

***Florida Charter***



***Foundation***

**2014 Charter Application**

**for Campus "3"**

**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 3

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): NA

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

The proposed school will open in the fall of school year: 2014

Term of Charter Requested 5 years

Table with 3 columns: School Year, Grade Levels, Total Student Enrollment\*. Rows include First Year (1400), Second Year (1950), Third Year (2400), Fourth Year (2600), Fifth Year (2600). Includes 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.

[Handwritten Signature]

7/31/2013

Signature

Date

Scott Sznitken

Printed Name

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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 “build better people every day” through a rigorous single-gender educational program that integrates project-based learning, inquiry, continuous improvement, and character education while addressing each individual’s learning needs.

#### **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 parents with the flexibility to choose among diverse educational opportunities by offering parents and students a choice in tailoring their academic success through the expertise of faculty and staff, implementation of effective instructional methodologies, continual academic growth and development, and establishment of a safe environment conducive for teaching and learning.

At Franklin Academy, highly qualified staff and administration will work with students, parents, and the community to ensure that each student masters all core academic areas and receives a well-rounded education in the core content areas of Reading/Language Arts (including Writing), Mathematics, Science, Social Studies and World Languages. The curriculum will also include enrichment courses in Physical Education, Fine or Performing Arts, and Practical Arts. To make the School’s mission a reality and meet high standards of student achievement, the School will:

- Provide students with motivated, highly qualified teachers and administrators
- Empower faculty to collaborate in constructing thematic curriculum maps to ensure equity and flexibility in meeting students’ educational needs while addressing benchmarks and process skills
- Develop and/or utilize standards-based curricula aligned with the benchmarks of the Next Generation Sunshine State Standards (NGSSS), which include the common core standards in English/Language Arts and mathematics as redefined in s. 1000.21, F.S., in accordance with Senate Bill (SB) 1076.

- Develop and utilize instructional focus calendars as mandated by each individual class's learning needs based on data, allowing for tutorials, enhancement, and enrichment
- Promote the use of educational technology and highly effective research-based instructional methodologies including project based learning and inquiry
- Integrate a program of character development that allows students to develop a sense of community, integrity, and obligations to self and our world
- Regularly monitor student progress by implementing a variety of assessment techniques across all content areas
- 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
- Foster communication and involvement with parents and the community that will include the use of a web-based student information system
- Encourage parent input and shared decision making by all stakeholders within the school

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.

It is important to note that Franklin Academy will be a school of choice and therefore parents will be able to 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 English Language Learners (ELL) and Exceptional Student Education (ESE) students.

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

The Governing Board of Franklin Academy will be 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.

Responsibility and accountability for enhanced academic success and financial efficiency will be aligned with staff members' job descriptions. The academic success and financial efficiency of the School will be analyzed and reported through our School grade, meeting Adequate Yearly Progress (AYP), and in our various operating reviews, financial reports, and audits. To achieve this, a budgeting and allocation system will be implemented 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 will provide the assurance that employees made proper decisions in the use of public funds. 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 teachers, parents, and students on results of assessments and documentation of student learning will be an integral component of the school's operation.

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 will be 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 for review. This information will be documented and used as a planning tool for teaching and learning.

**Communication with Parents about Reading**

Information regarding student reading achievement and assessment results will be shared with parents throughout the year through progress reports, report cards, parent/teacher conferences, 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.

### **Communication with Parents about Learning Gains**

Information regarding student learning gains will be shared with parents in a variety of ways. 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 (SIS).

Franklin Academy has selected PowerSchool as the SIS for the School. Using PowerSchool, parents will be able to check homework assignments, confirm that homework was handed in, and view final grades as they exist in the teacher's gradebook. Parents will also be able to track their child's performance on state standards, register to receive alert notifications, and review daily comments from teachers. Franklin Academy is committed to the continuous academic growth of students and effectiveness of the school's educational program. To that end, the school will be receptive to the development of newer SIS products over the term of the charter and may adopt another system if one is determined to better meet the needs of the school.

Communication with parents will also be supported through a communication folder that will be sent home weekly. Individual parent-teacher conferences will be held as needed to support students and their academic growth.

A variety of assessments will be used to ensure that students gain at least a year's worth of learning for every year spent in the charter school. Teachers and administrators will continually assess and monitor academic growth and learning gains individually to empower students and provide timely feedback to parents concerning academic performance. Report cards will be standards-based and notification of ongoing success of the School will be available for parent review on our website.

### **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 administrators will continually assess and

monitor academic growth and learning gains 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
- 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
- differentiated instruction and other high yield strategies to elicit in-depth understanding
- promoting cooperative learning and teamwork to help develop leadership and managerial qualities in all students
- authentic assessments that can accurately measure acquisition of process skills and promote kinesthetic engagement
- adequate reflection time and feedback to students to provide opportunity for self-improvement, growth, and remediation/ extension of areas of deficiency or high interest

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

Franklin Academy will increase learning opportunities for all students, while emphasizing specific approaches for low-performing students and reading. Instruction will be delivered through a comprehensive researched-based model. A highly-focused instructional approach has been designed to complement Florida's Next Generation Sunshine State Standards (NGSSS) and will ensure that all students' learning needs are

met. Students performing at all instructional levels will benefit from challenging, project-based learning activities. English language learners (ELL) will be able to thrive in classrooms where peer interaction and conversation enable them to acquire English very naturally at an accelerated pace. This approach will be the perfect complement to key elements of Franklin Academy's plan to support all learners and improve the achievement of low-performing students, particularly in reading. These elements are described below.

*Instruction* will be differentiated and scaffolded to provide targeted support with the goal of increasing independence. Teachers will meet with students in small groups or individually 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.

*High-quality core classroom reading instruction* will focus on grade-specific NGSSS and essential reading components including oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction will also target skills important to the development of language comprehension: background knowledge, language structure, verbal reasoning, and literacy knowledge [Scarborough, 2001 in Greenberg, Florida Center for Reading Research (FCRR), available on line at [http://www.fcrr.org/science/pdf/Greenberg/FL\\_Leadership\\_MiddleHighSG\\_SJB\\_Edits.pdf](http://www.fcrr.org/science/pdf/Greenberg/FL_Leadership_MiddleHighSG_SJB_Edits.pdf)].

*Age-appropriate intervention* will receive special emphasis. Intervention programs and resources will be selected that have been specifically designed for and proven to be successful with high school students. We believe that without these interventions, many of our student who come to school poorly prepared will lag even farther behind their peers.

*Instructional time* will increase for students who score level 1 or 2 on the Florida Comprehensive Assessment Test (FCAT), or common core assessments upon implementation, or who have not passed a required End of Course Assessment (EOC). Identified students will receive additional focused instruction each day and/or remediation and reinforcement. Students who score at Level 1 or 2 on FCAT Reading will take an intensive reading course in addition to the language arts class. This course is designed to review reading comprehension skills necessary to succeed in academic courses. Emphasis will be placed on building vocabulary thought context clues, determining the stated and implied main idea of reading passages, identifying significant

details, drawing appropriate conclusions and generalizations, distinguishing facts from opinions, identifying cause and effect, determining the author's purpose and bias, using critical reading skills, and developing the active reading process as well as self-assessment. Students will also develop learning and study skills as well as grammar skills.

*Research-Based Materials* targeting specific student needs will be used with low-performing students. Examples of effective materials include English Workshop and Elements of Writing which focus on helping students better understand the layout of sentences so as to increase their ability to create sentence variety and paragraph coherence. 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.

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

*Student progress* will be monitored using tools including an educational diagnostic exam to identify students' strengths and needs, and determine curricular placement along with the Florida Assessments for Instruction in Reading (FAIR), Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in grades 9-11, ACT's Plan tests in grades 9-10, and SAT and ACT (grades 11-12). Interim assessments administered at intervals throughout the school year will help to measure the effectiveness of instruction.

*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 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.

## Single Gender Classrooms

According to Sax (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” (p 285).

Specific observations outlined by Sax (2006) 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 processes for boys and girls have encouraged Franklin Academy to offer single-gender classes in most core subject areas while having a co-educational (co-ed) environment outside of those specific classes. Professional development will be provided to faculty and staff to align and further research the differences that occur between the academic progress of a single sex classroom and the same class given in a co-ed environment in other schools. Parent workshops and opportunities to discuss the ongoing issue will be discussed and developed as part of our ongoing school improvement.

Effective single-gender teachers understand how girls and boys learn differently and choose strategies that support these learning differences. When designing lessons in single-gender classrooms, teachers must remember that the content remains the same for both girls and boys, but the lesson delivery will be different.

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.

### **Use of Curriculum Maps**

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 district-approved curriculum maps. The map will constitute 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 will be achieved in that all students, regardless of their academic level, will be guaranteed the same content in preparation for standardized state tests. Flexibility will be maintained by teachers, allowing them the ability to address individual learner's needs as they 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 will adhere to the continuous improvement model and generate vibrant and productive learning communities of professionals (Jacobs, 2006).

Department chairs will also work together for cross-curricular planning to promote maximum cohesiveness and student engagement. For example, English and social studies departments will plan appropriate timelines that will enrich learning. All departments will work with the media center for project-based learning. The art department will work with the English and social studies departments for development, etc.

### **Project-Based Learning and Inquiry-Based Instruction**

Research has shown that the teacher's pedagogical style has one of the largest impacts on student achievements in science and math. 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 and Individual Professional Development Plans (IPDPs), 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. 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. There are three types of assessments that are typically used to inform instruction: screening, progress monitoring, and diagnostic measures. Assessment may be formal or informal and will be conducted through a variety of methods: record reviews, interviews, observations, and testing.

Development of instructional focus calendars will hone instruction on particular benchmarks. Utilization of a variety of assessment techniques will give 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 with 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 will allow for timely feedback and constant student/ educator reflection. As teachers implement differentiated instruction, it will be 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 state standardized tests. Regular classroom assessments ensure that the student is progressing.

As a continuous improvement model is implemented, Franklin Academy will disaggregate available data for review. This information will be documented and used as a planning tool for teaching and learning.

**1.d. Describe how the charter school will fulfill, if applicable, the optional purposes of charter schools found in section 1002.33(2)(c), F.S. This section is optional.**

**1.d.i. Create innovative measurement tools.**

Franklin Academy will use and create a variety of innovative measurement tools to support instruction that is data-driven in order to be responsive to students' learning needs. In addition to 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 2.0 (or common core assessments upon implementation), End of Course Assessments (EOCs), Florida Assessments for Instruction in Reading (FAIR), Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in grades 9-11, ACT's Plan tests in grades 9-10, and Postsecondary Education Readiness Test (PERT) in grade 11 to evaluate the effectiveness of the curriculum and teaching methods.

Other methods of assessing students' mastery of performance outcomes will include, but are 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 tools 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.

**1.d.ii. Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.**

Franklin Academy will encourage rigorous competition with the public school district by offering parents and students another public educational option. Parents will have a choice in tailoring their child's academic success through an innovative, research-based educational model supported by the expertise of faculty and staff, implementation of effective instructional methodologies, continual academic growth and development, and establishment of a safe environment conducive for teaching and learning.

**1.d.iii. Expand the capacity of the public school system.**

Franklin Academy will expand the capacity of the public school district by offering parents and students another public educational option that will have the ability to serve up to 2600 students.

**1.d.iv. Mitigate the educational impact created by the development of new residential dwelling units.**

Franklin Academy will mitigate the impact of new residential dwelling units within the school district by providing families with another option to their zoned neighborhood school.

**1.d.v. Create new professional opportunities for teachers, including ownership of the learning program at the school site.**

Franklin Academy is committed to the professional development of its staff, including teachers, aides, and volunteers working with students, to ensure that instruction is consistent and effective for all students, and that there is a school-wide mindset that student achievement is everyone's responsibility. A range of professional growth opportunities will be provided to enhance the School's ability to maximize student learning. The School will design and/or select professional development programs based on the School's needs. Further, the School will seek relationships with local colleges and universities for professional development opportunities. Teachers at Franklin Academy will gain expertise with innovative learning methods to improve student achievement and promote the skills necessary for lifelong learning.

