otherwise soliciting illegal drugs or providing or selling alcohol to any other person during working hours upon a report by the principal/administrators to the Human Resources Director and/or General Manager.

IV. LOSS OF WORKERS' COMPENSATION BENEFITS DRUG RULE STATEMENT

Employees who are injured on the job will be drug tested; Positive results may cause loss of workers' compensation benefits.

If an employee is injured in the scope of his or her employment and drug tests or other medical evidence indicates the presence of drugs or alcohol in the employee's body at the time of the accident, the employee may be required to forfeit any medical or indemnity benefits available under the Florida Workers' Compensation Statute (F.S. 440.101 (2)). This penalty is an addition to any other penalties that might apply either under this policy or under applicable law.

V. CONFIDENTIALITY STATEMENT

All drug test results are strictly confidential.

All test results of active employees will be strictly confidential, except as consented to by the employee, if placed at issue by the employee in any legal, administrative or other proceeding to determine compensability of a workers' compensation claim or as otherwise provided by law. However, any result indicating the use of illegal drugs or alcohol abuse may result in termination as provided herein.

VI. MEDICATION DISCLOSURE PRECEDURE

Disclosure of the use of medications to the MRO is confidential.

Employees will have an opportunity to confidentially report the use of prescription or non-prescription medications to the medical officer at the drug testing laboratory both before and after being tested. Such reports by employees will not become a part of the employee's personnel file.

SAMPLE

Employees will also receive a list of common medications which may alter or effect a drug test, including the list of medications developed and amended from time to time by the Florida Agency for Health Care Administration or the Department of Labor and Employment Security. Employees will also be given the names, addresses and telephone numbers of approved local alcohol and drug rehabilitation programs and will be given access to an Employee Assistance Program. Further, employees will have the right to challenge any drug test or request a retest at employee's expense. The procedures for challenging a drug test or requesting a retest are outlined under the Review of Test Results section of this Policy.

VII. CONSEQUENCES OF REFUSING A DRUG TEST OR TREATMENT

Refusal to cooperate will result in termination.

(A) EMPLOYEE'S REFUSAL TO COOPERATE

Any employee who refuses to submit to drug and alcohol testing when required, or who alters, adulterates, or otherwise interferes with drug testing collection, samples, or analysis, may be terminated and may forfeit any medical or indemnity benefits available under the workers' compensation regulations (F.S. 440.101 (2)).

(B) REFUSAL TO ACCEPT TREATMENT OR FAILURE TO REHABILITATE

Any employee who rejects a treatment program offered through the Employee Assistance Program, or who leaves a treatment program prior to being properly discharged, may be terminated from employment with the School. This sanction applies regardless of whether the School referred the employee to the treatment program or Employee Assistance Program or whether the employee voluntarily sought treatment.

(C) LIMITATIONS ON REFERRAL TO EMPLOYEE ASSISTANCE PROGRAM

The School wishes to make every effort to rehabilitate its employees who may be experiencing drug or alcohol problems. To this end, the School will not retaliate in any manner against an employee who is referred to an Employee Assistance Program or submits to treatment in a drug or alcohol abuse program. Should an employee be referred to an Employee Assistance Program for drug or alcohol treatment or enroll in a drug or alcohol treatment program 2 times within a three (3) year period, that employee will be terminated immediately.

EAP PROGRAM

Name of Provider:

Phone Number:

VIII. REVIEW OF DRUG TEST RESULTS AND EMPLOYEE RIGHT TO CONTEST OR EXPLAIN DRUG TEST RESULTS.

Employee has the right to contest results.

(A) REVIEW OF TEST RESULTS

All test results of employees will be reviewed by the Medical Review Officer (MRO)

(1) Verification of Test Results

The MRO shall evaluate the drug test results of an employee and verify that the specimens were collected, transported, and analyzed under proper procedures. The MRO shall make this determination by checking any Chain of Custody forms for required signatures, procedures and information.

If an employee fails the drug test, the MRO shall also determine if any alternative medical explanations caused the employee to fail the drug test. The MRO shall maintain the confidentiality of any information received from drug tests, except: as authorized by the employee, as otherwise provided by law, or if placed at issue by the employee in any legal, administrative or other proceeding.

(2) Contact with Employee

In the event an employee has a positive drug test, the MRO will inform the employee of the result within three (3) days after the MRO receives the test result from the testing laboratory or clinic. The employee will have five (5) days after notification from the MRO to discuss the test results with the MRO, submit documentation of any prescription drugs relevant to the test result to the MRO, or request a retest at the employee's expense.

(3) MRO inability to Contact Employee

If the MRO is unable to contact an employee within three (3) days, the MRO shall contact the School and request that the School direct the employee to contact the MRO as soon as possible. If the employee does not contact the MRO within two (2) days from the request by the School, the MRO shall verify that the employee failed the drug test. Should the employee present satisfactory documentation that serious illness, injury, or other circumstances unavoidably prevented the employee from contacting the MRO within the specified time frame and present legitimate explanations for the failure of the drug test, the MRO may change the test result. However, if the employee refuses to talk with the MRO regarding a drug test failure, the MRO shall validate the failure and record the refusal to discuss the failure in the remarks section of the verification form.

(4) Explanation For Drug Test Results

The MRO will review all results carefully.

After contacting an employee, the MRO will inquire as to whether prescription or over-the-counter medications could have caused a positive test result. If the MRO determines that the employee's medical explanation is not a legitimate medical explanation for the positive test result, the MRO will, within 15 days, give a written explanation of the MRO's findings to the employer.

If the MRO determines that a legitimate medical explanation exists for the test result, the MRO shall report to the School that the employee passed the drug test. If, however, the legitimate medical explanation is caused by legal use of a prescription or over-the-counter medication and the MRO feels that the legal use of the drug would endanger the employee or others, or if the employee is in a safety sensitive or special risk position, then the MRO may recommend that the employee passed the drug test due to a validated prescription or other medication but shall

request that the School place the employee in a position which would not threaten the safety of the employee or others.

IX. RETEST REQUESTS

Retesting conducted after written test results received.

Retest Requests by an Employee

Should an employee request a retest of an original specimen, the MRO will process this request within one hundred eighty (180) days after the original test. The retest will conform to all the same requirements and procedures applicable to the original test. The retest will occur at another laboratory approved by the Florida Agency for the Health Care Administration and selected by the employee. The employee shall bear the cost of this retest. Any retest must be done on the original specimen because new specimens cannot verify the test results.

SAMPLE

Retest Request by the MRO

Should the MRO question the validity of the testing procedure, the MRO may, at his or her sole discretion (1) order a re-analysis of the original same at any laboratory or clinic approved by the Florida Agency for Health Care Administration; or, (2) request additional samples from the employee for testing.

X. TYPES OF TESTS CONDUCTED

Drug tests required by law.

Initial tests for all drugs other than alcohol shall use an immunoassay method. Initial tests for alcohol shall use an enzyme oxidation method.

All tests to confirm an initial positive result for drugs other than alcohol shall use a gas chromatography/mass spectrometry method. All tests to confirm positive results for alcohol shall use a gas chromatography method.

XI. NOTIFICATION OF THE SCHOOL

How and when the school is notified of results.

After contacting the employee as outlined in this section and conducting any retests, the MRO will notify the School, in writing, of the verified test results, either negative, positive, or invalid. If the MRO or employee requested a retest, the MRO will report only the verified results of the retest to the School. The MRO will file any required Chain of Custody forms under confidential procedures. The MRO will maintain these forms for five (5) years from the date of the test.

XII. HOW EMPLOYEER NOTIFIES EMPLOYEE OF POSITIVE TEST RESULTS

Within five (5) working days after the receipt of the positive confirmed test results from the MRO, the employer shall inform the employee in writing of such positive test results,

the consequences of such results, and the options available to the employee including the right to file an administrative or legal challenge.

XIII. EMPLOYEES DUTY TO NOTIFY LABORATORY OF LEGAL ACTION CONCERNING TEST RESULTS

Employees must notify 30 days in advance of legal action.

Employees are required to notify the School and the Drug Testing laboratory thirty (30) days prior to bringing any legal action concerning the results of a drug test. Such notification shall be a condition precedent to any such legal action.

XIX. COMPLETE LIST OF DRUGS TESTED

The School may test for the following drugs:

- Alcohol (beer, wine, booze, liquor, etc.)
- Amphetamines (speed, eve, biphетamine, desoxyn, Dexedrine, etc.)
- Cannabinoidsss (marijuana, hashish, hash, hash oil, pot, joint, reefer, roach, spleaf, grass, weed, etc.)
- Cocaine (coke, blow, snow, flake, crack, etc.)
- Hallucionogens (LSD, acid, mushrooms, shrooms, etc.)
- Methaqualone (quaaludes, ludes, etc.)
- Opiates (heroin, codeione, morphine, opium, Dover’s powder, paregoric, parepectolin, etc.)
- Barbiturates (phenobarbital, butabarbital, secobarbital, tuinal, amyтал, etc.)
- Benzodiazepine (librium, valium, ativan, azene, clonopin, dalmone, diozepam, halcion, poxipam, restoril, serax, transene, vertron, xanax, etc.)
- Synthetic narcotics, inlcuding Methadone (dolophine, methadose, etc.)
- Designer Drugs (ectasy, etc.)

The school reserves the right to expand or otherwise modify the number or types of drugs tested at any time.

The School will provide employees with sixty (6) days written notice of any expansion or modification of the drugs tested under the School’s Policy.

XV. EMPLOYEE’S RIGHT TO CONSULT LABAORATORY

Employee Legal rights.

All employees may consult with the MRO for technical information regarding the effects of prescription and non-prescription medications on drug testing. Any consultation by an employee with the MRO for the purpose of gaining technical information shall be confidential. An MRO must supply technical information to any employee who fails a drug test.

A Drug-Free Workplace policy means that:

- Current employees will **not** be tested for illegal drugs or alcohol abuse on a random basis.
- Current employees will be required to drug or alcohol testing when the following occurs:
 - An employee is involved in a work related accident which causes injury to himself or to any other person or damage to any property;
 - A reasonable suspicion exists that an employee may be abusing or under the influence of illegal drugs or alcohol;
 - An employee has sold or solicited illegal drugs or alcohol to any other person during working hours;
 - Pursuant to any required fitness for duty examination;
 - As a follow-up to any referral to the Employee Assistance Program (EAP) or enrollment in a drug or alcohol abuse program.

All test results are strictly confidential. All disclosure of the use of medications is confidential. Positive test results may cause loss of worker's compensation benefits and/or termination of employment.

I hereby certify that I have read and understand Policy #111, Drug Free Workplace. By signing below, I agree to comply with this policy.

Employee

Witness:

Print Name

Print Name

Signature

Signature

Date

Date

SAMPLE

FIELD TRIP POLICY

Field trips are a very educational part of the Franklin Academy (“FA”) program. It is through field trips that our students learn by doing and seeing first hand activities they may otherwise not be able to experience.

The following are field trip guidelines:

1. Permission slips must be filled out by the teacher as to the day of the trip, time of departure and arrival back at school. Destination and cost information are sent home about a week prior to the trip.
2. Parents must sign the permission slip and return it to the school before your child will be able to go on the trip. There are no exceptions to this policy.
3. Appropriate funds must accompany the permission slip back to school.
4. Parents are a vital part of our trips. We need parents to accompany us. Teachers will ask for volunteers for the different trips. We will try to give everyone that desires to go a chance to go on a trip during the year. Parents who chaperone fieldtrips will not be permitted to bring younger children. Parents will be asked to be responsible for other children in the class and younger children can distract parents from their responsibility to the children in the class.
5. Parents are to follow the instructions and agendas the teacher has planned for the field trip. Parents are not to buy food, drinks, or souvenirs for their group or any individual en route to the location of, or at any time during the duration of the field trip.
6. An appropriate dress code will be established for each field trip. Teachers will instruct the students prior to the trip.
7. No money should be brought on the field trip. Nothing will be purchased from the gift shop. We are going on these trips as a learning experience.
8. Parents who are chaperoning the field trip are required to come to school prior to the field trip and travel with the entire group.

FINGERPRINTING REQUIREMENTS

Franklin Academy will adopt the requirement that all school personnel be fingerprinted by the School Board

POLICY:

The school shall fingerprint all applicants for instructional and non-instructional positions including contracted personnel, as required by §1012.32(2)(a), Fla.Stat.(2003), SB shall perform the processing of each applicant's fingerprints. The cost of fingerprinting will be borne by the School.

School employees shall not be hired before SB receives and reviews the fingerprint results of the charter school applicants from the Florida Department of Law Enforcement and the Federal Bureau of Investigations.

Potential school employees shall submit official court dispositions for criminal offenses of moral turpitude listed as part of their fingerprint results. The school shall not hire any applicants whose fingerprint check results reveal non-compliance with standards of good moral character.

Fund Raising and Donations

1. PURPOSE

To encourage partnerships which foster better understanding of Franklin Academy (“FA”) within the community, strengthen and enhance school programs, and create a climate of involvement and cooperation between community organizations and schools in areas of mutual interest and concern through:

- Sharing resources that benefit students and improve the educational programs.
- Involving the schools and the private sector in cooperative efforts that enhance the quality of education for students at all levels.
- Protecting students, parents, teachers, and school administrators from commercialization and fund raising efforts that are exploitative, coercive, and disruptive to the educational process affecting a smooth and orderly procedure whereby schools and the communities can cooperate commercially.

2. DONATIONS

FA will receive donations and gifts for the benefit of the schools, students, employees, and teachers. Any organization or individual wishing to donate cash, materials, equipment, other property or programs to a school is encouraged to make such donation through CSSUA.

- All proposed donations shall receive prompt and careful consideration by FA to make the appropriate determination relative to the acceptance or rejection of such gifts.
- Donations received by FA may be deposited in the School account.
- Upon receiving a donation with a value above \$250, the donor must be issued a receipt and acknowledgment which complies with Internal Revenue Service (IRS) regulations. Receipts for donations deposited through School accounts shall be the responsibility of FA. Receipts for donations not deposited in the School account shall be the responsibility of the receiving program or school.
- Donor recognition in the forms of plaques or nameplates to be placed on equipment, furniture, buildings and other structures and related gifts shall be cleared with FA.

FUND RAISING VENDORS

FA shall act as a clearinghouse for fund raising vendors. FA shall prepare and distribute a biannual list of fund raising vendors which have been reviewed and found to be reputable. Schools are encouraged to work with vendors that appear on this list for all fund raising activities.

3. SCHOOL FUND RAISING

General Guidelines

- Students shall not be assigned to or be held responsible for the collection of funds except for approved student activities FA, or for those projects and activities that have been approved by the school principal.
- Participation in any and all fund raising activities should be strictly voluntary; no student or school employee shall be coerced into such activities.
- Contributions on the part of students, school employees, parents or other patrons should likewise be voluntary and without coercion, peer or group pressure.
- In no instance shall participation in or support for a fund raising project be used to determine a student's grade or his or her eligibility for participation in school-related programs or activities.
- All fund raising shall be for predetermined purposes and spent only for those purposes.
- Funds must be receipted and expended through FA accounts in accordance with standard accounting procedures. School parent organization (i.e. PTA, PTO) fund raising activities are subject to accounting procedures established by that organization.
- Fund raising projects should be limited to the school's attendance area unless prior approval from the school director obtained.

Fund Raising for Charitable Purposes

- Outside charitable fund drives involving the school in the collection of money or goods are to be discouraged except in extreme cases where such activities have significant educational or humanitarian value. Such instances must be approved by the school principal and have the support of school parent organizations and community groups.
- Care should be taken during charitable activities so that the schooling process is not disrupted, and students should not be allowed to miss school as a result of their involvement in such activities.

4. COMMERCIAL AGREEMENTS

Advertising

- The acceptance of advertising by FA is not to be construed as an endorsement for an organization or product.
- The utilization of funds, materials, equipment, programs, or other contributions that carry with them any advertising or a commercial logo **does not** constitute an endorsement of the organization or product by FA.
- Funds, materials, equipment, and programs that are made available to the schools by individuals or organizations must not be allowed to replace or intrude adversely upon adopted curriculum, infringe upon instructional time, or pose a burden or place undue pressure upon students, parents, or school employees at work, in the community, or at home.
- Organizations may donate products that carry the company name and/or logo such as soft drinks, food items, cups, T-shirts, and hats for school activities and fund raising

events provided there are no obligations or added costs for students, patrons, school employees or FA.

- Advertising in athletic programs, posters, and calendars, along with advertisements in school newspapers, yearbooks, literary magazines, programs for special activities, and similar publications is permitted provided such advertisements meet community standards.
- Partisan and religious advertising, and advertising for products that are prohibited by law for sale or use by minors such as alcohol, tobacco or other substances that are known to endanger the health and well-being of students are prohibited.
- Guidelines should be established for advertising within the schools in accordance with FA and subject to final approval by the principal and FA's Chief of Operations.

Permission Required to Circulate Advertisements

- To avoid disruption of students' instructional activities, FA schools shall not be used for distribution of partisan, religious, or commercial advertisements, fliers, bulletins, or newspapers.
- Principal may permit the school distribution of fliers, bulletins, or newspapers with information regarding nonprofit community youth programs such as Boy Scouts of America, Girl Scouts of America, Campfire Girls, 4-H Clubs, county and municipal programs, and little league type recreation programs.

Employees and Students as Agents

- Students and employees of FA, including teachers and administrators, shall not act as agents for commercial organizations during school hours.
- School employees and students are prohibited from using FA stationery, equipment or supplies for personal or private gain.
- FA employees are not permitted to accept personal payment or gratuity in any form from a commercial supplier as a precondition for purchase of a product by the schools.
- FA employee's participation in a private, but education-related activity must be separate and distinguishable from the employee's public employment.

Sales Representatives and Agents

- Sales representatives provide an excellent source of information about school equipment and supplies, textbooks and reference materials, teaching aides, educational technology, fund raising activities, tax-sheltered annuity and insurance programs. However, the primary function of teachers, administrators and other employees is to serve students.
- Sales representatives and agents shall not be permitted to contact students, teachers or other personnel at the job site during business hours without the knowledge and approval of the principal. Sales representatives and agents are not to be given time in faculty meetings or employee lounges during regular business hours, nor are they to be provided with lists of employee names, addresses and phone numbers. Presentations to employees may be arranged through the principal to be held before or after business hours.

- Sales materials are not to be distributed to individual employees in their distribution boxes nor at their classroom/office without the approval of the school principal.

SAMPLE

INTERNET AND COMPUTER USE

Objectives

Franklin Academy (“FA”) recognizes that employees may desire to access the internet for their own personal use as a communication tool in similar manner to phone use. FA authorizes the employees’ use of the Internet for personal reasons only during approved breaks and never for uses that promote illicit activities or access websites of an inappropriate nature, specially considering the sensitive nature of the school environment. Employees shall access no site that encumbers FA with any financial charges or fees whatsoever.

Due to the non-secure nature of Internet mail, users must consider Internet Email to be public information. As such, no trade secret or confidential information of any type should be transmitted over the Internet.

I. Use of Internet Access by Employees and Students

Use of Internet access through FA shall be consistent with the purpose of the network. It is therefore imperative that employees using Internet access through FA conduct themselves professionally when using the network. Further, network users must abide by all local, state and federal laws. To ensure the smooth and continued operation of this valuable resource, employees must accept the responsibility of adhering to high standards of professional conduct and strict guidelines.

II. Acceptable Use Agreement for Internet Access Guidelines

FA shall maintain a copy of a completed *Internet and Computer Use Agreement* for all employees.

III. Sanctions

Definitions: Illegal, unauthorized, or improper materials and/or uses shall be defined as materials which are inappropriate in a school setting (such as but not limited to pornography, gambling, promotion of violence or bigotry, and vulgar language) and uses which violate local, state, federal laws or the terms listed in the *Internet and Computer Use Agreement*.

Employees:

1. Supervisors and administrators who are aware of illegal, unauthorized, or improper materials and misuse of the Internet or Computers must take immediate action to address the violation.
2. If, after investigation, it is determined that an employee is found in violation of the standards of the *Internet and Computer Use Agreement*, the administrator may initiate immediate termination in accordance with FA policy or, in consultation with the Board, take other appropriate disciplinary action.
3. Evidence of employee infraction(s) will be forwarded to the Florida State Office of Education.

IV. General Conditions

Electronic information resources are available to employees of FA. While the Internet is filtered and monitored through FA's Corporate Offices it must be understood that with the global Internet network, no filter is guaranteed to restrict access to all undesirable websites.

The employee's signature on the *Internet and Computer Use Agreement* is legally binding. The signature also indicates that the employee has carefully read and understands the terms and conditions of appropriate use and agrees to abide by them.

VI. Conditions of Use

- A. Franklin Academy has the right to monitor all use of the computer, including access to all messages, files and data.
- B. There is no expectation of privacy regarding FA computers or any data stored thereon, including removable storage media, such as floppy disks, tapes, etc.
- C. Any use for illegal or inappropriate purposes or to access materials that are objectionable in a school environment, or in support of such activities, is prohibited. Language that is deemed to be vulgar is also prohibited. Illegal activities shall be defined as a violation of local, state, and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the network, and/or purpose and goal.
- D. FA Internet accounts will be used strictly by the authorized owner of the account, and account owners are responsible for all activity under their account.

- E. FA accounts shall be considered automatically terminated upon retirement, resignation, termination, or conclusion of elected term. Upon termination of an Internet account or access for any reason, FA may remove or delete any or all information from the account. FA shall not be obligated to give any prior notification that an account will be terminated or that terminated accounts information will be removed or deleted.
- F. Access for any employee to electronic information resources is a privilege, not a right. Employees access shall be deemed as a guest on FA resources and said access may be revoked at anytime, for any reason.
- G. Inappropriate use of these resources may result in disciplinary action (including the possibility of termination), and/or referral to legal authorities.

VII. Acceptable Use

- A. The use of an assigned account must be within the educational, professional or personal employment goals of FA
- B. Transmission or receipt of any inappropriate materials, or material in violation of law or district policy is prohibited. This includes but is not limited to copyrighted materials; threatening or obscene material; material protected by trade secrets; the design or detailed information pertaining to explosive devices, criminal activities, or terrorist acts; sexism or sexual harassment; pornography; gambling, illegal solicitation; racism; inappropriate language; use of product advertisement; and political lobbying.
- C. Illegal or inappropriate activities, or activities of any kind that do not conform to the rules, regulations and policies of FA are forbidden.
- D. The employee is advised not to reveal personal information for him/her and others such as home address, phone numbers, password, credit card numbers or social security number or similar information for others or for organizations.

VIII. Other Conditions

Each employee is expected to abide by the generally accepted rules of user etiquette. These rules include but are not limited to the following:

1. Never send or encourage others to send abusive messages. Use appropriate language. Never view yourself as alone. What you write, send or receive can be viewed globally!
2. Never use the network in any way that would disrupt network use by others. Use electronic mail appropriately. Sales, advertisements, solicitations, or excessive volume of mail, is not to be conducted through the FA's Internet
3. Limit network use for personal purposes.
4. Each employee shares in the responsibility for system security. Always use your own account and log-on information.
5. Each employee shares in the responsibility to protect the system against vandalism. Vandalism is defined as any malicious attempt to harm or destroy property of the user, another user or of any other agencies or networks that are connected to the network, or the Internet system. Vandalism

also includes, but is not limited to abusive overloading of data on the server, or the uploading, downloading or creation of computer viruses.