Initial professional development will address, but is not limited to: differentiating instruction in single gender classrooms; curriculum maps and instructional focus calendars; interdisciplinary, thematic-based instruction; project-based learning and inquiry-based instruction; use of technology to support instruction; assessment for instructional decision-making; and data review and analysis.

A curriculum leadership team will be established to include the department chair of each core content area, school administration, and ESE teacher. Professional Development will be coordinated through the decisions of the curriculum leadership team and teachers on staff. The School's professional development plan will make provisions to target specific areas of school-wide need based on the results of assessment data. Professional development will also be differentiated for teachers based on targeted needs as identified in their Individual Professional Development Plans (IPDP). The School faculty will participate in district trainings when available and applicable.

All teachers will be required to develop and maintain an individual professional development plan (IPDP), accordance with s. 1012.98, Florida Statutes (F.S.), that identifies professional goals related to the teacher's specific instructional assignment. In-house workshops and meetings will be held monthly by administrators in order to

facilitate, support, and troubleshoot concerns and staff needs. All teachers will meet with a school administrator “...to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, content areas, or the whole school” (FDOE, 2010, p. 9, on line at <http://www.teachinflorida.com/LinkClick.aspx?fileticket=AdKRV%2F81F8I%3D&tabid=66>).

In addition to participating in the school district’s beginning teacher program, if available, all first-year teachers, teachers new to the public school system, and, after the first year of school operations, any teacher new to the School will be assigned a mentor who will be an experienced teacher at the School. The mentor’s role will be to provide guidance to the mentee regarding School philosophy, educational model, curriculum, instruction, assessment, and any other areas of need or concern for the teacher with whom he/she is working.

Implementation of a strong professional development plan will support continuous improvement of curriculum and instruction at the School. As curriculum and instruction are continuously improved, we expect that student learning will advance and high levels of achievement will be attained by our students.

**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 be able to serve up to 2600 students in grades 9-12. In accordance with federal and state 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.

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 Exceptional Student Education (ESE) or English for Speakers of Other Languages (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. In this case, students will be admitted based on a lottery.

**2.b Provide the following projection 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 the school enrollment plan. The estimates below are provided for planning purposes; enrollment will not exceed the maximum allowed by the charter at any time.

Grade	Year 1		Year 2		Year 3		Year 4		Year 5	
	# of classes	# of students								
6th Grade	16	348	16	349	16	344	16	345	16	345
7th Grade	12	261	16	349	16	344	16	345	16	345
8th Grade	9	196	12	262	16	344	16	345	16	345
9th Grade	16	396	16	396	16	391	16	392	16	392
10th Grade	8	198	16	396	16	391	16	392	16	392
11th Grade			8	198	16	391	16	392	16	392
12th Grade					8	195	16	392	16	392
Total (Classes) Students		<b>1400</b>		<b>1950</b>		<b>2400</b>		<b>2600</b>		<b>2600</b>

**2.c Provide a description of how the student population projections were developed.**

Applications at existing Franklin Academy programs and inquires for prospective sites provide a strong indication of community support for our programs. The population projections are based, in part, on the interest generated for two other schools with the same educational model opened by this applicant Board in Broward County, Florida. As of June 30, 2013, 1563 middle school applications had been received for 952 seats, which indicate broad interest in this unique educational model.

Additionally, market analysis and independent polling specifically conducted about interest in our program show more interest in our program than the number of student stations being proposed.

**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.

A sample middle school daily schedule will be as follows:

Start of School Day	8:30
Homeroom and	8:30
Period 1	8:38
Period 2	9:37
Period 3	10:49
Period 4	11:48
Lunch 1/ 12:30-1:28 Period 5	12:47
Period 5/ 1:00-1:30 Lunch 2	1:20
Period 6	2:19
Dismissal	3:15
After School Care Ends	6:00 p.m.

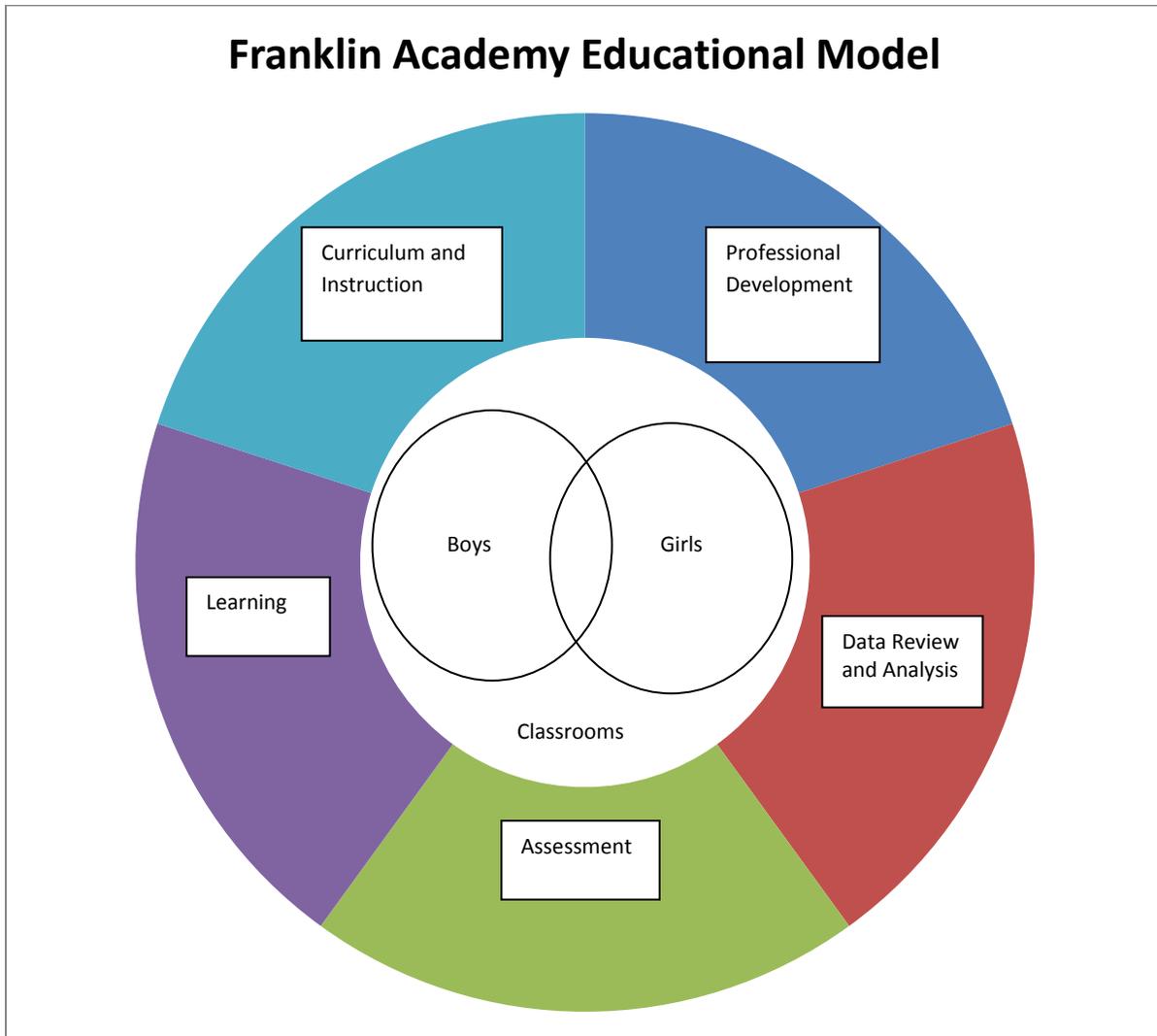
A sample high school daily schedule will be as follows:

Start of School Day	7:30
Homeroom and Period 1	7:35
Period 2	8:55
Lunch 1	9:50
Period 3	9:50
Period 3	10:25
Lunch 2	10:45
Period 4	10:45
Period 4	11:20
Lunch 3	11:45
Period 5	12:20-
Period 6	1:15
Dismissal	2:15

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

**3. b Describe the proposed charter school’s educational program.**

At Franklin Academy, our educational mission and philosophy are reflected through six (6) key elements of our educational program.



**1. Single Gender Classrooms:** Central to the School’s educational model is the opportunity for single gender classrooms. As discussed in the research section below, studies have shown that there are academic benefits to educating students in single gender classrooms. Franklin Academy will offer single-gender classes in most core subject areas, while having a co-ed environment outside of those specific classes. Exceptions to the single-gender model may occur, for example, in classes where there may not be sufficient numbers of students to support a single gender class in a particular course (e.g., Calculus).

Franklin Academy understands and complies with section 1002.311, Florida Statutes (F.S.), which states that a district school board "...may establish and maintain a nonvocational class, extracurricular activity, or school for elementary, middle, or high school students in which enrollment is limited to a single gender if the school district also makes available a substantially equal (a) single-gender class, extracurricular activity, or school to students of the other gender; and (b) coeducational class, extracurricular activity, or school to all students."

The statute further states that a district school board that establishes a single-gender class, extracurricular activity, or school may not require participation by any student. The district school board must ensure that participation in the single-gender class, extracurricular activity, or school is voluntary and must evaluate each single-gender class, extracurricular activity, or school in the school district at least once every two (2) years in order to ensure that it is in compliance with applicable laws.

Since Franklin Academy will be a school of choice, families will have the option of enrolling their child(ren) in a substantially equal coeducational school through other school district options.

Furthermore, in compliance with the Florida Educational Equity Act (s. 1000.05, F.S.), no student shall be prohibited from enrolling in a particular course if a substantially equal single gender course is not available. Course enrollment and grouping of students will always be driven by the needs of the students.

**2. Curriculum and Instruction:** The curriculum at Franklin Academy will be based on Florida's Next Generation Sunshine State Standards (NGSSS), which include the common core standards in English/Language Arts and mathematics in accordance with Senate Bill (SB) 1076. The curriculum will be developed by teachers using curriculum maps to create interdisciplinary, thematic-based curricula and instructional focus calendars. Character education and technology will be infused within each of the courses.

**A. Rigorous, Standards-Based Curriculum.** The rigorous, standards-based curriculum will ensure horizontal and vertical alignment and equity. Furthermore, each of the standards 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 will lead students towards mastery of the standard. The standards of the core curriculum, both content and application, will be the primary guides to what to teach and what to assess. Student learning of these standards will be the core of Franklin Academy's classroom experience.

**B. Interdisciplinary Curriculum Maps.** Curriculum maps will constitute the route to acquiring the knowledge necessary to determine mastery for each course, while assessing and meeting individual benchmarks. These maps will focus attention on the critical ideas and information essential to each content area (Lenz, Adams, Bulgren, Pouliot, and Laroux, 2002).

Curriculum mapping is a procedure for collecting data about the actual curriculum in a school district using the school calendar as an organizer. Data are gathered in a format that allows each teacher to present an overview of his or her students' actual learning experiences. The fundamental purpose of mapping is communication. The composite of each teacher's map in a building or district provides efficient access to a K–12 curriculum perspective both vertically and horizontally. Mapping is not presented as what *ought* to happen but what *is* happening during the course of a school year. Data offer an overview perspective rather than a daily classroom perspective. Curriculum mapping is an extremely useful tool for creating a “big picture” for curriculum decision making (Jacobs, 1997).

Teachers will work in teams to develop curriculum maps for each subject noting cross-curricular connections, to ensure that each benchmark is and has been covered in an equitable fashion providing horizontal alignment between teachers and vertical alignment across grade levels. The teacher-created curriculum maps will contain essential questions that assist teachers in weaving together subject matter to make connections apparent and support interdisciplinary, thematic planning for student learning. Curriculum maps will also identify additional resources to support content-area instruction, supplemental materials, required and suggested lab activities for science, and references for media integration, such as free online resources available from *Time Magazine*, *Discovery Channel*, and National Geographic.

**C. Instructional Focus Calendars.** More general curriculum maps supported by more detailed instructional focus calendars will sustain the continuous improvement of instruction and learning, and generate vibrant and productive learning communities of professionals (Jacobs, 2006). Instructional focus calendars will help teachers to meet high standards of student achievement through the identification of Big Ideas, benchmarks, key content, process skills, and an essential question per hour of course contact. These calendars will help teachers to lay out a long-term plan for student achievement of the Next Generation Sunshine State Standards (NGSSS), which include the common core standards in English/Language Arts and mathematics as redefined in s. 1000.21, F.S., in accordance with Senate Bill (SB) 1076, by specifying the instructional

days for each benchmark. This will lead to student acquisition of measurable, specific content knowledge aligned with the course benchmarks on a daily basis.