6. Employees working with students using electronic sources of information have the responsibility to enforce the *Student Internet and Computer Use Agreement* and to provide appropriate supervision for student use.
7. Employees who become aware of illegal or inappropriate activities, security problems, or of violations to the *Internet and Computer Use Agreement* for students and employees must report these to the appropriate local principal, supervisor, or systems administrator.

X. User Agreement

I understand that any violations of the above provisions may result in the loss of my user account and disciplinary and/or legal action, including but not limited to loss of my employment. I understand my responsibility to report any misuse of the electronic information resources to my site administrator/supervisor or systems administrator.

I have read this agreement and understand that Internet sites are filtered and that my district computer use is being monitored.

Please print: _____

User Name: _____

Current Work Site: _____

Signature: _____

Date: _____

INVESTIGATIONS

Introduction

As our society continues to become more and more claimant oriented, it has become evident that not only should an employer follow strict and consistent disciplinary policies and procedures, but the employer must also establish and consistently utilize proper investigation techniques when embarking on any respective fact finding missions. A poorly conducted investigation can transform an employer's position from one of no liability to one of liability in a short amount of time.

The information contained in this section will provide you with step by step guidance in conducting a comprehensive and proper investigation.

It is imperative that this section be read and utilized. Please consult FA's Human Resources Department for any questions that you may have.

As with the Management Disciplinary Policies and Procedures, if you do not know the correct procedure, DO NOT GUESS! You must be 100% positive that you are initiating the correct procedures.

I. GENERAL INFORMATION

A. Areas Requiring Investigation

In today's litigious environment, management will be required to frequently conduct investigations when charges are made against the employer or an injury occurs. The following areas are the most common areas that will require a thorough and proper investigation.

1. Discrimination

Discrimination charges are brought from the following protected classes:

- a. Race, Color
- b. Creed, Religion
- c. National Origin
- d. Sex
- e. Marital Status
- f. Disability
- g. Age

A charge from any of the preceding protected classes will initiate an immediate investigation into the facts of the allegations made.

2. Discharge from employment
“Wrongful discharge” is becoming a common term in today’s working world. Not only must an employer follow established disciplinary policies and procedures, but also the employer must be prepared to defend its position when the decision to suspend and/or terminate an employee is made. In order to successfully defend its position, an employer must conduct a proper investigation, gathering supportive documentation and facts to support the decision to suspend/terminate employment.

3. Workers’ Compensation injuries
Due to the very liberal Workers’ Compensation laws, it is imperative that management and supervision be involved in investigating the injury from the first moment that either the injury occurs or is reported. Proper investigation into a Workers’ Compensation injury can save an employer thousands of dollars and many headaches.

4. General liability claims
FA can be held liable for many varied types of claims. These claims can include, but not be limited to, the following:
 - a. Customer slips and falls
 - b. Claims due to misuse of chemicals
 - c. Throwing customer’s property out mistakenly for trash
 - d. Vehicle accidents
 - e. Breakage of others’ property

As with the preceding areas, investigating the events of these claims to determine what the facts are vitally important to proper adjudication of the respective claim. As with Workers’ Compensation, a properly conducted investigation can save an employer thousands of dollars by negating their liability.

II MANAGEMENT RESPONSIBILITY

In order to properly conduct an investigation to protect the employer’s interests, it becomes necessary for the Board’s to understand the methodology utilized in conducting a proper investigation. Once trained, management is

responsible to execute all procedures expediently and accurately, reporting the results of their investigation, with supporting documentation, to the Board.

This manual will provide the information needed to conduct a comprehensive investigation.

Documentation

As with Disciplinary Policies and Procedures, documentation of any and all events, discussions, proceedings, etc. are essential for the successful presentation and validity of the employer's defense. Management is required to keep accurate documentation of all interviews and events that may transpire during an investigation. Securing of statements and affidavits from witnesses is also vitally important to the defense of the employer. Even the smallest seemingly insignificant piece of information may prove to be very valuable.

The following is a review of suggestions for effective documentation.

1. All staff should carry some type of notebook, daytimer, etc., with them at all times.
2. When confronted with a situation or interviewing witnesses, record the following:
 - a. Date
 - b. Time
 - c. Place
 - d. People Involved
 - e. Incident
 - f. Witnesses
 - Name
 - Address
 - Telephone Number
 - Verbal Statement
3. Record all details no matter how insignificant they may seem. Actually write down quotes of what is said by all parties involved.
4. Ask all questions that you feel are necessary. Do not ever feel that a question is "too stupid" to ask.
5. Keep a personal file to file all your notes.
6. Report your findings to the Human Resources Department if so warranted.

There is no substitute for accurate and thorough documentation.

II. GENERIC INVESTIGATION TECHNIQUES

Whether you find yourself in the midst of a discrimination charge, unemployment compensation case, or a Workers' Compensation injury, proper investigation of the incident(s) is necessary and effective technique for both providing a good affirmative defense and preventing future recurring incidents.

Thorough investigations can and will point out the problem areas within an organization.

The following information will give you a firm foundation enabling you to effectively investigate any type of incident that may present itself in the course of your employment with FA.

A. Incident Reporting

For any investigation to be thorough and effective, it is essential that all incidents be expediently reported. A common mistake that is made is when only serious incidents are reported. It is important to note that all incidents should be documented, discussed, and analyzed to ensure that there is no possible liability to FA.

As a manager or supervisor, you should have a special interest in each and every incident that may occur in your area.

B. Finding Causes

The objective of conducting an investigation is to determine the causal factors and recommend corrective actions and/or affirmative defenses that will eliminate or minimize FA's liability. A good investigation should revolve around fact finding, rather than fault finding, otherwise the investigation may prove to be more harmful than helpful.

Looking for areas to place blame could reflect on the investigator's credibility and could reduce the amount of accuracy of the information received. This does not mean accountability of employees is to be ignored and personal responsibility should not be determined, but it does mean that a proper investigation should only be concerned with the gathering of facts.

C. Immediate Action

It is vital that proper and immediate steps are taken to begin an investigation as soon as you are made aware of an incident or alleged incident. From this point, it is imperative that proper investigative procedures are followed consistently by all management staff involved in any investigation.

The following techniques must be utilized for an effective and proper investigation.

1. Initiation of investigation

Upon communication of an incident, review all documentation, speak with staff involved, and begin to actually plan your investigation as to witnesses, physical evidence, legal research, etc.

2. Preserving evidence

- a. Time is of the essence when investigating. The quicker you are able to establish the facts, the less chance there is for items to “fall between the cracks.”
- b. A successful and thorough investigator will make every effort to preserve every bit of evidence that can be obtained. Observing and recording evidence in an expedient manner can result in a successful and complete investigation.
 - If material objects are involved, be sure to take photographs or have witness as verification.
 - Keep all documentation and evidence well organized and set in a chronological fashion in your respective file.
 - Do not leave any “stone unturned.” Even the seemingly most trivial piece of evidence may prove to be vitally important to the successful resolution of a case.

3. Proper Use of Witnesses

When identified and interviewed promptly and correctly, witnesses are the best source of information about the incident that may have occurred. It is vital that these witnesses be handled properly with respect and dignity. Proper treatment of witnesses can yield a wealth of information. Witnesses should be urged to tell the truth for the benefit of themselves and others. If they do not want to cooperate they should be told that they could be subpoenaed at a later time if the incident ends in litigation.

A. Identify witnesses

- Identify all eye-witnesses to any incident
- Identify all people who may have “heard” or “knows” something about the incident that occurred

- Ask all identified witnesses to identify and document names of any other individuals who may have been in the area or could have information, so that all sources of information can be contacted
- In all cases, secure the following information about the witnesses:
 - ◆ Full Name
 - ◆ Address
 - ◆ Phone number (home and business)
 - ◆ Brief description of information they may have

B. Prompt interviewing

Witnesses should be interviewed one at a time and as soon as possible. The validity of any statement is the highest immediately following the incident.

The prompt interview minimizes the possibility for the witness to subconsciously adjust the story.

C. Interviewing witnesses

It is important that you stress to witnesses that you are seeking the facts of the incident and you are not interested in placing blame. Eliminating apprehension in a witness will dispel the fear of recrimination, either of oneself or others.

Remember that a tactful skilled investigator will prompt cooperation from witnesses.

The following guidelines should be utilized when interviewing witnesses.

- Establish a relaxed atmosphere; do not anger the witness.
- Be a good listener; witnesses should be allowed to tell their side of the story without interruption or prompting.
- Ask open-ended questions.
- Avoid leading questions; ask questions like “what did you hear” rather than “did you hear John Doe say _____?”
- Always make sure you find out the specific answers to the following:
 - (a) Who
 - (b) What
 - (c) Where
 - (d) How
 - (e) WhyBe specific in these areas.

- Always take notes and record witness statements (with permission) for later review.
- Always repeat information back to the witness as it is heard to ensure that the interviewer and the witness agree on the information provided.
- Focus in on discrepancies and differences in witnesses’ statements without disclosing to the respective witness that you have encountered any discrepancies. Make sure that these differences in witnesses’ statements are documented for future use.
- It is imperative that you put the witness at ease by assuring them that they will not in any way be putting themselves in jeopardy by telling the truthful facts as they occurred. Inform them that FA has very firm policies in relation to retaliation and the Club will protect the integrity and well being of its witnesses (employees).
- End the interview on a very positive note, reinforcing that FA is only interested in making the honest and correct decisions.
- Thank the witnesses and alert them to the fact that you may need to speak with them again.

D. Reports

The purpose of filing reports is to alert and inform the proper management or legal staff about the information and all gathered results of an investigation.

All reports should record in clear and concise language, all of the appropriate circumstances of any given incident.

1. Submit in writing a chronological order of all events detailing the following:
 - a. The alleged act or injury
 - b. Allegations made
 - c. Equipment involved

- d. Witness statements
- e. Narrative on differences of witnesses' statements
- f. Management involvement

2. Submit reports to the Human Resources Department.

III. PROPER CONDUCT DURING AN INVESTIGATION

As an investigator (interviewer), it is of utmost importance that you conduct yourself in a very professional manner at all times. The image you portray and the atmosphere that you convey can make the difference between having a cooperative witness or not.

The following are suggestions for proper conduct.

1. Greet the witness in a friendly and relaxed manner
2. Always communicate openly, allowing for the witness to freely speak.
3. Never threaten, coerce or badger a witness.
4. Be supportive of the witness to aid in relieving any built-up anxieties.
5. Never promise what the outcome of the investigation will be.
6. Try to impress upon the witness that honest testimony will in the "long run" be beneficial to all parties involved.
7. Never offer anything to a witness in return for their testimony unless FA's legal counsel authorizes what is offered.

Most importantly, always use good judgment and common sense when questioning a witness.

IV. RETALIATION

FA prohibits any employee, agent, or representative of the company to retaliate in any manner towards a person who has offered information as a witness on a pending charge or injury. Any employee, agent, or representative who may violate this policy will face strict disciplinary action and/or civil action if appropriate. Many times retaliation can be far more serious than the initial charge that has been made.

IV. CLOSING

Your complete understanding and adherence to the guidelines in this section will help to ensure that any investigations carried on will be professional in manner and provide FA with enough pertinent and supportive information to successfully defend any type of case in court. Your cooperation is sincerely appreciated.

LEAVE OF ABSENCE

Family Medical Leave of Absence/Family an Medical Leave Policy

Franklin Academy (“FA”) complies fully with the Family and Medical Leave Act of 1993 (“FMLA”) and recognizes certain conditions under which an employee may request time off without pay for a limited period with job protection and no loss of accumulated service, provided the employee returns to work.

Eligibility

If you have worked for FA a minimum of twelve (12) months, have provided FA with at least 1,250 hours of service during the twelve (12) month period preceding the commencement of your FMLA leave and are employed at a worksite where fifty (50) or more employees are employed by FA within a seventy-five (75) mile radius then your are eligible for leave under the FMLA.

Amount of Leave

If you are an eligible employee, you are entitled to twelve (12) weeks of FMLA leave during each twelve (12) month period for covered purposes.

Measuring Twelve Month Period

The twelve (12) month period within which twelve (12) weeks of unpaid leave may be taken is a “rolling” twelve (12) month period, which is measured backwards from the date an employee’s FMLA leave would begin. The total FMLA leave used by an employee during the prior twelve (12) months are deducted from his or her twelve (12) week allotment. The employee may then use the remaining FMLA leave.

Purposes for Which Leave Can be Taken:

Eligible employees may take FMLA leave for the following reasons:

1. The birth or adoption of a child
2. The placement of a child with you for foster care
3. To provide either physical or psychological care for a child, spouse, or parent who has a “serious health condition;” or

4. To care for your own “serious health conditions”

A “serious health condition” is an illness, injury, impairment, or physical or mental condition which (i) demands inpatient care at a health care facility; (ii) involves a period of incapacity of more than three (3) consecutive calendar days and includes the need for continuous treatment by a health care provider; (iii) involves incapacity due to pregnancy; (iv) involves a chronic condition requiring treatment; (v) involves a permanent /long term condition requiring supervision of a health care provider; or, (vi) involves a non-chronic condition requiring multiple treatments by a health care provider.

Spouses who are both employed by FA are entitled to a combined total of twelve (12) weeks of leave (rather than twelve (12) weeks each) for the birth of a child, the placement of a child with the employees for adoption or foster care, or the care of a parent with a “serious health condition.” This duplicate exception does not apply to leave for the employee’s own “serious health condition” or the “serious health condition” of a spouse or child. In such cases, the wife is entitled to twelve (12) weeks and the husband is entitled to twelve (12) weeks.

You must conclude leave for the birth of a child or the placement of a child with you for adoption or foster care within twelve (12) months after the event. Leave may begin prior to birth or placement, as circumstances dictate.

Intermittent Leave / Reduced Hours

If medically necessary, in the case of your own “serious health condition” or that of your spouse, child, or parent, you may take FMLA leave intermittently (e.g. one (1) week per month) or on a reduced hour schedule (e.g. three (3) or four (4) hours a day)

When your leave is taken for the birth of a child or for the placement of a child with you for adoption or for foster care, you may take leave intermittently or on a reduced hours schedule only if FA agrees to such arrangement or if such leave is medically necessary.

If your FMLA leave is unpaid, FA will adjust your compensation based on the hours you take as intermittent or reduce hours leave within a work week.

If you request intermittent leave or reduced hour status, FA may temporarily transfer to another position of equivalent pay and benefits in order to better accommodate your recurring period of absence.

Use of Paid Time off Benefits

If you are entitled to paid vacation, sick leave, or other personal leave under another Dealership benefit plan or policy, then you must use your accumulated paid leave benefits under such plan or policy as part of your FMLA leave. Using your paid leave benefits does not add to the total length of your FMLA leave. FA may designate the paid leave as FMLA leave and count the paid leave against your twelve (12) week FMLA entitlement. Upon exhausting all available and applicable paid leave, the remainder of an employee's FMLA leave time will be unpaid.

Job Restoration

Except as noted below, employees granted FMLA leave will be returned to the same position held prior to the leave or to one which is equivalent in pay, benefits, and other terms and conditions of employment. In addition, your use of FMLA leave cannot result in the loss of any employment benefit you earned or were entitled to before using such leave.

If you are a salaried employee and are among the highest paid ten percent (10%) of employees within seventy-five (75) miles and keeping your job open would result in substantial economic injury to FA, then you are not guaranteed restoration to your position if you choose to take FMLA leave. If you are such a "key employee", FA will notify you of your status as such in response to your notice of intent to take FMLA leave.

Employee Benefits

During approved FMLA leave, your health insurance benefits will continue to the same extent they existed prior to the leave. You will continue to pay your customary portions of the monthly premiums for your coverage and for any coverage of your dependents. If paid leave is substituted for unpaid leave, FA will deduct your portion of the premiums as a regular payroll deduction. If, on the other hand, the FMLA leave is unpaid, you must pay your portion of the premiums by making arrangements with the Human Resources Department, who will advise you of the payment due dates.

Any failure by the employee during FMLA leave to timely pay his or her portion of the insurance premiums or to timely pay for dependent coverage may result in the termination of such coverage or FA may make payment on behalf of the employee. If FA makes such payment on behalf of the employee, such payments may be recovered by FA from the employee through payroll deductions upon the employee's return to work. In the event you elect not to return to work upon completion of approved FMLA leave, under most circumstances, FA may recover from you the cost of any payments made to maintain your benefit coverage, unless your failure to return to work is due to the continuation of a "serious health condition" which would otherwise entitle you to FMLA leave or is for reasons beyond your control. If you decide not to return to work, benefit entitlements based upon

length of service will be calculated as of the last paid work day prior to the start of the leave of absence.

If any insurance coverage lapses due to nonpayment by the employee, such coverage will be fully and completely reinstated when the employee returns to work, provided the employee resumes paying the required premiums. If your payment is more than thirty (30) days late, FA will send you a letter notifying you of such fact. If FA does not receive your payment within fifteen (15) days thereafter, your coverage may cease.

Notification of Need for Leave

You must provide FA with thirty (30) days advance written notice of your need for FMLA leave when the need for such leave is foreseeable. If emergency conditions prevent such notice, you must notify FA as soon as is practicable (i.e. within one (1) or two (2) business days of learning of your need for leave, if feasible). For leave taken on the basis of planned medical treatment, the employee should seek to schedule the treatment so as to avoid unduly disrupting the operations of FA.

SAMPLE

Notification of the need for leave should be made to FA through FMLA forms which are available from FA's Director of Human Resources. The relevant forms should be completed in detail, signed by you, and then submitted to the Director of Human Resources for proper approval and forwarding to the appropriate management personnel.

You may need to report periodically on your status and intent to return to work during the leave period. If you take leave because of your own "serious health condition" or to care of a covered family member with a "serious health condition", contact the Director of Human Resources on a prescheduled basis regarding the status of the medical condition and your intention to return to work. In addition, you must give notice as soon as practicable (within two (2) business days, if feasible) if the dates of leave change, are extended, or initially are unknown.

If you take leave because of your own "serious health condition" (except if you are taking intermittent leave), you must provide medical certification that you are able to resume work before you return. Obtain return to work medical certification forms from the Director of Human Resources. Employee failing to complete the return to work medical certification form will not be permitted to resume work until it is provided.

Health Care Provider Certification of "Serious Health Condition"

Health care provider certification of the need for leave to care for your "serious health condition" or that of a covered family member is required. You must obtain the following information from a responsible health care provider and make it available to FA within fifteen (15) days after you request FMLA leave, if possible, and no later than the date your leave begins if you were able to give thirty (30) days advance notice of your need for FMLA leave:

Date on which the "serious health condition" began;

Expected duration of condition;

Appropriate medical facts within the knowledge of the health care provider regarding the condition; For purposes of leave for your own "serious health condition", the certification must state you are unable to perform the functions of your position;

For purposes of leave for a family member's "serious health condition", the certification must state you need to care for the ill person and must give the estimated length of such leave; and

When intermittent leave or reduced hours have been requested, the certification must state the medical reasons verifying the need for intermittent leave or a reduced hours schedule and must give scheduled dates for treatment(s) and the expected duration of said treatments.

Health care provider certification forms are available at FA from the Human Resources and will be provided for your use.

FA may require you to provide subsequent medical rectification during your leave. Failure to provide requested certification with fifteen(15) days, if practicable, may result in delay of further leave until it is provided.

Disputes Regarding Physician Certification

If there is a dispute about the medical opinion provided by your health care provider, FA may require a second opinion by a health care provider of its choice, at its own expense. If a third opinion is necessary, a third health care provider may be selected, also a FA's expense. This third health care provider must be agreed upon by both you and FA and may not be employed on a regular basis by FA.

NON-FMLA MEDICAL LEAVE

FA provides non-FMLA medical leaves of absence without pay to you if you are not covered under the FMLA and temporarily unable to work due to a serious health condition or disability. For purposes of this policy, serious health conditions or disabilities include inpatient care in a hospital, hospice, or residential medical care facility; continuing treatment by a healthcare provider; and temporary disabilities associated with pregnancy, childbirth, and related medical conditions. This policy only applies to full-time employees.

Medical leave of absence may be granted when an employee becomes disabled, and is unable to perform normal job duties. Disabilities may result from occupational or non-occupational injuries and illnesses or pregnancy and childbirth.

Eligible employees should make requests for medical leave to their supervisors at least thirty (30) days in advance of foreseeable events and as soon as possible for unforeseeable events.

CERTIFICATION OF DISABILITY

You must submit a written request for a leave of absence that includes a physician's statement concerning diagnosis of the illness or injury, dates of treatment, date of disability, and projected date of return to work. For disabilities continuing beyond thirty (30) days, monthly physicians' statements on your condition and projected return date are required. FA reserves the right to have an employee examined by a physician designated by FA, and this examination is always required at the completion of thirteen (13) weeks of disability.

FA reserves the right to terminate a leave of absence or employment based on the lack of proper medical evidence. FA also reserves the right to initiate or extend a medical leave when it is judged that your attendance or performance is adversely affected by a physical or mental condition.

Eligible employees are normally granted leave for the period of the disability, up to a maximum of twelve (12) weeks within any twelve-month period. Any combination of medical leave and family leave may not exceed this maximum limit. You will be required to first use any accrued paid leave time before taking unpaid medical leave.

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be provided by FA until the end of the month in which the medical leave begins. At that time, you will become responsible for the full costs of these benefits if you wish coverage to continue, unless you fall under the FMLA wherein you will continue to pay the same contribution as if you were still actively working. When you return from medical leave, benefits will again be provided by FA according to the applicable plans.

Benefit accruals, such as vacation, holidays and personal/wellness benefits, will not continue during the approved medical leave period.

TERMINATION OF MEDICAL LEAVE

Medical leave of absence is normally terminated and you return to active status when you are able to return to work, as evidenced by your submittal of a release from the physician and the availability of a suitable position. Other circumstances resulting in termination of the medical leave include the following:

1. You remain disabled and (whether or not enrolled in a long-term disability plan) are terminated from the payroll;

2. You are placed on a permanent disability status;
3. You fail to provide updated medical evidence, which is considered a resignation; or,
4. You fail to return to work as projected, or there is evidence of other employment during or at the conclusion of leave, which is considered a resignation.

So your return to work can be properly scheduled, you are requested to provide FA with at least two (2) weeks advance notice of the date you intend to return to work. When a medical leave ends, you may be reinstated to the same position if it is available or to an equivalent position for which you are qualified. If you fail to report to work promptly at the end of the medical leave, FA will assume that you have resigned.

PERSONAL LEAVE

FA may provide a leave of absence without pay to you if you wish to take time off from work duties to fulfill personal obligations.

Personal leave must be requested in writing and may be granted at the sole discretion of FA. Factors to be considered include:

1. Purpose of the leave;
2. Requested duration;
3. Plans for return to active employment;
4. Potential disruption to the respective department and to the School;
5. Effect of your absence and the ability to fill the gap; and
6. Your service, performance, growth, potential, ect.