**D. Technology.** Technology will be used as a tool in the School to enhance teachers’ instruction. 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 the use of specific technologies. Beginning in middle school, teachers will seek to ensure that students are taught how to exploit the potential of research-oriented technology, yet not abuse them, and to aid in 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. Project-based, multi-disciplinary learning will be infused with technology.

**E. Differentiation for Gender.**

Effective single-gender teachers understand how girls and boys learn differently and choose strategies that support these learning differences. The chart below connects gender differences to the pedagogical implications. (Selected references include Barash, 2009; Gurian, 2009; Sax, 2010a; Sax 2010b; and Whitmire, 2010. See Appendix A for a full list of references.) When designing lessons in single-gender classrooms, teachers must remember that the content remains the same for both girls and boys, but the lesson delivery will be different.

Attribute	Boys	Girls	Pedagogical Implications
Emotion	Boys move more emotive material down from the limbic system to the brain stem, where fight or flight is stored. They tend to rely heavily on nonverbal communication, and are less likely to verbalize emotions.	Girls move more of the emotive material upward to the upper brain, where complex thought occurs.	When questioning a boy, instead of asking them how they “feel,” ask them what they would do. Boys process emotion through action. This applies to both academic questioning and behavior management.  Girls need time to process their feelings and can easily identify the emotions of others. This can manifest itself in much classroom drama. Teachers must plan for and provide a positive outlet. With writing, girls’ character development will be

Attribute	Boys	Girls	Pedagogical Implications
			highly developed, however their plot action will need to be further addressed.
Vision	Boys' eyes are wired for movement.	Girls see color and texture. Girls' eyes are wired for detail.	<p>Teachers of boys need to use visuals and keep the pace of the lesson at a rapid rate. Boys draw verbs. When teaching writing to boys, teachers should focus on character and detail development.</p> <p>Drawing and sight allow for better object discrimination (What is it?). Girls draw nouns. We must add action and teach them how to write with action.</p>
Math/Science	Boys acquire spatial and mathematical skills earlier than girls and can do math mentally.	Girls often acquire complex verbal skills earlier than boys do, and use both sides of their brains to process language. They often need concrete objects to understand math at a young age.	<p>Teachers of boys need to spend more time building on the strengths of mental math using math manipulatives with boys as needed.</p> <p>Start mathematics and science exploration for girls with hand-on experiments. Walk the girls through each step. Encourage exploration. Let girls talk and discuss material before, during, and after a lesson.</p>
Hearing	Boys do not hear or smell as well as girls.	Girls hear better and pick up more sensory input than boys.	<p>The teacher's voice in a classroom of boys needs to be commanding. When addressing the behavior of boys, a teacher should stand side-by-side to discuss the child's behavior.</p> <p>A loud reprimanding voice may</p>

Attribute	Boys	Girls	Pedagogical Implications
<p>Movement and Space</p>	<p>Boys tend to use more space when they learn.</p> <p>Boys need movement to stimulate their brains and manage and relieve impulsive behavior.</p>	<p>Girls find it easier to learn in limited space, not needing to spread out their work as much as boys.</p> <p>Girls do not generally need to move around as much while learning.</p>	<p>be too loud or assertive for an all girls' class.</p> <p>Areas with more space, such as tables rather than desks, should be utilized as much as possible for boys. Allow for movement breaks, alternative seating options (rocker or bucket chairs, or bean bags), or the option for boys to stand during the day.</p> <p>Allowing girls to stand or move is fine, but not needed as much as boys. Girls many times will prefer to work in groups. Girls have a different stress response than boys. Girls do not necessarily have the fight or flight response and will ignore the problem and hope it goes away.</p>
<p>Risk-Taking</p>	<p>Boys are natural risk-takers and often over-estimate their abilities.</p>	<p>Girls are less likely to take risks and tend to underestimate their abilities.</p>	<p>In science, allow boys to explore. This is a natural way for boys to take monitored risks. Danger has a pleasant feeling.</p> <p>With boys, they must be given accurate data and helped to create a plan to reach their goals as they often over-estimate their performance. If one boy jumps a ravine the other nine will say, "He made it so can I."</p> <p>Girls are motivated by encouragement. Pointing out failure can backfire. Help girls set goals and make an action plan to</p>

Attribute	Boys	Girls	Pedagogical Implications
			reach the goal. Most girls do not get pleasure from the thrill of the risk, but rather from the thrill of success.

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.

**F. Character Education that Supports Community Connections and Obligation to the World.** Character Education is an integral part of the curriculum. Character is the culmination of habits, resulting from the ethical choices, behaviors, and attitudes an individual makes, and is the "moral excellence" an individual exhibits when no one is watching. It includes an individual's desire to do one's best, concern for others' well-being, cognition of critical thinking and moral reasoning, and the development of interpersonal and emotional skills that allow individuals the capability to work effectively with each other in everyday situations. Franklin Academy will embrace the philosophy that character education builds better people. Character development is more than developing good behavior—but rather identifying and cultivating a set of inter- and intrapersonal skills that provide the framework to build and execute ethical behavior and build community.

Character education will be integrated throughout every content area and in every grade level. Department chairs will work together for cross curricular planning to promote character education throughout the curriculum. Each department will develop a mission statement that is in line with the School's mission statement, but particular to their own department's goals and inclusive of character education. For example, the world languages department can teach appreciation with respect to different cultures and traditions.

Character traits are tied directly to civic education and responsibility. The traits may include, but are not limited to generosity, kindness, responsibility, citizenship, honesty, integrity, cooperation, self-control, respect, and tolerance. This program will be connected to Civic Education and community service projects both within the School and the community. On a regular basis, teachers will nominate for recognition students or other faculty/staff who have done an exemplary job of exhibiting good character.

Community service is a crucial component of career and education planning in addition to providing opportunities for civic education and character education. Community service projects for middle and high school students will include service hours earned by volunteering in the community. These service hours might be earned by volunteering in a hospital, preschool, or local YMCA. Community service projects may be completed such as recognition of military personnel, or supporting non-profit agencies with facility maintenance such as gardening, painting, etc. One hundred (100) hours of community service will be required for graduation. Moderators of school clubs will be required to set up community service opportunities for their club members. A parent volunteer will coordinate projects and hours.

**3. Learning:** Student learning at Franklin Academy will be an active process for students as they engage in project- and inquiry-based learning experiences to promote curiosity, creativity, and student ownership of knowledge. Project-based learning and Inquiry-based instruction have been proven to improve students' learning aptitudes by integrating hands-on activities that require cognitive thinking skills to solve problems (Chew, 2008). All students will thrive in classrooms where peer interaction and conversation enable them to acquire content knowledge naturally through authentic learning experiences. The use of project- and inquiry-based learning will foster teamwork, positive interdependence, and the ability to generate many solutions to a problem, promoting out-of-the-box thinking.

Since students will be taking a proactive approach toward learning across content areas, they will have heightened meta-cognition and highly-developed critical thinking skills, along with motivation, independence, and confidence. Each student's educational performance will improve as the "how" of learning is understood to be just as important as "what" is learned within classrooms and the community.

**4. Assessment:** 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 will be conducted through a variety of methods.

Formative assessments will be used to inform instruction (Caffrey, 2009) including screening, progress monitoring, and diagnostic measures. As teachers implement differentiated instruction, varied assessment techniques will be used, including (but not limited to) rubrics, mini-benchmark assessment tests, computer-generated exams and tutorials, and authentic and performance assessments. Breaking each unit into smaller segments for assessment will allow for timely feedback and on-going student/educator

reflection. Regular classroom assessments will ensure that students are progressing and allow teachers to make timely adjustments to instruction.

A variety of summative assessment techniques will provide a picture of mastery of a particular benchmark or whether review, reinforcement, or remediation is necessary. Pre/and post testing per unit of instruction and the use of state standardized tests will provide educators with a clear view regarding student mastery of the content at the individual student, class, and school levels.

**5. Data Review and Analysis:** To support continuous improvement, Franklin Academy will disaggregate available data for review on a regular basis. This information will be documented and used as a planning tool for improving teaching and learning. Teachers and administration will regularly assess and monitor individual student academic growth and learning gains 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 guides, and inform parents as to academic progress.

The use of assessment data, including results of screenings, progress monitoring, and diagnostic tests along with classroom observations, pre-and post-tests, and teacher-created tests, will be used to recognize each student's ability to have mastered an identified benchmark or process skill in the core-content areas. All students not making progress will have a Progress Monitoring Plan (PMP) to document and address specific strategies to be implemented in order to remediate learning deficiencies. Using data to drive instruction and analysis to determine effectiveness of instructional delivery will foster continuous school improvement.

**6. Professional Development:** Franklin Academy is committed to the professional development of its staff, including teachers, aides, and volunteers working with students, to ensure that instruction is consistent and effective for all students, and that there is a school-wide mindset that student achievement is everyone's responsibility. A range of professional growth opportunities will be provided to enhance the School's ability to maximize student learning. Teachers at Franklin Academy will gain expertise with innovative learning methods to improve student achievement and promote the skills necessary for lifelong learning.

A curriculum leadership team will be established to include the department chair for each core content area, school administration, and ESE teacher. Professional

Development will be coordinated through the decisions of the curriculum leadership team and teachers on staff. The School's professional development plan will make provisions to target specific areas of school-wide need based on the results of assessment data. Professional development will also be differentiated for teachers based on targeted needs as identified in their Individual Professional Development Plans (IPDP). The school faculty will participate in district trainings when available and applicable.

Professional development will address, but is not limited to: differentiating instruction in single gender classrooms; curriculum maps and instructional focus calendars; interdisciplinary, thematic-based instruction; project-based learning and inquiry-based instruction; use of technology to support instruction; assessment for instructional decision-making; and data review and analysis.

Implementation of a strong professional development plan will support continuous improvement of curriculum and instruction at the School. As curriculum and instruction are continuously improved, we expect that student learning will advance and high levels of achievement will be attained by our students.

### **3.c Describe the research base for the educational program.**

The educational model at Franklin Academy is based on well-documented research regarding effective instruction.

#### **1. Single Gender Classrooms**

As stated 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.

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, 2006, p 285).

Recent research continues to show benefits to students from education in a single gender environment (Hembrow-Beach, 2011; Schneeweis and Zweimuller, 2011). Specific observations (Sax, 2006) 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.

Effective single-gender teachers understand how girls and boys learn differently and choose strategies that support these learning differences. The charts below connect gender differences to the pedagogical implications. (Selected references include Barash, 2009; Gurian, 2009; Sax, 2010a; Sax 2010b; and Whitmire, 2010. See Appendix A for a full list of references.) When designing lessons in single-gender classrooms, teachers must remember that the content remains the same for both girls and boys, but the lesson delivery will be different.

Attribute	Boys	Girls	Pedagogical Implications
Emotion	Boys move more emotive material down from the limbic system to the brain stem, where fight or flight is stored. They tend to rely heavily on nonverbal communication, and are less likely to verbalize emotions.	Girls move more of the emotive material upward to the upper brain, where complex thought occurs.	<p>When questioning a boy, instead of asking them how they “feel,” ask them what they would do. Boys process emotion through action. This applies to both academic questioning and behavior management.</p> <p>Girls need time to process their feelings and can easily identify the emotions of others. This can manifest itself in much classroom drama. Teachers must plan for and provide a positive outlet. With writing, girls’ character development will be highly developed, however their plot action will need to be further addressed.</p>
Vision	Boys’ eyes are wired for movement.	Girls see color and texture. Girls’ eyes are wired for detail.	<p>Teachers of boys need to use visuals and keep the pace of the lesson at a rapid rate. Boys draw verbs. When teaching writing to boys, teachers should focus on character and detail development.</p> <p>Drawing and sight allow for better object discrimination (What is it?). Girls draw nouns. We must add action and teach them how to write with action.</p>
Math/Science	Boys acquire spatial and mathematical skills earlier than girls and can do math mentally.	Girls often acquire complex verbal skills earlier than boys do, and use both sides of their	Teachers of boys need to spend more time building on the strengths of mental math using math manipulatives with boys as needed.