COMPENSATION

On the effective date of the leave, you are placed in non-pay status for the duration of the leave. As soon as you become aware of the need for a personal leave of absence, you should request a leave from your supervisor.

Personal leave may be granted for a period of up to thirty (30) calendar days for each one-year period. If this initial period of absence proves insufficient, consideration will be given to a written request for a single extension of no more than three (3) calendar days. With the supervisor's approval, you may take any available wellness or vacation leave as part of the approved period of leave.

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits may be provided by FA until the end of the month in which the approved personal leave begins. At that time, you will become responsible for the full costs of these benefits if you wish coverage to continue. When you return from personal leave, benefits will again be provided by FA according to the applicable plans. Vacation and personal/wellness benefits, will not continue to accrue during the approved personal leave period.

When a personal leave ends, every reasonable effort will be made to return you to the same position if it is available or to a similar available for which you are qualified. However, FA cannot guarantee reinstatement in all cases.

If an employee fails to report to work promptly at the expiration of the approved leave period, FA will assume the employee has resigned.

FMLA QUESTIONS AND ANSWERS

Q: How much leave am I entitled to under FMLA?

If you are an "eligible" employee, you are entitled to 12 weeks of leave for certain family and medical reasons during a 12-month period.

Q: How is the 12-month period calculated under FMLA?

Employers may select one of four options for determining the 12-month period:

- ❖ The calendar year;
- ❖ Any fixed 12-month “leave year” such as a fiscal year, a year required by State law, or a year starting on the employee’s “anniversary” date;
- ❖ The 12-month period measured forward from the date any employee’s first FMLA leave begins;
- or
- ❖ A “rolling” 12-month period measured backward from the date an employees uses FMLA leave.

Q: Does the law guarantee paid time off?

No. The FMLA only requires unpaid leave. However, the law permits an employee to elect, or the employer to require the employee, to use accrued paid leave, such as vacation or sick leave, for some or all of the FMLA leave period. When paid leave is substituted for unpaid FMLA leave, it may be counted against the 12-week FMLA leave entitlement if the employee is properly notified of the designation when the leave begins.

Q: Does workers’ compensation leave count against an employee’s FMLA leave entitlement?

It can. FMLA leave and workers’ compensation leave can run together, provided the reason for the absence is due to a qualifying serious illness or injury and the employer properly notifies the employee in writing that the leave will be counted as FMLA leave.

Q: Can the employer count leave taken due to pregnancy complications against the 12 weeks of FMLA leave for the birth and care of my child?

Yes. An eligible employee is entitled to a total of 12 weeks of FMLA leave in a 12-month period. If the employee has to use some of that leave for another reason, including a difficult pregnancy, it may be counted as part of the 12-week FMLA leave entitlement.

Q: Can the employer count time on maternity leave or pregnancy disability leave as FMLA leave?

Yes. Pregnancy disability leave or maternity leave for the birth of a child would be considered qualifying FMLA leave for a serious health condition and may be counted in the 12 weeks of leave so long as the employer properly notifies the employee in writing of the designation.

Q: If an employer fails to tell employees that the leave is FMLA leave, can the employer count the time they have already been off against the 12 weeks of FMLA leave?

In most situations, the employer cannot count leave as FMLA leave retroactively. Remember, the employee must be notified in writing that an absence is being designated as FMLA leave. If the employer was not aware of the reason for the leave, leave may be designated as FMLA leave retroactively only while the leave is in progress or within two business days of the employee’s return to work.

Q: Who is considered an immediate “family member” for purposes of taking FMLA leave?

An employee’s spouse, children (son or daughter) and parents are immediate family members for purposes of FMLA. The term “parent” does not include a parent “in-law”. The terms son or daughter do not include individuals age 18 or over unless they are “incapable of self care” because of a mental or physical disability that limits one or more of the “major life activities” as those terms

are defined in regulations issued by the Equal Employment Opportunity Commission (EEOC) under the Americans With Disabilities Act (ADA).

Q: May I take FMLA leave for visits to a therapist, if my doctor prescribes the therapy?

Yes. FMLA permits you to take leave to receive “continuing treatment by a health care provider”, which can include recurring absences for therapy treatments such as those ordered by a doctor for physical therapy after a hospital stay, or for treatment of severe arthritis.

Q: Which employees are eligible to take FMLA leave?

Employees are eligible to take FMLA leave if they have worked for their employer for at least 12 months, and have worked for a least 1,250 hours over the previous 12 months, and work at a location where at least 50 employees are employed by the employer within 75 miles.

Q: Do the 12 months of service with the employer have to be continuous or consecutive?

No. The 12 months do not have to be continuous or consecutive; all time worked for the employer is counted.

Q: Do the 1,250 hours include paid leave time or other absences from work?

No. The 1,250 hours include only those hours actually worked for the employer. Paid leave and unpaid leave, including *FMLA* leave, are not included.

Q: How do I determine if I have worked 1,250 hours in a 12-month period?

Your individual record of hours worked would be used to determine whether 1,250 hours had been worked in the 12 months *prior* to the commencement of *FMLA* leave. As a rule of thumb, the following may be helpful for estimating whether this test for eligibility has been met:

- ❖ 24 hours worked in each of the 52 weeks of the year; or
- ❖ over 140 hours worked in each of the 12 months of the year; or
- ❖ 40 hours worked per week for more than 31 weeks (over seven months) of the year.

Q: Do I have to give my employer my medical records for leave due to a serious health condition?

No. You do not have to provide medical records. The employer may, however, request that, for any leave taken due to a serious health condition, you provide a medical certification confirming that a serious health condition exists.

Q: Can my employer require me to return to work before I exhaust my leave?

Subject to certain limitations, your employer may deny the continuation of *FMLA* leave due to a serious health condition if you fail to fulfill any obligations to provide supporting medical certification. The employer may not, however, require you to return to work early by offering you a light duty assignment.

Q: Are there any restrictions on how I spend my time while on leave?

Employers with established policies regarding outside employment while on paid or unpaid leave may uniformly apply those policies to employees on *FMLA* leave. Otherwise, the employer may not restrict your activities. The protections of *FMLA* will not, however, cover situations where the

reason for leave no longer exists, where the employee has not provided required notices or certifications, or where the employee has misrepresented the reason for leave.

Q: Can my employer make inquiries about my leave during my absence?

Yes, but only to you. Your employer may ask you questions to confirm whether the leave needed or being taken *qualifies* for FMLA purposes, and may require periodic reports on your status and intent to return to work after leave. Also, if the employer wishes to obtain another opinion, you may be required to obtain additional medical certification at the employer's expense, or recertification during a period of FMLA leave. The employer may have a health care provider representing the employer contact your health care provider, with your permission, to clarify information in the medical certification or to confirm that it was provided by the health care provider. The inquiry may **not seek additional information** regarding your health condition or that of a family member.

Q: Can my employer refuse to grant me FMLA leave?

If you are an "eligible" employee who has met FMLA's notice and certification requirements (and you have not exhausted your FMLA leave entitlement for the year), you may **not** be denied FMLA leave.

Q: Will I lose my job if I take FMLA leave?

Generally, no. It is unlawful for any employer to interfere with, restrain or deny the exercise of any right provided under this law. Employers cannot use the taking of FMLA leave as a negative factor in employment actions, such as living, promotions or disciplinary actions; nor can FMLA leave be counted under "no fault" attendance policies. Under limited circumstances, an employer may deny reinstatement to work- but not the use of FMLA leave- to certain highly paid, salaried ("key") employees.

Q: Are there other circumstances in which my employer can deny me FMLA leave or reinstatement to my job?

In addition to denying reinstatement in certain circumstances to "key" employees, employers are not *required* to continue FMLA benefits or reinstate employees who would have been laid off or otherwise had their employment terminated had they continued to work during the FMLA leave period as, for example, due to a general layoff.

Employees who give unequivocal notice that they do not intend to return to work lose their entitlement to FMLA leave.

Employees who are unable to return to work and have exhausted their 12 weeks of FMLA leave in the designated "12 month period" no longer have FMLA protections of leave or job restoration.

Under certain circumstances, employers who advise employees experiencing a serious health condition that they will require a medical certificate of fitness for duty to return to work may deny reinstatement to an employee who fails to provide the certification, or may delay reinstatement until the certification is submitted.

Q: Can my employer fire me for complaining about a violation of FMLA?

No. Nor can the employer take any other adverse employment action on this basis. It is unlawful for any employer to discharge or otherwise discriminate against an employee for opposing a practice made unlawful under FMLA.

Q: Does an employer have to pay bonuses to employees who have been on FMLA leave?

FMLA requires that employees be restored to the same or an equivalent position. If an employee was eligible for a bonus before taking FMLA leave, the employee would be eligible for the bonus upon returning to work. FMLA leave may not be counted against the employee. For example, if an employer offers a perfect attendance bonus and the employee has not missed any time prior to taking FMLA leave, the employee would still be eligible for the bonus upon returning from FMLA leave.

On the other hand, FMLA does not require that employees on FMLA leave be allowed to accrue benefits or seniority. For example, an employee on FMLA leave might not have sufficient sales to qualify for a bonus. The employer is not required to make any special accommodation for this employee because of FMLA. The employer must, of course, treat an employee who has used FMLA leave at least as well as other employees on paid and unpaid leave (as appropriate) are treated.

SAMPLE

LOTTERY RULES AND PROCEDURES

POLICY:

Rules: General

1. For the purposes of the following rules, the following terms are defined as:
 - A. All references to dates are defined to mean the CLOSE OF BUSINESS on the date indicated.
 - B. Manual Lottery refers the selection of applicant names by a random method such as the blind drawing of individual names from a container in sequence until all names in the container have been exhausted.
 - C. STAFF Lottery refers to the process whereby all eligible applicants are assigned a random number by the STAFF and sorted, by grade, in order of the randomly assigned number.
2. All Applicants (Students not already attending school) participate in lottery irrespective of preference status.
3. Only applications received prior to the end of the enrollment deadline are eligible to participate in the lottery.
4. All applications received after the initial enrollment period will be accepted on a “First-Come, First-Serve” basis, after the Waiting List has been exhausted.
5. All Applicants offered a seat shall be required to affirmatively respond to an offer for acceptance within the designated time. Those not responding (excludes declines) will be placed on the waiting list with an application date equal to the date the initial offer expired.
6. Only one (1) lottery shall be conducted by a school to include all grades in which the number of Applicants exceeds the number of expected seats available.

- A. If the number of Applicants is less than the number of _____ seats anticipated being available, each Applicant is given a random number. In the event the number of available seats for a grade level in which a public lottery was not conducted is less than the number anticipated at the close of the initial enrollment data, ALL offers shall be rescinded and Applicants shall be offered admission based upon the system assigned numbers.
- B. Siblings of Applicants in another grade who are offered and have accepted admission based upon the preference established by the rescinded offer SHALL maintain the seat accepted and the sibling whose offer which has been rescinded shall be considered to have a preference of an Applicant with a sibling applying for the same academic year.

7. ALL offers of registration shall be made in the order of the lottery results and established Waitlist. **No offer shall be made to a student not properly entitled to the next available seat.**

Rules: Preferences

1. All preference categories shall be published prior to the conduct of the Lottery.
2. All Applicants entitled to receive a placement preference shall be identified PRIOR to the Lottery.
3. Preference status entitles an Applicant to be offered an available seat ahead of Applicants without a preference status.
4. Preferences granted are subject to review and verification. The School reserves the right to rescind acceptance offers if the preference status is not verified or validated (i.e. proof of residency, proof of legal guardianship).
5. All Preferences shall be considered in the following hierarchy:
 - A. Applicant is a sibling of a currently enrolled resident of a charter school in a municipality
 - B. Applicant sibling of an accepted applicant who are residents of a charter school in a municipality applying for the same academic year

- C. Applicant is a resident of a charter school in a municipality
 - D. Applicant is a sibling of a currently enrolled student that is a nonresident of the municipality
6. Siblings who are applying for the first time will receive preference only after one of the siblings has been accepted.

Procedure:

1. The "Open enrollment period must be published in advance of the lottery date regardless of the type of Lottery.

Public Lottery:

1. Public event scheduled.
2. Staff selects all applications received during the initial enrollment period for participation in a public lottery.
3. All applications are verified for preference prior to generating lottery labels. (e.g. All siblings are properly linked and verified, etc.) (See Rule 2 above)
4. Staff selects the grade levels that will participate based on enrollment numbers. (Number of seats available). Those grades not requiring a lottery at the close of the initial enrollment period will have applicant's assigned random number. (See Rule above)
5. System generates labels with all eligible students, sorted by grade, for all students participating in the manual lottery. Students drawn during the lottery will be displayed by drawing number and NOT by name unless specifically requested in writing by client.
6. All labels are affixed to a 3x5" index card and put into a single container (irrespective of grade). (If no preference other than sibling, proceed to step 7)

A. If a preference other than attending or applying sibling is established, those students shall be identified and lottery labels shall be affixed to a colored index card.

B. See Step Loa for selection ordering.

7. School conducting a Manual lottery records the order in which student names are drawn. This can be accomplished by writing the selection number on the card as drawn. Drawing should be done by a neutral third party. (For ease of recording, once selected, cards may be sorted by grade level indicated on label)

8. Lottery results, including Waiting Lists, are forwarded to the FA Staff. (If applicable)

9. The Staff will record Manual lottery results in the STAFF beginning with the lowest-to-highest grade level order.

10. The STAFF will order the students based on number and any preference noted.

A. If a colored index card system is necessary, those cards drawn that are not of the preference color will be recorded/ordered with the addition of the appropriate number to ensure all index drawn colored index cards will have a lower ordinal number.

B. For example: There are a total of 650 applicant's eligible to receive a preference such as Residence Preference. To ensure all 650 of these applicants will be placed before a non-resident, 1000 is added to all non-resident applicant selection order number. If a non-resident card is selected as the third (3rd) card drawn in a public lottery, 1000 is added resulting in a selection ordinal number of 1003. The number used for this purpose shall be announced prior to the first card being selected.

11. Once all numbers are recorded, the lottery will be processed to establish the admission order allowing for all appropriate preferences.

12. Display of lottery results can be by Lottery ID # or student name.

A. If by Lottery ID number, a second set of lottery index cards are distributed to parents with their child's Lottery ID.

13. Staff will generate offers of registration. (See Rule above regarding Offers not responded to within the designate time frame)

14. Remaining students are assigned to the waitlist in the order of their lottery number.

15. Applicants who applied after the close of the enrollment period will be placed on the waitlist in the order that their application was received (date & time)

16. Letters will be sent to waitlisted students indicating their status.

17. Students who decline admission will be marked and the seats that open will be made available to waitlisted students. On the waitlist, the appropriate number of students will be highlighted in the order in which an offer should be made. Siblings of students who are sent an offer will move up on their waitlist as appropriate.

STAFF Based Lottery Process:

1. Staff will select the applicants eligible to participate in the lottery.

2. Staff will select the grade levels which require a lottery.

3. Staff will run the lottery process.

4. The lottery results module of the STAFF will highlight the students eligible for "offer" letters, along with noting the siblings.

5. Letters will be generated to offer students an “offer of registration.”

6. The remaining students will move to a waitlist based on their lottery number.

7. Applications received after the enrollment period will be placed on the waitlist in the order in which they are received. (See Rule above)

SAMPLE

Personnel Action Form (PAF)

Instructions For Completing

PAF's are completed any time there is a change that affects an employee's records. They are to be completed by the Business Manager and submitted to Human Resources immediately when the change occurs. If HR does not receive the PAF on a timely basis, the affected employee's change will not occur.

Type of Action: (More than one can be checked off, indicated all changes taken place on this particular form.) For example: an employee may be getting a promotion and a transfer, which will include a rate change. In that case, all three of those boxes should be checked.

SECTION 1

- 1) Enter the school or office location
- 2) Indicate the Purpose of the form: Check the box that corresponds to the action taken.

SECTION 2

- 3) Enter employee's name, effective date of action, job title, supervisors name and check the appropriate box for the employee's current status.

SECTION 3

- 4) **Salary Change:** Enter applicable information, current salary, proposed salary, last salary review date, current position, reason for salary change, bonus/stipend schedule, proposed % increase, performance rating, next salary review date, and/or new position.

SECTION 4

- 5) **Termination:** PAF is to be completed if an employee is separated from the company. Enter reason for termination, last day worked and days absent from school year. If the employee resigns, attach the resignation form or letter. If the employee is discharged due to a disciplinary action, please attach a copy of the appropriate "Improvement Action Forms" to the PAF.

SECTION 5

- 6) **Leave of Absence** – PAF needs to be completed if an employee is taking a leave for any reason (Family Medical Leave-FMLA, Non-FMLA, Personal Leave, and Military Leave). If employee is returning from leave, indicate date returned.

SECTION 6

- 7) **Job Location Change** – PAF is to be completed when an employee is transferred from one position or school to another whether it's within the school or to another school. NOTE: If the employee is going to another school, the school receiving the new employee is responsible for submitting the PAF.

SECTION 7

- 8) **Marital Status:** Check appropriate box
- 9) **Name Change:** Supporting documentation must accompany any name change as well as an updated Social Security Card.
- 10) **Change of Address and Phone Number:** Include street, city and zip code.

Leave of Absence Data

If an employee is taking leave for any reason: personal, military, FMLA (Family Medical Leave) or Non-FMLA (medical leave but not illegible for FMLA), the appropriate box needs to be checked. Remember the effective date at the top of the PAF must be the actual day the leave begins. In addition, the PAF needs to be submitted with Time-Off Reports for each pay period that will be affected. Upon *Return from LOA*, another PAF needs to be submitted. The effective date needs to be the actual day the employee returned to work. It must match the return date in this section. The *Days Absent* and the *Review Date Change* will be filled in by Human Resources. When an employee returns from leave, the *Annual Review Date* will be adjusted according to the amount of days they missed.

15. Termination

NOTE: An employee is not to be discharged unless you have contacted Human Resources; a discussion has occurred regarding the employee in question and a joint decision has been made determining that termination is imminent.

Remember, we ALWAYS suspend pending investigation before a decision is made to terminate the employee or not. The only exception is for an Introduction period termination.

IMPORTANT NOTE: If an employee quits their job, PLEASE call Human Resources IMMEDIATELY! H.R. needs to know for the following reasons: 1) Payroll deductions (money an employee might owe property. 2) The effect the termination has on the employee's benefits.

Approvals

Signatures are a very important part of this process of completing a PAF. The Principal, and an HR Representative must sign and date the form.

SAMPLE

Personnel Action Form

School/Office Location: _____

INDICATE PURPOSE OF FORM:

- Position Change
 Name Change
 Marital Status Change
 Salary Change
 Change of Location
 Stipend/Bonus
 Special Payment
 Change of Address
 Other
 Leave of Absence
 Termination
 Phone Number Change
 (Voluntary; Involuntary)

This section must be completed for every action:

Employee:	Effective Date of Action:
Job Title:	Supervisor's Name:
Employee's Current Status:	
<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time <input type="checkbox"/> Substitute Teacher <input type="checkbox"/> Temporary Worker	

Salary Change:

Current Salary:	Proposed % Increase:
Proposed Salary:	Performance Rating:
Last Salary Review Date:	Next Salary Review Date:
Current Position:	New Position:
Reason For Salary Change:	Bonus/Stipend Payment Schedule:

Termination: (please attach resignation letter)

Reason for Termination:
Last Day Worked:

Days Absent This School Year:

Leave of Absence: (If FMLA, "Request for Family/Medical Leave" form must be attached)

Reason for LOA:

If Returning From LOA: (Indicate Date Returned)

Job Location Change:

Current Location:

To: (New Location)

Marital Status – Change To:

Single

Married

Widowed

Divorced

Separated

Name Change (Supporting documentation must be attached along with updated S.S. card):

Change Name to:

Change of Address: (Include Street, City & Zip Code)

New Home Address:

New Telephone No.: ()

Alternate Phone #: ()

Principal's/Supervisor's Signature: _____

Date: _____

Human Resource Signature: _____

Date: _____

PETTY CASH POLICY

Petty cash funds are often necessary to make small purchases in situations in which it would be impractical or inefficient to produce a purchase order. Advances from a petty cash fund also are necessary, on a less frequent basis, to issue timely refunds to students. Because these disbursements may be frequent or large, it is important to have procedures for the control of petty cash funds.

Administrative Policy

Petty Cash Replenishment - The process by which the local petty cash fund is replenished and disbursements from petty cash are recorded to the correct account codes, funds, schools, and specific units in the accounting system.

Petty Cash Advances - A check advance to an employee or vendor in order to carry out authorized purchases or disbursements through the petty cash fund.

Petty Cash Receipt/Request - A pre-numbered receipt which evidences transactions into and out of the petty cash fund.

Authority and Responsibility

The Business Manager is responsible for the administration of petty cash funds. Authority to establish local petty cash accounts is assigned to Principal.

Guidelines and Procedures

1. Petty Cash Advances

Petty cash fund requests must be submitted in writing from the Business Manager to the Board. Requests for the establishment of a school petty cash fund must include the purpose, the amounts, and the duration.

2. Petty cash Account Control

School petty cash advances must be maintained in local bank accounts separate from any other local bank account.

Advances from petty cash accounts must be on a check basis evidenced by a pre-numbered receipt/request form showing the amount, the date, the purpose, the payee, and the authorized signature of a responsibility center manager. Returns of cash to the petty cash fund must be processed by the use of a pre-numbered receipt showing the amount returned, the date, and the name of the person returning the cash. Petty cash accounts must be reconciled monthly with supporting documentation on file for annual audit purposes. School petty cash funds must be replenished at least monthly in order to record all expenditures or other financial transactions from the petty cash fund to the proper account codes, funds, schools, and specific units in the accounting system.

3. Authorized Disbursements

Advances from the petty cash fund must not exceed 200.00 and must be used for purchases in which the use of a purchase order is impractical or inefficient. Petty cash fund advances may also be used to expedite student refunds or to make emergency travel advances to employees.

4. Unauthorized Disbursements

Petty cash funds must not be used for payroll payments or other expenditures requiring Internal Revenue Service reporting. Disbursements from the petty cash fund must not be made for the purpose of avoiding the normal purchasing procedures or to circumvent established commitment authorization procedures such as the reimbursement of employee travel expense vouchers. Advances from the petty cash fund also must not be made for repetitive purchases from the same vendor which can be handled more effectively with a blanket purchase order.

5. Signature Authority

Signature authority on school petty cash bank accounts will be limited to the Principal and Business Manager.

6. Normal Balance

The normal balance in the petty cash account should not exceed \$500.00 for disbursements other than student refunds. When the need for student refunds ceases, the additional cash for student refunds must be returned to the school office by means of a deposit to the concentration bank account. This will return the petty cash account to its normal balance.

16. Authorization

The Business Manager must have on file written documentation of the names and titles of those persons having the authority to sign check disbursements from the local petty cash fund. The Board has the authority to approve the establishment of school petty cash funds.