Attribute	Boys	Girls	Pedagogical Implications
		<p>brains to process language. They often need concrete objects to understand math at a young age.</p>	<p>Start mathematics and science exploration for girls with hand-on experiments. Walk the girls through each step. Encourage exploration. Let girls talk and discuss material before, during, and after a lesson.</p>
Hearing	<p>Boys do not hear or smell as well as girls.</p>	<p>Girls hear better and pick up more sensory input than boys</p>	<p>The teacher’s voice in a classroom of boys needs to be commanding. When addressing the behavior of boys, a teacher should stand side-by-side to discuss the child’s behavior.</p> <p>A loud reprimanding voice may be too loud or assertive for an all girls’ class.</p>
Movement and Space	<p>Boys tend to use more space when they learn.</p> <p>Boys need movement to stimulate their brains and manage and relieve impulsive behavior.</p>	<p>Girls find it easier to learn in limited space, not needing to spread out their work as much as boys.</p> <p>Girls do not generally need to move around as much while learning.</p>	<p>Areas with more space, such as tables rather than desks, should be utilized as much as possible for boys. Allow for movement breaks, alternative seating options (rocker or bucket chairs, or bean bags), or the option for boys to stand during the day.</p> <p>Allowing girls to stand or move is fine, but not needed as much as boys. Girls many times will prefer to work in groups. Girls have a different stress response than boys. Girls do not necessarily have the fight or flight response and will ignore the problem and hope it goes away.</p>

Attribute	Boys	Girls	Pedagogical Implications
Risk-Taking	Boys are natural risk-takers and often over-estimate their abilities.	Girls are less likely to take risks and tend to underestimate their abilities.	<p>In science allow boys to explore. This is a natural way for boys to take monitored risks. Danger has a pleasant feeling.</p> <p>With boys, they must be given accurate data and helped create a plan to reach their goals as they often over-estimate their performance. If one boy jumps a ravine the other nine will say, "He made it so can I."</p> <p>Girls are motivated by encouragement. Pointing out failure can backfire. Help girls set goals and make an action plan to reach the goal. Most girls do not get pleasure from the thrill of the risk, but rather from the thrill of success.</p>

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.

## 2. Project-Based Learning and Inquiry-Based Instruction

Research has shown that the teacher's pedagogical style has one of the largest impacts on student achievements. 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).

There is a growing body of research that documents the effectiveness of problem-based learning. Examples from Edutopia (on line <http://www.edutopia.org/project-based-learning-research>) include the following:

- “In a 1998 report, researchers note that three-fourths of the teachers who participated in a ROCKMAN ET AL survey reported that....Among the many reported benefits of this project-based approach to learning are greater student engagement, improved analytic abilities, and a greater likelihood to apply high-order thinking skills.”
- Three elementary schools in Dubuque, Iowa, showed significant test score gains after incorporating the Expeditionary Learning Outward Bound (ELOB) program. At ELOB schools, students conduct three-to-six-month-long studies of a single topic with an emphasis on learning by doing. After two years in the program, two of the three schools advanced from ‘well below average’ to ‘well above the district average’ on the Iowa Test of Basic Skills. One elementary school raised its average score from the 39th to the 80th percentile. After four years in the program, student scores were ‘above the district average in almost every area.’ Separate analyses showed similar test score gains in ELOB programs in Denver, Boston, and Portland, Maine.”
- A 1999 study by the Center for Research in Educational Policy at the University of Memphis and University of Tennessee at Knoxville found that students using the Co-nect program, which emphasizes project-based learning and technology, improved test scores in all subject areas over a two-year period on the Tennessee Value-Added Assessment System. The Co-nect schools outperformed control schools by 26 percent.

### **3. Curriculum Mapping**

Curriculum maps based on Florida’s Next Generation Sunshine State Standards (NGSSS) will constitute the route to acquiring the knowledge necessary to determine mastery for each course, while assessing and meeting individual benchmarks. These maps will focus attention on the critical ideas and information essential to each content area (Lenz, Adams, Bulgren, Pouliot, and Laroux, 2002).

Curriculum mapping is a procedure for collecting data about the actual curriculum in a school district using the school calendar as an organizer. Data are gathered in a format that allows each teacher to present an overview of his or her students' actual learning experiences. The fundamental purpose of mapping is communication. The composite of each teacher's map in a building or district provides efficient access to a K–12 curriculum perspective both vertically and

horizontally. Mapping is not presented as what *ought* to happen but what *is* happening during the course of a school year. Data offer an overview perspective rather than a daily classroom perspective. Curriculum mapping is an extremely useful tool for creating a “big picture” for curriculum decision making (Jacobs, 1997).

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. Thus, the use of curriculum maps allows teachers to document the relationships between every component of the curriculum. 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.

The benefits of curriculum maps have been well documented<sup>1</sup>. These benefits include:

- Organizing instruction into a clear timeline
- Identifying opportunities for integration across curriculum areas
- Identifying gaps and redundancies in instruction
- Matching instruction to assessment
- Communicating instructional plans to administrators, teachers, parents, and students

Curriculum maps at Franklin Academy will serve to foster communication among teachers, administrators, and parents; and align the curriculum both horizontally across classrooms at the same grade level and vertically across grade levels to ensure that all students have equal opportunity to master the academic content and the NGSSS.

Textbooks will be selected by teachers for each course from the state-approved list of instructional materials prior to the opening of School. However, curriculum delivery will be based on the School’s curriculum maps and supported by the texts, rather than the textbook series driving the curriculum.

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<sup>1</sup> Derry School District, on line <http://www.derry.k12.nh.us/dvs/curricmap.htm>; Education World, on line at [http://www.educationworld.com/a\\_curr/virtualwkshp/curriculum\\_mapping.shtml](http://www.educationworld.com/a_curr/virtualwkshp/curriculum_mapping.shtml); Teaching Today, McGraw-Hill, on line at <http://teachingtoday.glencoe.com/howtoarticles/a-curriculum-mapping-primer>

#### **4. Interdisciplinary Curriculum**

At Franklin Academy, teachers will work in teams to develop curriculum maps for each subject noting cross-curricular connections to ensure that each benchmark is and has been covered in an equitable fashion providing horizontal alignment between teachers and vertical alignment across grade levels. The teacher-created curriculum maps will contain essential questions that assist teachers in weaving together subject matter to make connections apparent and support interdisciplinary, thematic planning for student learning.

Interdisciplinary, thematic instruction emerged in the education literature in the early 1990s (Caine and Caine, 1991; Charbonneau and Reider, 1995; Katz and Chard, 1990; Krogh, 1990). Even then, the benefits to both instruction and learning were noted (Charbonneau and Reider, 1995; Krogh, 1990; Slayden, 1999). These include:

- More effective coverage of the curriculum
- More authentic learning experiences than the traditional division of content instruction
- Ability to emphasize areas of interest for students
- Acquisition of skills in a meaningful context

Two decades later, the positive effects of an interdisciplinary, thematic curriculum in general continue to be noted (Pilley, 2009).

More recent research points to the effectiveness of thematic instruction. One study by Matthews (2006) found that at one school over a three (3) year period in which interdisciplinary, thematic instruction was used, students' reading and writing scores improved. At another school in the study, Matthews found "a considerable improvement in reading results, from 62% in 2002 to 96% in 2005. Overall, the English results have moved from 13% below the national average in 2002 to 6% above the national average in 2005" (p. 3).

Another study (Ming-Chou and Wang, 2010) found that thematic learning had a positive effect on learners' concept learning and that thematic learning is suitable for students with different abilities.

A study of multiple methods of curriculum integration (Rule and Barrera, 2008) found that all methods of curriculum integration were successful in teaching science concepts, and increasing student vocabulary and engagement.

Finally, a recent study (Romance and Vitale, 2011) was conducted in a large (185,000 students), diverse (African American: 29%, Hispanic: 19%, Other: 5%, Free Lunch: 40%)

urban school system in southeastern Florida to examine the effects of an integrated curriculum on learning in science and reading. In this study, teachers integrated reading and writing within in-depth science instruction across daily lessons that focused on science concepts along with daily instruction in literature. The researchers found that this model resulted in higher achievement [+0.40 grade equivalent (GE) for reading, +0.29 GE for science].

The research of Kariuki and Hopkins (2010) was to determine if there was value in introducing team-taught interdisciplinary programs on the secondary level between academic and career technical teachers. The specific purpose of this study was

...to determine the effects of performance of secondary art students participating in an interdisciplinary chemistry-art program with those taught in an art only program. Three independent t-tests were conducted. All three tests indicated a significant difference between the group that received the additional instruction and the group that did not. Therefore, the inference can be made that team teaching between related disciplines does affect the performance of students given a related assignment (p. 22).

Thorsen (2011) conducted a study of the experiences of suburban area high school 10th, 11th, and 12th grade art students immersed in a cross-curricular study of the Holocaust and genocide. He found that

[Students] demonstrated an understanding of the complexities of genocide study as well as the antecedent actions of individuals and groups that can lead to genocidal events. The student-participants perceived their production of art as an act to prevent genocide by increasing awareness and action. Contributions of the study include the unique power of the arts to inform, recognition of the promises and struggles of interdisciplinary methods, and the value of instructional strategies, that include non-discursive sources of testimony, for Holocaust and genocide education.

Finally, integrated curriculum is noted as a required practice for recipients of federal funds under the Carl D. Perkins Career and Technical Education Improvement Act. Funds under this Act must be used, in part, to strengthen the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in the core academic subjects and career and technical education subjects.

The success of interdisciplinary curriculum will be dependent on effective teams of teachers being able to communicate and plan well together. Valentine and Whitaker (1997) state that more than fifty percent (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 state assessment. 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 state assessment scores; however, even those that had been using interdisciplinary teaming for 1-2 years showed noticeable gains (Flowers, Mertens, & Mulhall, 1999).

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 to which interdisciplinary teaming practices were employed were scrutinized. They found that 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.

## **5. Data-Driven Instruction**

Franklin Academy will use a continuous improvement process in which data analysis will be used to inform classroom instruction. This process will align with the continuous improvement model supported by the Florida Department of Education (available on line at <http://www.flbsi.org/schoolimprove/cim.htm>).

1. Teachers will collaborate to plan an instructional focus calendar as described above.
2. Instruction will concentrate on teaching standards and collaboration with the instructional team.
3. Assessments will be used at short, frequent intervals to monitor the teaching and learning process.
4. Student performance data will be disaggregated and analyzed.

5. Instruction will be differentiated in response to student needs illuminated from the data analysis. Learning will be supported with tutorials for re-teaching or enrichment for objectives that have been mastered.

This process also aligns with Florida's Multi-tiered System of Supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. Regular data review by the School administration and faculty will allow for the early identification of struggling students and swift interventions to assure their continued academic progress.

New Leaders for New Schools (2009) reported on two (2) studies that provide evidence of the effectiveness of data-driven instruction and its impact on school-wide student performance. One study found that after implementation of a process that used common interim assessments together with grade-level team analysis of results and the development of common goals and lessons, one K-8 public school tripled its student performance and achievement over a two (2) year period. A second study reported that student achievement significantly improved at a charter school after the implementation of interim assessments, analysis, and intense, focused, face-to-face meetings that aligned instructional strategies in response to the data analysis.

In addition, the Center for Data-Driven Reform in Education (CDDRE) (2011) conducted research with fifty-nine (59) school districts in seven (7) states to answer two (2) research questions:

- Do districts that use the CDDRE (Raising the Bar) model of data analysis significantly improve student achievement?
- Do districts that use the CDDRE (Raising the Bar) model of data analysis and implement a research-proven solution significantly improve student achievement?

“What the findings imply is that helping school leaders understand student data is not enough. Schools must actually take action to change teaching and learning to produce gains in achievement” (on line at <http://www.cddre.org/research/research.html>).

These research findings support the proposed process at Franklin Academy for collecting and analyzing data, and using the results of the analysis to differentiate instruction to target specific student needs.