SAMPLE

STANDARDIZED PROFESSIONAL PRACTICES FOR TEACHERS

- All faculty members will conduct themselves in a professional manner at all times when on campus.
- All faculty members will arrive and be in the classroom on time.
- All faculty members are to use their planning time for exactly that purpose.
- All faculty members will be prepared to teach each and every day.
- All faculty members are required to submit weekly lesson plans reflecting Sunshine Slate Standards and ESOL Standards, goals and objectives.
- All faculty members are required to submit a syllabus for each subject taught.
- All faculty members must make themselves available for after school help sessions one day of the week for thirty minutes after the final bell.
- All faculty members must vary their instructional methodology and testing/assessments of student performance.
- All faculty members will communicate with the student's parent/guardian by 5:00 p.m. the day following the initial call by the parent.
- All faculty members must report to their assigned duty stations on time.
- All faculty members must provide a copy of each semester exam one week prior to the testing session.
- All faculty members must keep a hard copy of their grade book/plan book to be submitted at the end of the school year.
- All faculty members must meet any and all deadlines for reports, report cards, interim reports, etc. as set forth by administration.
- All faculty members must put request for field trips, guest speakers, fundraising activities, etc. in writing to administration per guidelines in the teacher handbook.
- All faculty members must participate in the extracurricular aspects of the school by moderating a club, service organization, or specialized class.
- All faculty members are prohibited from showing "R" rated movies unless written permission is obtained from the school principal and the student's parent/guardian. The principal must approve any movie shown by a teacher in the classroom..
- Each teacher should have posted in his or her classroom:
 - a. Daily schedule
 - b. Fire drill map
 - c. Class rules
 - d. Consequences for not following the rules (P.A.R.R.).
- Leaving the campus during working hours without permission is prohibited. (excluding lunch time).
- All telephone calls should be brief and related to school business. Cell phones may not be used in the classroom with students present.

- During the course of the year, all teachers will be expected to attend a few evening events, i.e., Open Houses and Orientation. Although we have scheduled work hours, as dedicated professionals, you're aware that teaching is not a 9-5 job. We appreciate all of your efforts!
- Copies of correspondence concerning the entire class or grade level must be submitted to administration before sending home.
- Please keep your classrooms neat and orderly and attractive.
- Classroom bulletin boards should reflect the student's work and must be changed regularly.
- Faculty members are expected to adhere to all rules set forth by FA. We must work together as a team to continue our pathway to success!

SAMPLE

RISK MANAGEMENT/SAFETY POLICY

At Franklin Academy (“FA”), the prevention of accidents and injuries to you, STUDENTS and the general public shall be integrated totally into all aspects of the working environment. For this purpose, FA has established a workplace safety program. This program is a top priority for FA. The Human Resource Department has responsibility for implementing, administering, monitoring, and evaluating the safety program. Its success depends on the alertness and personal commitment of all. All levels of administration, teaching and management staff will be held accountable to maintain a safe and healthy environment and to ensure adherence to all safety rules and regulations.

Some of the best safety improvement ideas come from you. Those with ideas, concerns, or suggestions for improved safety in the workplace are encouraged to raise them with their immediate supervisor, with another supervisor or Principal, Human Resources for FA. Reports and concerns about workplace safety issues may be made anonymously if you wish. All reports can be made without fear of reprisal.

You are expected to obey safety rules and to exercise caution in all work activities. You must immediately report any unsafe condition to the appropriate supervisor. If you violate safety standards, fail to report or, where appropriate, do not remedy such situations, you may be subject to disciplinary action, up to and including termination of employment.

HAZARD IDENTIFICATION, ASSESSMENT AND CONTROL

Hazard identification and elimination is not only an inherent responsibility of supervision in providing a safe workplace for employees, but also requires employee involvement. As such, hazard evaluation and control shall be an on-going concern for all. It is the responsibility of everyone (administration, supervisors and all employees) to identify, report, and correct, all possible hazards. Employees are particularly important in this process as they are in the best position to identify hazards in the work-place and day-to-day operations.

Franklin Academy will have a procedure for conducting inspections of schools compliance with health and safety rules. The purpose of the inspections will be to identify hazards and unsafe practices before they cause an injury or accident.

Formal safety and health inspections will be conducted under the following minimum timeliness.

- a. Quarterly with a corporate safety committee member:
- b. Monthly by the respective school’s Business Manager
- c. Franklin Academy health and safety program will be reviewed annually.

After completing the school facility inspection, the person making the inspection will:

- a. Discuss the findings with the designated risk manager and the And the sources responsible for creating the condition. Invite their comments, suggestions and aid.
- b. Ensure recommended changes/corrections are transmitted to/discussed with the proper person for correction.
- c. Follow up on changes, corrections and other actions necessary.
- d. Provide a copy of checklist to the risk manager, along with statement of corrective actions taken or still required.

Inspection Guidelines

The listing below includes items, areas and categories that may be looked at during safety inspections of the schools. The list is generic and not all-inclusive, but provides guidelines of the areas to be inspected.

- a. First aid safety and health equipment, including the school nurses office.
- b. Posters, signs required by OSHA as well as posters developed by the students.
- c. Accident reporting records.
- d. Equipment and tools.
- e. Housekeeping of the school: maintaining clean work areas, free of trash/debris accumulation, tripping and slipping hazards.
- f. Lighting
- g. Sanitation: water, restrooms for cleanliness and proper operation.
- h. Proper ventilation.
- i. Personal Protective equipment.
- j. Fire safety and protection.
- k. Storage of any combustible materials.
- l. Electrical systems and devices.
- m. Openings, floor, wall, safety railings.
- n. Materials-handling equipment and elevators.
- o. Ladders
- p. Hazard communication program and MSDA's
- q. Stairways: Safety railings, condition.
- r. Gymnasiums- floor safety and equipment safety.
- s. Science labs- ventilation and chemical storage
- t. Playgrounds-equipment and grounds.

Franklin Academy will act expediently to correct any deficiencies found.

Accident Plan

In case of an accident, **STOP WORK**, and take the following steps:

1. Provide aid to the injured person
2. For EMT call 911 or the supervisor immediately
3. Eliminate the cause of the accident if possible
5. Take steps to prevent a second accident
6. Prepare a written accident report with the full details of the accident and submit it to the office on the day of the accident
7. Do not under any circumstances leave the scene of an accident

FAILURE TO FOLLOW SAFETY RULES AND PROCEDURES WILL LEAD TO DISCIPLINARY ACTION, UP TO AND INCLUDING DISCHARGE FROM EMPLOYMENT!

FA is proud of its safety record. To protect all employees and to safeguard faculty, students, equipment and property, no employee will perform any type of work until they fully understand the correct operation and possible hazards involved, safety procedures, and the necessity of safety equipment. Accidents can be prevented through use of reasonable precautions and the practice of safe working habits.

SAFETY POLICY

At Franklin Academy (“FA”), the prevention of accidents and injuries to you, STUDENTS and the general public shall be integrated totally into all aspects of the working environment. For this purpose, FA has established a workplace safety program. This program is a top priority for FA. Human Resource has responsibility for implementing, administering, monitoring, and evaluating the safety program. Its success depends on the alertness and personal commitment of all. All levels of administration, teaching and management staff will be held accountable to maintain a safe and healthy environment and to ensure adherence to all safety rules and regulations.

Some of the best safety improvement ideas come from you. Those with ideas, concerns, or suggestions for improved safety in the workplace are encouraged to raise them with their immediate supervisor, with another supervisor or manager, Human Resources for FA. Reports and concerns about workplace safety issues may be made anonymously if you wish. All reports can be made without fear of reprisal.

You are expected to obey safety rules and to exercise caution in all work activities. You must immediately report any unsafe condition to the appropriate supervisor. If you violate safety standards, fail to report or, where appropriate, do not remedy such situations, you may be subject to disciplinary action, up to and including termination of employment.

SAFETY HOTLINE INFORMATION

You are encouraged to call HR to report any crime or violation of a safety or security issue on FA property. These calls can be anonymous.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, you must notify the Director of Security and Safety or the appropriate supervisor within the same business day in which the accident occurred. Such reports are necessary to comply with laws and to initiate insurance and workers' compensation benefits procedures.

SAFETY PROCEDURES

FA believes it is the responsibility of each employee to contribute to the safe operation of the respective facility. A first aid kit and fire extinguishers are provided in all schools. For information on emergency procedures, you should see your principal.

You must be familiar with the following Accident Plan and safety information:

Accident Plan

In case of an accident, **STOP WORK**, and take the following steps:

4. Provide aid to the injured person
5. For EMT call 911 or the supervisor immediately
6. Eliminate the cause of the accident if possible
5. Take steps to prevent a second accident
6. Prepare a written accident report with the full details of the accident and submit it to the office on the day of the accident

7. Do not under any circumstances leave the scene of an accident

FAILURE TO FOLLOW SAFETY RULES AND PROCEDURES WILL LEAD TO DISCIPLINARY ACTION, UP TO AND INCLUDING DISCHARGE FROM EMPLOYMENT!

FA is proud of its safety record. To protect all employees and to safeguard faculty, students, equipment and property, no employee will perform any type of work until they fully understand the correct operation and possible hazards involved, safety procedures, and the necessity of safety equipment. Accidents can be prevented through use of reasonable precautions and the practice of safe working habits. Therefore, the following procedures and standards have been established:

Illness or Injury

If you are injured or become ill while at work, report immediately to the principal. Get first aid or medical care without delay. An accident report must be completed even if the injury appears minor.

When an injury requires medical care or hospitalization, you should be accompanied by another employee who will then contact the supervisor with details as soon as possible.

SAFE WORKPLACE POLICIES

FA is concerned about your safety and the safety of your work environment. Safety can only be ensured if all of us make safe work habits a matter of routine. FA is committed to maintaining health and safety standards equal to or better than those required of it by the Occupational Safety and Health Act of 1970 (OSHA) and the U.S. Department of Labor, and other relevant state safety and health standards. We expect full cooperation from you in complying with these standards.

All employees of FA must follow the safety rules and requirements. You also must make a personal commitment to work in a safe manner. If you see something that may be a work hazard, take it upon yourself to report it to your supervisor.

If you are hurt or injured at work, or you observe another injured in the workplace, even if the injury seems to be a small injury, you must report the injury to your supervisor immediately. FA wants and needs to know about all injuries and we want to make sure you are provided with immediate medical treatment. Failure to immediately report an injury or accident may result in a denial of your claim by the workers' compensation insurance carrier. In order to be eligible for workers' compensation, the employee's accident or injury must be a result of assigned job duties and a business necessity.

General Safety Rules:

FA is committed to safety. Your help is vital for your own protection. FA requires you to follow these listed safety rules at all times:

1. Job safety is the responsibility of each employee. Use common sense and stay alert on the job at all times. Safety is no accident. Don't rely on others and take responsibility for your own safety.
2. All accidents, no matter how small, must be reported to your supervisor, security, and Human Resources immediately.
3. Employees are expected to abide by the school's Drug and Alcohol Policy.
4. Report any unsafe conditions to your principal or to FA immediately.
5. Any employee furnished personal protection equipment for a job or task is required to use that equipment while performing that job or task. Proper clothing and shoes should be worn at all times. Do not wear loose clothing, long loose hair, or jewelry around moving equipment.
6. Abide by FA's Smoking Policy.
7. Obey all safety and warning signs. Do not remove or bypass any safe guards on any machinery.
8. Do not participate in horseplay, tease or otherwise distract fellow workers. Do not run on the job, always walk.

9. All employees who operate FA vehicles or equipment, or are passengers in school vehicles must wear their seat belts at all times. If you board a vehicle or piece of equipment operated by an employee, agent, or independent contractor of FA and that vehicle or equipment does not have a designated seat with a seat belt, you are not permitted to ride on that vehicle or piece of equipment. If you are required to use your own vehicle for company business, you must wear a seat belt at all times.