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

The mission of Franklin Academy is to “build better people every day” through a rigorous single-gender educational program that integrates project-based learning, inquiry, continuous improvement, and character education while addressing each individual’s learning needs.

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
Rigorous Educational Program	<ul style="list-style-type: none"> <li>• Curriculum aligned with the Next Generation Sunshine State Standards</li> <li>• Emphasis on core subjects of reading, mathematics, writing, science, and social studies</li> <li>• Interdisciplinary units of instruction</li> <li>• Critical thinking skills infused throughout the curriculum</li> </ul>
Single-Gender	Single-gender classes in most core subject areas
Project- and Inquiry-Based Learning	Learning experiences that are hands-on, authentic, and foster teamwork, positive interdependence, and the ability to generate many solutions to a problem, promoting out-of-the-box thinking
Continuous Improvement	<ul style="list-style-type: none"> <li>• Teachers collaborate to plan instructional focus calendars</li> <li>• Instruction concentrates on teaching standards and collaboration with the instructional team</li> <li>• Assessments used at short, frequent intervals to monitor the teaching and learning process</li> <li>• Student performance data disaggregated and analyzed</li> <li>• Instruction differentiated in response to student needs illuminated from the data analysis</li> <li>• Learning supported with tutorials for re-teaching or enrichment for objectives that have been mastered</li> </ul>
Character Education	<ul style="list-style-type: none"> <li>• Cultivating a set of inter- and intrapersonal skills that provide the framework to build and execute ethical</li> </ul>

School Mission	Educational Approach
	<p>behavior and build community.</p> <ul style="list-style-type: none"> <li>• Each department will develop a mission statement that is in line with the School’s mission statement, but particular to their own department’s goals and inclusive of character education.</li> <li>• On a regular basis, teachers will nominate for recognition students or other faculty/staff who have done an exemplary job of exhibiting good character and civic responsibility.</li> </ul>

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 student success in and beyond the classroom, and prepare students for secondary education. The Franklin Academy philosophy aligns with the Next Generation Sunshine State Standards to create innovative and effective classrooms with supportive work environments for both students and teachers.

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

Franklin Academy will deliver a comprehensive, researched based curriculum aligned to the Next Generation Sunshine State Standards (NGSSS). A rigorous and challenging interdisciplinary approach will weave together subject matter to make curricular connections apparent, and inquiry-based techniques 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 will use the NGSSS 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 NGSSS through performance on frequent assessments.

The educational program will focus on implementing differentiated instruction for students with interactive studies in both core and enrichment classes. As a student moves through the grade levels, there will be an added emphasis on leadership, and managerial and organizational skills. These skills combined with rigorous academics will assure that students who graduate from Franklin Academy will be college and career-ready. Franklin Academy will achieve its mission and help students attain the NGSSS

because students will be taught how to take ownership of their learning. Since students will be taking a proactive approach toward their content areas, they will have 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.

For students who are at risk of not achieving the NGSSS, the School has a well-developed plan for implementing a Multi-tiered System of Supports (MTSS) and continuous improvement that align instruction, assessment, data review and analysis, and differentiated instruction to catch those students and support their successful progress.

**If the school intends to replicate an existing school design<sup>2</sup>:**

**3.f Provide evidence that the existing design has been effective and successful in raising student achievement.**

***The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.***

The proposed school is the same educational model as a school serving grades K-8 operated by the applicant Board in Broward County, Florida. Franklin Academy in Pembroke Pines, Florida opened in August, 2011. This school has an effective academic program that has been successful in supporting high student achievement. After the first year of operation, our School earned an A grade. We are proud to report that on every measure of student achievement, at every grade level except grade 8 math and science and grade 7 Algebra, our School has exceeded both state and district levels.

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<sup>2</sup> An applicant is considered to be replicating an “existing school design” if:

- The proposed school is substantially similar *overall* to at least one school, and
- The individuals and/or organization involved in the establishment and operation of the proposed school are deeply involved in the operation of the similar school(s).

For example, a plan to implement a specific program, such as a widely-used curriculum, would not be categorized as the replication of an existing school design.

Percent of Students Scoring at Level 3 and Above						
Grade Level	Reading			Math		
	School	District	State	School	District	State
3	81	55	57	83	58	58
4	81	59	60	83	63	61
5	87	60	60	74	57	55
6	79	59	58	59	55	52
7	80	58	57	69	53	55
8	64	59	56	46	48	51

Grade Level	Subject	School	District	State
7	Algebra	96	99	96
8	Algebra	96	95	90

Grade Level	Subject	School	District	State
5	Science	80	49	53
8	Science	45	46	47

Grade Level	Subject	School	District	State
4	Writing	96	86	83
8	Writing	92	83	79

- 3.g Describe the applicant’s capacity to replicate an existing school design.**  
***The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.***

The Board has the capacity to replicate the existing school design as proposed, which is the same educational program design as our existing school with a focus on grades 6-12. Our Board members have expertise in education, including curriculum, assessment, and instruction, along with backgrounds in finance, business, and management.

Supports for operating a successful charter school are already in place including the governance structure and operation, Board policies and procedures related to personnel and students, financial management, and employment. We have been successful in marketing our current school and recruiting families and students for whom our model

will be a good fit. In addition, we are experienced at acquiring an appropriate facility and ensuring that it meets all requirements to open on time and within budget.

All personnel and resources utilized in the successful opening of the Franklin Academy – Pembroke Pines are available to ensure execution and implementation of the high quality program outlined in this application.

#### **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 Common Core 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.**

At Franklin Academy, there will be a school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards (NGSSS), which include the common core standards in English/Language Arts and mathematics as redefined in s. 1000.21, F.S., in accordance with Senate Bill (SB) 1076. . School administrators, teachers, aides, and volunteers working with students will work to ensure that instruction is consistent and effective for all students, and that there is a school-wide mindset that student achievement is everyone’s responsibility.

##### **Curriculum Development**

The curriculum at Franklin Academy will be based on Florida’s NGSSS and developed by teachers using curriculum maps to create interdisciplinary, thematic-based curricula and instructional focus calendars. Character education and technology will be infused within each of the courses.

**A. Rigorous, Standards-Based Curriculum.** The rigorous, standards-based curriculum will ensure horizontal and vertical alignment and equity. Furthermore, each of the standards 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 will lead students towards mastery of the standard. The standards of the core curriculum, both content and application, will be the primary guides to what to teach and what to assess. Student learning of these standards will be the core of Franklin Academy’s classroom experience.

All core subject areas will align with the course descriptions in Florida’s *Course Code Directory and Instructional Personnel Assignments* to ensure that all students are well-prepared. Franklin Academy’s Curriculum Guide will be grade-level specific and subdivided into the core content areas of Language Arts (including Writing), Mathematics, Science, Social Studies, World Languages, Physical Education, Fine Arts, and Practical Arts. The curriculum guide will include each department’s mission along with course descriptions, FDOE course codes, Florida Bright Futures codes, and Dual Enrollment opportunities. The curriculum guide will also include the minimum requirements

students need to achieve in order to take certain courses such as honors and Advanced Placement (AP) classes, along with important guidance information such as testing, college planning, and scholarship opportunities. Infused within each course will be the character education traits, as well as technology. Teachers will be provided with resources for additional lesson plans and resources beyond the selected state adopted texts including free online resources and assessment tools.

Building upon a solid content base in each academic subject, students will expand their prior knowledge through a spiraled curriculum, which focuses on inquiry and project-based applications of key concepts and universal ideas. Standards will be clearly articulated on teacher-developed curriculum maps and aligned to the NGSSS at each grade level to guide instruction and lead students toward high levels of learning.

**B. Interdisciplinary Curriculum Maps.** Curriculum maps will constitute the general route to acquiring the knowledge necessary to determine mastery for each course, while assessing and meeting individual benchmarks. Franklin Academy's standards-based curriculum will be presented in nine-week units by subject and by grade level. Teachers will work in teams to develop curriculum maps per subject, noting interdisciplinary connections, to ensure that each benchmark is covered in an equitable fashion. The curriculum maps will ensure horizontal alignment between teachers and vertical alignment across grade levels. The teacher-created curriculum maps will contain essential questions that assist teachers in weaving together subject matter to make connections apparent and support interdisciplinary, thematic planning for student learning. Curriculum maps will also identify additional resources, supplemental materials, required and suggested lab activities for science, and references for media integration, such as on line access to *Time Magazine*, *National Geographic*, and the Discovery Channel.

**C. Instructional Focus Calendars.** Instructional focus calendars will help teachers to meet high standards of student achievement through the identification of Big Ideas, benchmarks, key content, process skills, and an essential question per hour of course contact. On a daily basis, students will acquire measurable, specific content knowledge aligned with the course benchmarks. Utilizing curriculum maps and instructional focus calendars will support the continuous improvement model and generate vibrant and productive learning communities of professionals (Jacobs, 2006).

**D. Technology.** Technology will be used as a tool in the School to enhance teachers' instruction. We believe technology is best used to reinforce classroom learning and for assessment. Thus, every classroom will be equipped with computers and networked, interactive projectors. These resources will allow teachers and students to access online

versions of textbooks during lessons, authentic information via the internet related to an area of study, and demonstrations of key concepts (such as through Khan Academy or similar sites).

Class sets of laptops or tablet computers will be provided on a laptop cart to support 1:1 digital learning. These technologies will be purchased during year 2 or later of school operations and will be contingent upon the receipt of start-up grant funds or other outside funding source(s).

In addition to using technology to support learning, as age appropriate and specified in standards, students will learn how to master the use of specific technologies. Teachers will seek to ensure that students are taught how to exploit the potential of research-oriented technology, yet not abuse them, and to aid in 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.

**E. Character Education.** Character Education will be an integral part of the curriculum. Character is the culmination of habits, resulting from the ethical choices, behaviors, and attitudes an individual makes, and is the "moral excellence" an individual exhibits when no one is watching. It includes an individual's desire to do one's best, concern for others' well-being, cognition of critical thinking and moral reasoning, and the development of interpersonal and emotional skills that allow individuals the capability to work effectively with each other in everyday situations. Franklin Academy will embrace the philosophy that character education builds better people. Character development is more than developing good behavior—but rather identifying and cultivating a set of inter- and intrapersonal skills that provide the framework to build and execute ethical behavior and build community.

Character education will be integrated throughout every content area and in every grade level. Department chairs will work together for cross curricular planning to promote character education throughout the curriculum. Each department will develop a mission statement that is in line with the School's mission statement, but particular to their own department's goals and inclusive of character education. For example, the world languages department can teach appreciation with respect to different cultures and traditions.

Character traits are tied directly to civic education and responsibility. The traits may include, but are not limited to generosity, kindness, responsibility, citizenship, honesty, integrity, cooperation, self-control, respect, and tolerance. This program will be

connected to Civic Education and community service projects both within the School and the community. On a regular basis, teachers will nominate for recognition students or other faculty/staff who have done an exemplary job of exhibiting good character and civic responsibility.

Community service is a crucial component of career and education planning in addition to providing opportunities for civic education and character education. Community service projects for middle and high school students will include service hours earned by volunteering in the community. These service hours might be earned by volunteering in a hospital, preschool, or local YMCA. Community service projects may be completed such as recognition of military personnel, or supporting non-profit agencies with facility maintenance such as gardening, painting, etc. One hundred (100) hours of community service will be required for graduation. Moderators of school clubs will be required to set up community service opportunities for their club members. A parent volunteer will coordinate projects and hours.

### **Curriculum Objectives and Content Summary**

Franklin Academy's curriculum objectives and related content will be directly aligned with the Next Generation Sunshine State Standards (NGSSS), which include the common core standards in English/Language Arts and mathematics in accordance with Senate Bill (SB) 1076. Teachers will work cooperatively to create a curriculum pacing guide and scope and sequence for the core subject areas for all grade levels. Grade level knowledge and skills will be effectively presented and mastered by students in each grade level based on the NGSSS and course guide directory from the state.

Textbooks will be selected by teachers for each course from the state-approved list of instructional materials prior to the opening of School. However, curriculum delivery will be based on the School's curriculum maps and supported by the texts, rather than the textbook series driving the curriculum.

The organizational model for teams of teachers will be composed of one department chair per core area. These department chairs will form the Curriculum Leadership Team, which, along with the administration and ESE teachers, will review and analyze testing results and make curricular plans/adjustments. This structure will enhance the ability of teachers to target the program and address both the individual and developmental needs of our students. This arrangement will serve to coordinate curriculum attainment with learner developmental traits and needs. Teachers' planning vertically and horizontally will establish fluid progress and mastery of the NGSSS by all students.

## **Reading/ Language Arts**

Franklin Academy places Reading and Language Arts at 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 studies across the curriculum. Communication of thoughts and interpretation of what is read and written will influence one's overall educational accomplishments.

For our students in grades 6-8, reading instruction will emphasize literature, composition, and technical text, and the development of refined writing skills. Students 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 stress higher level critical thinking and interpretation skills. Grammar, vocabulary, development of research and writing, and presentation of information will be emphasized and comprehensive.

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 will also 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 include Developmental Language Arts through ESOL on all three levels if necessary.

For each year in which a student scores at Level I on FCAT 2.0 Reading, the student will 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 area course in which reading strategies are delivered will be determined by diagnosis of reading needs. The Reading, Language Arts, and World Languages program in high school will focus on the mechanics of language and how it is used to communicate within the Big Ideas/Strands: reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. These communication skills inclusive of reading, writing, listening, and speaking will be interdisciplinary. An understanding of 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 and world languages 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.

Reading instruction in Language Arts and World Languages classes will focus on a wide variety of literature and the development of refined writing skills. Student will need to apply these skills to interpret and respond to novels and content area material. Through the course of study, literature will include cross-curricular subject matter and will stress higher level critical thinking and interpretation skills. Grammar, vocabulary, development of research and writing, and presentation of information will be emphasized and comprehensive. Teachers will collaborate in the selection of a reading textbook series from the state-approved list prior to school opening.

Layers of instructional strategies for students will include core instruction, supplemental instruction, and intensive instruction. Core instruction will be provided to all students in the class. It will be guided by the comprehensive core reading program (CCRP). Intensive instruction will be given to students who were identified through the educational diagnostic exam or through FCAT scores, or common core assessments upon implementation, as 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.

Students who score Level 1 or 2 in reading will benefit from reading instruction that is systematic and explicitly targeted to their area(s) of need. The severity of the student's reading difficulty will determine the intensity of instruction. The school will seek to provide intensive reading instruction in a class with a small teacher to student ratio. After Freshman year, Latin will be offered as a world language in order to continue intensive reading instruction. This will fulfill the world language requirement and continue to assist students with reading comprehension and grammar.

Latin has also been proven to increase SAT scores (College Board, 2010<sup>3</sup>; Holmes and Keffer, 1995<sup>4</sup>; Lindzey, 2008<sup>5</sup>). These courses are designed to strengthen reading and grammar skills. Through the study of English derivatives and vocabulary based on Latin, the student will continue to strengthen grammar foundation and increase reading comprehension. Emphasis will be placed on building vocabulary thought context clues, determining the stated and implied main idea of reading passages, identifying significant

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<sup>3</sup> <http://professionals.collegeboard.com/profdownload/2010-total-group-profile-report-cbs.pdf>

<sup>4</sup> [http://www.eric.ed.gov/ERICWebPortal/search/recordDetails.jsp?searchtype=advanced&pageSize=10&ERICExtSearch\\_Facet\\_0=facet\\_rt&ERICExtSearch\\_Operator\\_2=and&ERICExtSearch\\_SearchValue\\_0=latin&ERICExtSearch\\_EDEJSearch=elecBoth&ERICExtSearch\\_SearchType\\_2=kw&ERICExtSearch\\_Operator\\_1=and&ERICExtSearch\\_SearchType\\_1=kw&ERICExtSearch\\_SearchValue\\_1=sat%2Bscores&ERICExtSearch\\_SearchType\\_0=kw&ERICExtSearch\\_PubDate\\_From=0&ERICExtSearch\\_PubDate\\_To=2013&ERICExtSearch\\_SearchCount=0&ERICExtSearch\\_FacetValue\\_0=%22Reports++Research%22&\\_pageLabel=RecordDetails&objectId=0900019b80104faa&accno=EJ522333&\\_nfls=false](http://www.eric.ed.gov/ERICWebPortal/search/recordDetails.jsp?searchtype=advanced&pageSize=10&ERICExtSearch_Facet_0=facet_rt&ERICExtSearch_Operator_2=and&ERICExtSearch_SearchValue_0=latin&ERICExtSearch_EDEJSearch=elecBoth&ERICExtSearch_SearchType_2=kw&ERICExtSearch_Operator_1=and&ERICExtSearch_SearchType_1=kw&ERICExtSearch_SearchValue_1=sat%2Bscores&ERICExtSearch_SearchType_0=kw&ERICExtSearch_PubDate_From=0&ERICExtSearch_PubDate_To=2013&ERICExtSearch_SearchCount=0&ERICExtSearch_FacetValue_0=%22Reports++Research%22&_pageLabel=RecordDetails&objectId=0900019b80104faa&accno=EJ522333&_nfls=false)

<sup>5</sup>

details, drawing appropriate conclusions and generalizations, distinguishing facts from opinions, identifying cause and effect, determining the author’s purpose and bias, using critical reading skills, and developing the active reading process as well as self-assessment. Students will also develop learning and study skills as well as grammar skills.

All students will also be exposed to information and media literacy, which includes the information process skills (accessing, analyzing, evaluating, creating, and participating with media information) used to acquire content knowledge (Center for Media Literacy, 2011). Students will develop the essential skills to actively and safely use media of all types to present thoughts, ideas, and stories and conduct research. They 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.

Gender differences in learning will be specifically addressed in reading classes.

Reading Girls	Reading Boys
Highly motivated Focus on narrative writing Details Relationships Series books	Expository Action and adventure Events, places (spatial) Motivate to read Reading for information (non-fiction_)

**Mathematics Program Summary**

Every student will be expected to achieve the skills needed for mathematical literacy. Focusing on best practices for mathematical instruction, our subject area teachers will challenge students to reach the highest standards. Teachers will collaborate in the selection of math textbooks from the state-approved list prior to the opening of School. However, curriculum delivery will be based on the School’s curriculum maps and supported by the texts, rather than the textbook series driving the curriculum. Concepts such as number theory, algebraic thinking, and statistics will be taught using applied problems from everyday experiences. Technology and support resources will be used in instruction and made available to students.

Gender differences in learning will be specifically addressed in math classes.

Math Girls	Math Boys
Structured	End results

Math Girls	Math Boys
Scheduled Detailed Why Relating lessons to one's life (nature – provide soft opening) Connect numbers to stories Inductive –inquiry oriented Girls need set up – modeling, all the details	How Provide manipulatives if needed Verbalize math Numbers and patterns Deductive Directions – break it down Minimize multi tasking Get to the meat and potatoes.

Ongoing professional development of teachers will provide development of mathematical knowledge beyond the text series, and appropriate pedagogy in single gender math classes.

For our students in grades 6-8, building upon mastery of previously 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, and calculating monthly budgets will give middle school students a framework for success. From here, students will have access to higher level math courses including pre-algebra, algebra, and geometry for high school (HS) credit. Advanced students will be challenged with an accelerated curriculum and given opportunities to explore higher level instruction. Use of student work groups will enhance the instructional experience and teach key collaborating skills.

Middle school students will be offered the following math courses:

- Math 1
- Math 2
- Math 3
- Pre-algebra
- Algebra for HS credit
- Geometry for HS credit

At least one high school level mathematics course will be offered for which students may earn high school credit. To earn high school credit for an Algebra I or Geometry course, a middle school student is required to pass the end-of-course assessment.

For each year in which a student scores at Level 1 or Level 2 on FCAT 2.0 Mathematics, the student will receive remediation the following year, which may be a separate course or integrated into the student's required mathematics course.

As identified in the NGSSS, high school math instruction will focus on Algebra, Calculus, Discrete Mathematics, Financial Literacy, Geometry, Probability, Statistics, and Trigonometry. Standards from the National Council Teachers of Mathematics (NCTM), as reflected in Florida state standards, will guide the curriculum. High school students will be provided with mathematics courses identified in the course list below.

### **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 will provide a curriculum that incorporates hands-on activities to produce actively involved learners while applying the scientific method. Students will gain science knowledge through gathering, assembling, observing, constructing, composing, manipulating, drawing, performing, examining, interviewing, testing hypotheses, and collecting of data about the environment around them. The NGSSS incorporate the National Science Standards and the FDOE's Big Ideas grouped into four Bodies of Knowledge: Earth and Space Science, Life Science, Physical Science, and Nature of Science.

The science curriculum will be designed to help students 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 defining strands
- Participate in project-based scenarios and inquiry-based activities to facilitate critical thinking at all levels of instruction

Gender differences in learning will be specifically addressed in science classes.

Science Girls	Science Boys
Talk and visual Projects – experiments Why – does it drive? Steps and procedures Sensitivity – nurturing – poor critters Predator and prey relationships Time to talk – random questions Total physical response – movement Risk taking – encourage divergent thinking	Visual – text graphic Hands on – experiential connections Teach vocabulary (verbs-actions) connect – pictures Involve the body Experiments – explore and use Model and let them do it Expect inertia Boys like to draw but not color

Our students will develop a more sophisticated proficiency of science skills and application through a sequential course of study. Franklin Academy students will study topics based on the Big Ideas presented in the NGSSS. Concepts will 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 will become forefront as concepts from mathematics are interwoven and connected throughout science instruction. Students will explore ethical and societal impacts of science with the application to personal responsibility. Teachers will introduce significant events, discoveries, careers, and personalities as they relate to content presented through the science curriculum. Technology and support resources, including free on-line resources, will be used in instruction and made available to students. These resources may include, but are not limited to *Time Magazine*, *National Geographic*, and Discovery Channel on line.

Students in grades 6–8 will develop proficiency of science skills and application through a three-year sequential course of study. Middle school students will be offered the following science courses:

- Earth/Space Science
- Earth/Space Science, Advanced
- Life Science
- Life Science, Advanced
- Physical Science
- Physical Science, Advanced

As identified in the NGSSS, high school instruction in science will also focus on Earth/Space Science, Life Science, and Physical Science and will also include Nature of Science. High school students will be provided with the science courses identified in the course list below.

Beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, students must pass the Biology I end-of-course assessment.

**Social Studies Summary**

The Social Studies Program at the Franklin Academy will be standards based with strong cross-curricular integration. This will require that students utilize concepts from reading, literature, science, mathematics, the arts, and technology to gain a global perspective. Themes across strands will 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 influence a student’s perception of their world as well as their perspective as a global citizen.

Strands will consist of American History, Geography, Economics, World History, Humanities, and Civics and Government delivered through themes of different cultures and environments. Instruction will also be provided in the topics required by s. 1003.42, F.S. Students will be provided with 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 a sense of community, integrity, and obligations to self and our world.

Gender differences in learning will be specifically addressed in social studies classes.

Social Studies Girls	Social Studies Boys
Group projects Oral reading Role playing – creative dramatics – story dramatization History personal perspective Mapping - detailed story - girls	Group projects Oral reading Role playing – creative dramatics – story dramatization History event and actions Mapping - Directional – boys (landmarks, but not the details)

For our students, a more in-depth study of the world will be achieved with an emphasis on how American History, Geography, Economics, World History, Humanities, and Civics

and Government influence events around the world. This will require integration of content through the study of cultures, the humanities, and literature to acquire a realization of how these events have affected individuals 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 will be assigned to explore world cultures, past and present, while interpreting these events and their relationship to global issues. Seventh Grade students 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 understand the process of the nation's democracy will be essential knowledge to become informed and active in the future of our country; to become valued and productive citizens.

One Social Studies course will be at least a one-semester civics education course that a student successfully completes in accordance with s. 1008.22(3)(c), F.S. and that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

Middle school students will be offered the following social studies courses:

- World History
- World History, Advanced
- Economics and Geography or Civics Integrated
- World Geography, Advanced
- US History
- US History, Advanced

As identified in the NGSSS, high school instruction in social studies will focus on American History, Geography, Economics, World History, Humanities, Civics and Government, Psychology, and Sociology. High school students will be provided with the social studies courses identified in the course list below.