These safety rules are not meant to be all inclusive or to cover every conceivable situation. Always use good judgment and common sense to protect your safety and the safety of others. Remember that carelessly endangering yourself or others will lead to disciplinary action, up to and including discharge.

OSHA AND HEALTH DEPARTMENT REQUIREMENTS

The objectives of the federal Occupational Safety and Health Act (OSHA) and State Health Department are to provide a safe and healthy workplace and eliminate unsafe conditions. All OSHA directives and Health Department rules must be carried out for the protection of both you, the Members and Guests. **Any suspected safety or health hazard should be brought to the attention of the supervisor immediately.**

TEACHER CERTIFICATION

"The purpose of instructional personnel certification is to provide evidence that the teachers in the State of Florida are professionally qualified in order to protect the educational interests of students, parents, and the public at large. Instructional personnel who obtain certification in the State of Florida shall possess adequate pedagogical and relevant subject matter knowledge and demonstrate an acceptable level of professional performance" (State Board of Education). **It is a requirement of Franklin Academy that all instructional personnel possess valid Florida Teacher Certification.**

Who is responsible for an individual's certification?

Florida State Board of Education Administrative Rules specify that it is the responsibility of each applicant to complete all requirements for a certificate. Completed applications shall consist of the completed application form, fee, official transcripts, and other documents required by rule or law and as stipulated in the teacher's Statement of Eligibility/Official Statement of Status of Eligibility to process the application.

What are the steps for obtaining certification in Florida?

Certification in Florida is a three step process. The three steps that include the requirements necessary to obtain a Professional Certificate are listed below:

Step 1 - Requirements for issuance of an Official Statement of Status of Eligibility

- Submit application and \$56 fee for each subject requested.
- Hold a bachelor's or higher degree that has been awarded by an accredited college/university or has been evaluated in accordance with Florida State Board of Education Rules.
- Meet specialization (subject content) requirements in a subject in which Florida offers certification. If the Official Statement of Status of Eligibility reflects deficiencies in the area of specialization, these requirements must be satisfied prior to issuance of the Temporary Certificate.
- Have a 2.5 grade point average on a 4.0 scale in the initial certification subject to be shown on the certificate.

Step 2 - Requirements for issuance of a three-year nonrenewable Temporary Certificate

- Hold a valid Official Statement of Status of Eligibility that reflects no deficiencies in specialization requirements.
- Obtain employment in an instructional or administrative position in a Florida public, state-supported, or nonpublic school that has an approved system for demonstration of Professional Education Competence.
- Submit fingerprints to employing district or school. Fingerprint report must be submitted by employer to the Bureau of Educator Certification.

Step 3 - Requirements for the issuance of a five-year Professional Certificate

- Submit application and \$56 fee.
- Meet the requirements for the three-year nonrenewable Temporary Certificate.
- Satisfy Florida's testing requirements by presenting a passing score on each of the following tests or an approved alternative:
 - Professional Knowledge: Florida Professional Education Test.
 - General Knowledge: College Level Academic Skills Test (CLAST).

- Subject Area Knowledge: Florida Subject Area Examination for each shown on the certificate.

subject

- Successfully complete an approved system for demonstration of Professional Education Competence.

What are the approved alternatives for satisfying the Florida Certification tests?

All of the testing requirements for a Professional Certificate in Florida are satisfied if the following criteria are met:

- Holds a valid standard certificate from another state,
- Has earned two years of consecutive full-time public school teaching experience in another state within the five years preceding the date of application for the Florida certificate, and
- Applies for a Florida Educator's Certificate in the subject(s) shown on the out-of-state certificate.

OR

- Holds a valid standard certificate from another state,
- Holds a valid certificate issued by the National Board for Professional Teaching Standards (NBPTS), and
- Applies for a Florida Educator's Certificate in the subject(s) shown on both the out-of-state certificate and the NBPTS certificates.

The general knowledge testing requirement is satisfied by presenting official documentation of one of the following:

- Passing scores on the College Level Academic Skills Test (CLAST)
- Passing scores on the approved Praxis PPST or CBT exam
- A valid standard certificate from another state which requires a general knowledge test for certification
- Passing scores on another state's general knowledge test

The professional knowledge testing requirement is satisfied by presenting official documentation of one of the following:

- Passing score on the Florida Professional Education Test
- A score of 657 on the NTE/Praxis Professional Knowledge Test

The subject area knowledge testing requirement is satisfied by presenting official documentation of one of the following:

- A passing score on the appropriate Florida Subject Area Examination
- Passing scores on an approved Praxis/NTE specialty area test
- A valid standard certificate from another state which requires a subject area test for certification. The certificate must be issued in the subject(s) area for which the applicant applied.

Where is the completed application sent?

Full-time teachers, other than non-degreed vocational teachers, should send the completed application to the Florida Department of Education (FDOE) following the directions given on the application. For information or questions, call the FDOE Bureau of Educator Certification at 1-800-445-6739.

Applications of non-degreed vocational teachers should be filed with M-DCPS Instructional Certification. Certification procedures differ for non-degreed vocational teachers and are described later in this section. For more information regarding applications for vocational teachers, call (305)995-7200.

After I receive the certificate, is any action required?

When the certificate is received, it is the teacher's responsibility to send a copy to M-DCPS Instructional Certification. The certificate is a valid license that will cover the teaching experience for the year. A copy of the certificate must also be given to the principal for the school site personnel file. Copies of any documents submitted with the application to the local or to

the state certification office should be retained by the individual. Teachers, other than vocational teachers, may find the following checklist useful as they proceed through the process for initial certification.

SAMPLE

CHECKLIST FOR INITIAL APPLICATION: Professional or Temporary

Certificate

_____ Completed Application for Florida Educator's Certificate (CG-10), and sent to the Bureau of Educator Certification, Tallahassee, with \$56.00 personal check or money order application fee. Made copy for personal files.

_____ Sent official transcripts from colleges/universities bearing the seal of the institution and signature of the registrar to the Bureau of Educator Certification, Tallahassee.

_____ Contacted M-DCPS Instructional Certification to send proof of immigration status and right to work via a completed I-9 Form (Employment Verification) to the Bureau of Educator Certification, Tallahassee, if not a U.S. Citizen.

_____ Completed fingerprinting process through the M-DCPS Fingerprint Department, including payment of the processing fee of \$55.00 (cash or money order).

_____ Received an Official Statement of Status of Eligibility. No file will be processed until all required application documents have been received by the Florida Department of Education, Bureau of Educator Certification:

- a) Application with all sections completed,
- b) Processing fee of \$56.00, and
- c) Official transcripts showing degree(s) and any additional transcripts requested by the Educator Certification.

IF THE INFORMATION REQUIRED TO COMPLETE THE APPLICATION HAS NOT BEEN RECEIVED BY THE FLORIDA DEPARTMENT OF EDUCATION, BUREAU OF EDUCATOR CERTIFICATION, WITHIN TWELVE (12) MONTHS FROM THE DATE OF RECEIPT OF THE APPLICATION, THE APPLICATION SHALL EXPIRE AND THE FEE SHALL BE FORFEITED.

_____ Received the Three-Year Non-Renewable Temporary Certificate.

_____ Submitted a copy of the Temporary Certificate to M-DCPS Instructional Certification, Mail Code 9305 or 1500 Biscayne Blvd, Suite137, Miami, FL 33132.

How do I obtain a Professional Certificate?

To obtain a professional certificate, the teacher with a three-year non-renewable Temporary Certificate MUST:

- Pass the General Knowledge Test within one year of date of employment
- Pass the Subject Area Examination
- Pass the Professional Education Subtest
- Satisfactorily demonstrate professional education competence
- Complete all required coursework as noted on the Official Statement of Status of Eligibility
- Complete the practical experience requirement of two years' teaching experience or complete student teaching
- Submit an application for the Professional Certificate with appropriate fee

The following two options are now available for satisfying the General Knowledge Test requirement:

1. Achievement of passing scores on another state's general knowledge examination or
2. A valid standard teaching certificate issued by another state that requires an examination of mastery of general knowledge

A valid standard teaching certificate issued by another state that requires an examination of Mastery of Subject Area Knowledge may now be used to satisfy the Subject Knowledge Test requirement.

To obtain a professional certificate, the full-time, vocational teacher who has a issued, two-year, nonrenewable certificate, during the two-year period MUST:

district-

- Complete all required professional preparation coursework
- Complete the practical experience requirement of two years teaching experience or complete student teaching
- Submit an application for the professional certificate with appropriate fee
- Successfully demonstrate professional education competence

For more information, call the Florida Department of Education Certification Hotline at 1-800-445-6739 or visit the Florida Department of Education, Bureau of Educator Certification web site at: <http://www.fldoe.org/edcert/>

What if I am a certificated, experienced teacher from out-of-state?

Florida Statutes provide for a certificated teacher from out-of-state to obtain a Florida Educator's Certificate without taking the Florida Examinations or demonstrating professional education competence. To qualify under this provision certain criteria must be met.

- Hold a valid standard teaching certificate teacher issued by another state and valid certificate issued by the National Board for Professional Teaching Standards; or
- Hold a valid standard teaching certificate issued by another state and documentation of 2 years of continuous successful full-time teaching or administrative experience during a 5 year period immediately preceding the date of application for the Florida certificate.
- Apply for Florida certification in the subject(s) shown on the out-of-state certificate.

Certified, experienced out-of-state teachers should immediately contact HR Instructional Certification at (305) for further information.

To obtain a professional certificate, I must satisfactorily demonstrate professional education competence. What does that mean?

Any teacher hired after July 1, 1997 must demonstrate professional competence. To help clarify this requirement, a Professional Training Information form will be sent from Pricipal to all newly hired teachers. This form, along with an official transcript from the post secondary institution awarding the degree, the Verification of Satisfactory Teaching Experience form, and a copy of any teaching certificate held (if applicable), is to be returned within 30 days to Human Resources and Staff Development, Mail Code #9019. The information will be used to identify and help those teachers with special circumstances.

What do I have to do in order to document that I "demonstrate professional education competence"?

Any teacher hired after July 1, 1997 who completed an approved teacher education preparation program at a post secondary institution within Florida has met the requirement. FDOE accepts completion of an approved teacher education preparation program at a post secondary institution within Florida as assurance that the applicant demonstrates professional education competence.

And if I did not complete an Approved Teacher Education Preparation Program at a post secondary institution within Florida, what do I do?

Any teacher who did not complete an approved teacher education preparation program at a post secondary institution within Florida or who does not have at least two years of successful full-time teaching experience must demonstrate professional education competence within the first year of employment in order to obtain a Professional Educator's Certificate.

After the completion of 180 student contact days, copies of two Professional Assessment and Comprehensive Evaluation System (PACES) observations and the annual PACES evaluation should be sent to Human Resources and Staff Development, Mail Code #9019 to document professional education competence.

Do I have to demonstrate professional education competence if I am an experienced teacher but new to the District?

It depends. Florida Statutes provide for certificated teachers from out-of-state to obtain a Professional Certificate without taking the Florida Examinations or demonstrating professional competence if they meet either of the new fast track provisions which are stated on page 42. Any teacher who does not meet either of these provisions will have to document professional education competence.

What happens if I began teaching after the school year started or if I do not teach 180 student contact days?

The 180 student contact days do not have to be accumulated within one school year. But, as stated earlier, the teacher will need to submit the two PACES observations and an annual PACES evaluation to document professional education competence.

If I am hired as an hourly teacher or as a permanent substitute teacher (3100) will I be able to use that experience to demonstrate professional education competence?

Yes. The 180 student contact days do not have to be accumulated at one school or within one school year. But the teacher will need the two PACES observations and an annual PACES evaluation to document professional education competence.

SAMPLE