Community service projects for all students will include service hours earned by volunteering in the community. These service hours might be earned by volunteering in a hospital, preschool, or local YMCA. Community service projects may be completed such as recognition of military personnel, or supporting non-profit agencies with facility maintenance such as gardening, painting, etc. A parent volunteer will coordinate projects and hours.

### **Career and Education Planning**

Students will complete one course in career and education planning in grade 7 or 8 that includes career exploration using Florida CHOICES or a comparable cost-effective program; includes educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website [flvc.org](http://flvc.org); and results in the completion of a personalized academic and career plan. Franklin Academy will hold a parent meeting either in the evening or on a weekend to inform parents of middle school students about the course curriculum and activities. This course will be internet-based, easy to use, and customizable, and will result in a completed personalized academic and career plan.

A four-year career and education plan will be developed by each high school student with support from the guidance department via individual meetings, group workshops, and parent information sessions. Freshmen year will focus on awareness; Sophomore year will focus on exploration; Junior year will focus on research; and Senior year will focus on the college application process.

The required personalized academic and career plan for students in grades 7-12 will inform students of high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy opportunities, and courses that lead to national industry certification.

Each student's electronic personal education plan will be signed by the student; the student's instructor, guidance counselor, or academic advisor; and the student's parent. The guidance counselors will review the plan annually with the student and parent through required individual meetings, group workshops, and parent information sessions.

The Florida Department of Education’s course frameworks and professional development materials will be used for the career exploration and education planning course. The course may be implemented as a stand-alone course or integrated into another course or courses.

Community service is a crucial component of career and education planning in addition to providing opportunities for civic education and character education. Community service projects for high school students will include service hours earned by volunteering in the community. These service hours might be earned by volunteering in a hospital, preschool, or local YMCA. Community service projects may be completed such as recognition of military personnel, or supporting non-profit agencies with facility maintenance such as gardening, painting, etc. One hundred (100) hours of community service will be required for graduation. Moderators of school clubs will be required to set up community service opportunities for their club members. A parent volunteer will coordinate projects and hours.

**High School Course List**

Franklin Academy will offer a comprehensive educational high school program that includes the following courses:

<b>CORE COURSES</b>	
<b>English/Language Arts</b>	
English Skills (Intensive Reading)	AP English Lang
English Honors I, II, III, IV	Classical Literature
English I, II, III, IV	Applied Communications 2
AP English Lit	American Literature
Applied Communications 1	American Literature Honors
World Literature	Great Books Honors
World Literature Honors	Contemporary Literature
	Contemporary Literature Honors
<b>Math</b>	
AP Calculus	AP Calculus II
Advanced Topics in Math	Probability and Statistics Honors
Algebra IA and IB	Algebra I Honors
Algebra I	Algebra II Honors
Algebra II	College Algebra Trig
Geometry I	Geometry I Honors
Geometry/Precalculus Honors	Precalculus Honors
Calculus Honors	Math for College Readiness

<b>Science</b>	
Biology I	Bio I Honors
AP Biology	Chemistry
Chemistry I Honors	Anatomy/Physiology
AP Chemistry	Anatomy/Physiology Honors
Physics I	Environmental Science
Physics I Honors	AP Environmental Science
Marine Science Honors I	Marine Science Honors II
Biology Technology	
<b>Social Studies</b>	
American History	World History
American History Honors	World History Honors
AP American History	AP World History
Psychology	Government Honors
Government	AP Government
Economics	Economics Honors
AP Macro Economics	Economics with Financial Literacy
Economics with Financial Literacy Honors	
<b>World Languages</b>	
Spanish I, II, III	French I, II, III
AP Spanish Lang	AP French Lang
AP Spanish Lit	Latin I, II
<b>VISUAL AND PERFORMING ARTS, SPEECH AND DEBATE, PRACTICAL ARTS</b>	
Art I, II	Music Appreciation
Computer Art	Band I, II
AP Art	Speech
Intro Drama I, II	Debate
Dance I, II	
<b>PHYSICAL EDUCATION</b>	
Physical Fitness	Beginning Weight Training
Health	Fitness Life
<b>ELECTIVES</b>	
Computer Applications	TV Production/Cinema
Microcomputers	Business Management
Journalism	V Basic
Accounting	Business and Finance
WebMaster	Computer Tech

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

Curriculum maps based on Florida’s Next Generation Sunshine State Standards (NGSSS) will constitute the route to acquiring the knowledge necessary to determine mastery for each course, while assessing and meeting individual benchmarks. These maps will focus attention on the critical ideas and information essential to each content area (Lenz, Adams, Bulgren, Pouliot, and Laroux, 2002).

Curriculum mapping is a procedure for collecting data about the actual curriculum in a school district using the school calendar as an organizer. Data are gathered in a format that allows each teacher to present an overview of his or her students' actual learning experiences. The fundamental purpose of mapping is communication. The composite of each teacher's map in a building or district provides efficient access to a K–12 curriculum perspective both vertically and horizontally. Mapping is not presented as what *ought* to happen but what *is* happening during the course of a school year. Data offer an overview perspective rather than a daily classroom perspective. Curriculum mapping is an extremely useful tool for creating a “big picture” for curriculum decision making (Jacobs, 1997).

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. Thus, the use of curriculum maps allows teachers to document the relationships between every component of the curriculum. 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.

The benefits of curriculum maps have been well documented<sup>6</sup>. These benefits include:

- Organizing instruction into a clear timeline
- Identifying opportunities for integration across curriculum areas
- Identifying gaps and redundancies in instruction

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<sup>6</sup> Derry School District, on line <http://www.derry.k12.nh.us/dvs/curricmap.htm>; Education World, on line at [http://www.educationworld.com/a\\_curr/virtualwkshp/curriculum\\_mapping.shtml](http://www.educationworld.com/a_curr/virtualwkshp/curriculum_mapping.shtml); Teaching Today, McGraw-Hill, on line at <http://teachingtoday.glencoe.com/howtoarticles/a-curriculum-mapping-primer>

- Matching instruction to assessment
- Communicating instructional plans to administrators, teachers, parents, and students

Curriculum maps at Franklin Academy will serve to foster communication among teachers, administrators, and parents; and align the curriculum both horizontally across classrooms at the same grade level and vertically across grade levels to ensure that all students have equal opportunity to master the academic content and the NGSSS.

Textbooks will be selected by teachers for each course from the state-approved list of instructional materials prior to the opening of School. However, curriculum delivery will be based on the School's curriculum maps and supported by the texts, rather than the textbook series driving the curriculum.

**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](http://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 develop and implement a school-wide Comprehensive Research-based Reading Plan (CRRP) prior to the opening of school to provide a framework for instruction integrating across 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 curriculum leadership team will be established to include school administration, ESE teacher, media specialist, department head, and lead teacher or mentor teachers.

- *The analysis of data drives all decision-making.* 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 curriculum leadership team members on a regular basis (bi-weekly or monthly if needed) to identify needs of students.
- *Professional Development is systemic and targeted at individual teacher needs as determined by analysis of student performance data.* Professional Development will be coordinated through the decisions of the curriculum leadership team and teachers on staff. The professional development plan will make provisions to target specific areas of need based on assessment data and reflect the goals in teachers' Individual Professional Development Plans (IPDP). Professional development will be differentiated and will intensify for teachers based on progress monitoring data. It will be up to the curriculum leadership 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 progress and objectives will be reviewed and evaluated by the school stakeholders. The curriculum leadership team will organize data in a central location, via the school's Student Information System, PowerSchool. The School will use the collected information to create the School Improvement Plan and assist in planning Professional Development to train and support teachers in identifying classroom strategies and instructional delivery strategies.
- *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 selected by teachers prior to the opening of school and an intervention program targeting specific student needs for low-performing students. Examples of effective materials may include English Workshop and Elements of Writing which focus on helping students better understand the layout of sentences so as to increase their ability to create sentence variety and paragraph coherence. 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.

Teachers will use the components of reading in association with reading research 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 will focus on the concepts of print, phonological awareness, phonemic awareness, phonics, fluency, vocabulary development, reading comprehension, and oral language as they apply these skills to all areas of the curriculum.

### **Reading Assessment**

Assessment as the process of collecting data for the purposes of identifying student strengths and weaknesses, and making instructional decisions, will be used at the School. Assessment may be formal or informal and 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, such as an educational diagnostic exam in grade six (6) and for all students new to the School, will be used to determine course placement and reading materials. Screening tests will also provide the teacher with a beginning assessment of a student's preparation for grade level reading instruction. They will be a "first alert" that a student may need extra help to make adequate progress in reading during the year.

The School will administer screenings and other assessments in the fall of each school year such as Florida Assessments for Instruction in Reading (FAIR), Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in grades 9-11, and ACT's Plan tests in grades 9-10.

In addition, high school students that score a Level 2 or 3 on FCAT Reading and have not otherwise demonstrated college readiness will be required to take the PERT in the 11th grade. For students who do not meet the college-ready cut score, a PERT Diagnostic may be administered and results used to guide instruction.

Progress monitoring tests will keep teachers informed about students' 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. Ongoing Progress Monitoring assessments will be inclusive of the Florida Assessments for Instruction in Reading (FAIR). Teachers will take advantage of local training for FAIR provided by the district.

Franklin Academy will participate in the FAIR online assessment program and will record results on the Progress Monitoring and Reporting Network (PMRN). FAIR starts with a Broad Screening test 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 2.0 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 will require ongoing Progress Monitoring or the Diagnostic Toolkit Tasks. The FAIR is given three (3) times a year. Data from the FAIR will be automatically uploaded into the PMRN for teachers and school leaders to analyze. The information will be available and offer guidance and best practice support for our teachers as they prepare lessons for student learning. School personnel will receive training to ensure successful implementation.

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 development, they will usually be given only if a student fails to make adequate progress after receiving extra help in learning to read. 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. Interim assessments will be given in designated intervals as designed through an assessment calendar, including the FAIR.

### **Instructional Strategies**

Reading instruction in both middle and high school will focus on a wide variety of literature and the development of refined writing skills. Student will need to apply these skills to interpret and respond to novels and content area material. Through the course of study, literature will include cross-curricular subject matter and will stress higher level critical thinking and interpretation skills. Grammar, vocabulary, development of research and writing, and presentation of information will be emphasized and comprehensive.

Layers of instructional strategies for all students will include core instruction, supplemental instruction, and intensive instruction. Core instruction will be provided to

all students in the Language Arts and World Languages classes. It will be guided by the comprehensive core reading program (CCRP). Intensive Instruction will be provided to students who were identified through the educational diagnostic exam or through FCAT scores (or common core assessments upon implementation) as seriously below grade level in the development of critical reading skills. This instruction will be guided by a specific research-based intervention program that focuses on one or more of the key areas of reading development.

### **Students Reading at Grade Level or Higher**

The reading curriculum will be differentiated at all grades for students reading at grade level or higher. An educational diagnostic exam administered upon entry to the School will be used to determine curricular placement and appropriate reading materials.

Students reading above grade level will have the option of taking an advanced language arts course that will differentiate instruction to meet individual student needs. Teachers will also use literacy groups and authentic texts for instruction.

In addition to reading materials that may be required on a course by course level, students will be required to participate in a reading program that will allow them to choose books to their liking, but will mandate a minimum number of books to be read as prior to graduation. As part of increasing literacy for all students, a community read book will be selected every summer for all students and faculty.

### **Students Reading Below Grade Level**

Instructional time will increase for students who score level 1 or 2 on the Florida Comprehensive Assessment Test (FCAT) or common core assessment in Reading. Students who score Level 1 or 2 in reading will benefit from reading instruction that is systematic and explicitly targeted to their area(s) of need. The severity of the student's reading difficulty will determine the intensity of instruction. The School will seek to provide intensive reading instruction in a class with a small teacher to student ratio. Identified students will receive additional focused instruction each day and/or remediation and reinforcement. Students who score at Level 1 on FCAT Reading will take an intensive reading course in addition to the language arts class. Students who score at Level 2 will be placed in an intensive reading course or a content area course where reading strategies are delivered. To maximize learning, the School will make every effort to group students according to needs 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.

After Freshmen year, Latin will be offered as a world language in order to continue intensive reading instruction. This will fulfill the world language requirement and continue to assist students with reading comprehension and grammar. Latin has also been proven to increase SAT scores (College Board, 2010<sup>7</sup>; Holmes and Keffer, 1995; Lindzey, 2008<sup>8</sup>). These courses are designed to strengthen reading and grammar skills. Through the study of English derivatives and vocabulary based on Latin, the student will continue to strengthen grammar foundation and increase reading comprehension. Emphasis will be placed on building vocabulary thought context clues, determining the stated and implied main idea of reading passages, identifying significant details, drawing appropriate conclusions and generalizations, distinguishing facts from opinions, identifying cause and effect, determining the author's purpose and bias, using critical reading skills, and developing the active reading process as well as self-assessment. Students will also develop learning and study skills as well as grammar skills.

All students reading below grade level and/or not making progress will have a Progress Monitoring Plan (PMP) to recognize and address those specific strategies to be implemented in order to remediate learning deficiencies. PMP's will be created by the student's teacher, a teacher with the reading endorsement (if the endorsement is not held by the student's teacher), administrator(s), ESE teacher, parent, and student, if applicable. This team will review the PMP as often as necessary, but at a minimum midway through the marking period and again at the end of each nine (9) week marking period.

Franklin Academy will incorporate the use of a Multi-tiered System of Supports (MTSS) that includes Response to Intervention (RtI) for any student below grade level in reading or math. RtI is defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). The MTSS 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 school-wide effort. MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. MTSS is "data-based decision making" applied to education. The essential components of MTSS include: Multiple tiers of evidence-based instruction service

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<sup>7</sup> <http://professionals.collegeboard.com/profdownload/2010-total-group-profile-report-cbs.pdf>

<sup>8</sup> [http://www.eric.ed.gov/ERICWebPortal/search/recordDetails.jsp?searchtype=advanced&pageSize=10&ERICExtSearch\\_Facet\\_0=facet\\_rt&ERICExtSearch\\_Operator\\_2=and&ERICExtSearch\\_SearchValue\\_0=latin&ERICExtSearch\\_EDEJSearch=elecBoth&ERICExtSearch\\_SearchType\\_2=kw&ERICExtSearch\\_SearchType\\_1=kw&ERICExtSearch\\_SearchValue\\_1=sat%2Bscores&ERICExtSearch\\_SearchType\\_0=kw&ERICExtSearch\\_PubDate\\_From=0&ERICExtSearch\\_PubDate\\_To=2013&ERICExtSearch\\_SearchCount=0&ERICExtSearch\\_FacetValue\\_0=%22Reports++Research%22&\\_pageLabel=RecordDetails&objectId=0900019b80104faa&accno=EJ522333&nfls=false](http://www.eric.ed.gov/ERICWebPortal/search/recordDetails.jsp?searchtype=advanced&pageSize=10&ERICExtSearch_Facet_0=facet_rt&ERICExtSearch_Operator_2=and&ERICExtSearch_SearchValue_0=latin&ERICExtSearch_EDEJSearch=elecBoth&ERICExtSearch_SearchType_2=kw&ERICExtSearch_SearchType_1=kw&ERICExtSearch_SearchValue_1=sat%2Bscores&ERICExtSearch_SearchType_0=kw&ERICExtSearch_PubDate_From=0&ERICExtSearch_PubDate_To=2013&ERICExtSearch_SearchCount=0&ERICExtSearch_FacetValue_0=%22Reports++Research%22&_pageLabel=RecordDetails&objectId=0900019b80104faa&accno=EJ522333&nfls=false)

delivery, a problem-solving method designed to inform the development of interventions, and an integrated data collection/assessment system to inform decisions at each tier of service delivery.

MTSS is a three-tier model that uses increasingly more intense instruction and interventions. 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 and 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.

Intervention strategies for reading may include, but will not be limited to, “training in phonological awareness, decoding, and word study; guided and independent reading of progressively more difficult texts; writing exercises; and engaging students in practicing comprehension strategies while reading text” (Scammacca, and Wanzek, 2007, p. 30). Data collected at each tier will be used to measure the efficacy of the interventions. The data will be used to make meaningful decisions about which instruction and interventions should be maintained and layered.

The MTSS team at Franklin Academy will include the ESE coordinator, administrator, counselor, ESE teacher, and experienced classroom teachers. This team will meet with classroom teachers to guide them through the MTSS process, assist with data collection and analysis, identify appropriate interventions, and monitor student progress. This team will meet at least monthly or more frequently as needed.

Franklin Academy is committed to delivering a comprehensive core reading plan (CCRP) that is established through planning based on student needs, School-wide consistency in the delivery of the plan, assessment of results, review and revision of the plan as needed, 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 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. Student learning at Franklin Academy will be an active process for students as they

engage in project- and inquiry-based learning experiences to promote curiosity, creativity, and student ownership of knowledge. Project-based learning and Inquiry-based instruction have been proven to improve students' learning aptitudes by integrating hands-on activities that require cognitive thinking skills to solve problems (Chew, 2008). All students will thrive in classrooms where peer interaction and conversation enable them to acquire content knowledge naturally through authentic learning experiences. The use of project- and inquiry-based learning will foster teamwork, positive interdependence, and the ability to generate many solutions to a problem, promoting out-of-the-box thinking.

Since students will be taking a proactive approach toward learning across content areas, they will have heightened meta-cognition and highly-developed critical thinking skills, along with motivation, independence, and confidence. Each student's educational performance will improve as the "how" of learning is understood to be just as important as "what" is learned within classrooms and the community.

In addition, significant differences in learning processes for boys and girls have encouraged Franklin Academy to offer single-gender classes in most core subject areas while having a co-educational (co-ed) environment outside of those specific classes. Effective single-gender teachers understand how girls and boys learn differently and choose strategies that support these learning differences. When designing lessons in single-gender classrooms, teachers will remember that the content remains the same for both girls and boys, but the lesson delivery will be different.

All students not making progress will have a Progress Monitoring Plan (PMP) to recognize and address those specific strategies to be implemented in order to remediate learning deficiencies. PMP's will be created by the student's teacher, a teacher with the reading endorsement (if the endorsement is not held by the student's teacher and the student's area of need is in reading), administrator(s), ESE teacher, parent, and student, if applicable. This team will review the PMP as often as necessary, but at a minimum midway through the marking period and again at the end of each nine week marking period.

All students who are below grade level in reading or math as evidenced by a Level 1 or 2 on the FCAT or do not pass a required EOC will receive interventions through the MTSS process to ensure that each student receives appropriate instruction leading to grade level proficiency. This may include individual tutoring, remediation opportunities (intensive reading or math courses), and other assistance to ensure academic progress.

As discussed above, Franklin Academy will incorporate the use of a Multi-tiered System of Supports (MTSS) that includes Response to Intervention (RtI) for any student below grade level in reading or math. RtI is defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). The MTSS 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 school-wide effort. MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. MTSS is “data-based decision making” applied to education. The essential components of MTSS include: Multiple tiers of evidence-based instruction service delivery, a problem-solving method designed to inform the development of interventions, and an integrated data collection/assessment system to inform decisions at each tier of service delivery.

MTSS is a three-tier model that uses increasingly more intense instruction and interventions. 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 and 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.

The MTSS team at Franklin Academy will include the ESE coordinator, administrator, counselor, ESE teacher, and experienced classroom teachers. This team will meet with classroom teachers to guide them through the MTSS process, assist with data collection and analysis, identify appropriate interventions, and monitor student progress. This team will meet at least monthly or more frequently as needed.

Student performance will be continuously assessed and results reviewed by the MTSS team to ensure that interventions are working. Assessments will include screenings, progress monitoring, and diagnostics. Data collected at each tier will be used to measure the efficacy of the interventions. The data will be used to make meaningful decisions about which instruction and interventions should be maintained and layered.

Students who do not make progress after receiving Tier 3 interventions for a reasonable period of time may be referred for evaluation for exceptional student education (ESE) services.

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

Other curriculum areas to be included at Franklin Academy for middle school students include Health, Physical Education, the Visual Arts, Music, Foreign Language, Information and Media Literacy, and Band and Chorus.

**Health**

Health instruction will be closely linked to science content as well as physical education. Health literacy will be based on the NGSSS and include concepts, responsible behavior, and promotion. Health concepts will include comprehending concepts related to health promotion and disease prevention to enhance health; and analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Responsible behavior will include demonstrating the ability to access valid health information, products, and services to enhance health; demonstrating the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks; and demonstrating the ability to use decision-making skills to enhance health.

Promotion will include demonstrating the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself; and demonstrating the ability to advocate for individual, peer, school, family, and community health.

Health topics will 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 will be the basic application of individual skills in a team sport environment. The strands for physical education will 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 and 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 will generate enthusiasm for art as well as different cultural and historical connections. Arts instruction will center around the NGSSCCS Big Ideas of:

- Critical thinking and reflection
- Skills, techniques, and processes
- Organizational structure
- Historical and global connections
- Innovation, technology, and the future

Through the exploration of a variety of artists, art processes, and art experiences, students will have the opportunity to develop higher thinking and creative problem solving skills. Our School will integrate art and music throughout the standard School curriculum, develop intellectual and communication skills in children through active participation in the arts, and enhance appreciation for culture and art within children.

### **Music**

Instilling the love of melody, the poetry of verse, and the rhythm of the beat will be goals of our music curriculum. Music instruction will focus on the NGSSS Big Ideas of:

- Critical thinking and reflection
- Skills, techniques, and processes
- Organizational structure
- Historical and global connections
- Innovation, technology, and the future

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

Music at the middle school will incorporate band instruction and chorus as electives.

### **World Languages**

Middle school students will have the opportunity to take Spanish as an elective. Classes will include Introduction to Spanish and Spanish 1 for high school credit.

### **Information and Media Literacy**

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.

All students will also be exposed to information and media literacy, which includes the information process skills (accessing, analyzing, evaluating, creating, and participating with media information) used to acquire content knowledge (Center for Media Literacy, 2011). Students will develop the essential skills to actively and safely use media of all types to present thoughts, ideas, and stories and conduct research. They 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.

Teachers will seek to ensure that students are taught how to exploit the potential of research-oriented technology, yet not abuse them, to develop 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. Students will develop proficient skills in Microsoft Word, Excel, and PowerPoint. Middle school students will have the option of deepening these skills through a technology elective.

Project-based, multi-disciplinary learning will be infused with technology in all classes.

The high school curriculum will include elective courses in Fine/Practical Arts and Physical Education as well as a variety of courses to capture students' interests as aptitudes. As indicated in the course list provided above, elective options for high school students may include computer applications, TV production/cinema, microcomputers, business management, journalism, V Basic, accounting, business and finance, WebMaster, and Computer Tech. The electives at Franklin Academy are designed to provide all students with experiences that promote the intellect, the creative potential, and the physical strengths of each student.

### **Fine/Practical Arts**

The Fine Arts Curriculum will generate enthusiasm for art as well as different cultural and historical connections. Visual arts, music, drama, public speaking, and dance will provide students with opportunities for appropriate self-expression using the selected media. Through a variety of courses and media presentations, the practical arts curriculum will expose students to the value of the "information highway" and the global nature of the world of technologies. Students will learn how to access, analyze, evaluate, create, and participate appropriately with media information in order to present thoughts, ideas, and stories, and conduct research.

Arts instruction will center around the NGSSS Big Ideas of:

- Critical thinking and reflection
- Skills, techniques, and processes
- Organizational structure
- Historical and global connections
- Innovation, technology, and the future

### **Physical Education**

The Physical Education curriculum will provide students with experiences designed to promote physical, mental, emotional, and social fitness. The department is committed to the development of the total person, body and soul, by fostering an understanding of fitness the emphasizes the importance of life-long wellness, healthy nutritional habits, maintaining satisfactory fitness levels, a sense of participation and sportsmanship, and the development of a positive self-image and sense of belonging.

Health instruction in high school will be closely linked to science content as well as physical education. Health literacy will be based on the NGSSS and include concepts, responsible behavior, and promotion. Health concepts will include comprehending concepts related to health promotion and disease prevention to enhance health; and

analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Health/Life Management Skills curriculum must include consumer education, nutrition, positive emotional development, parenting skills, information on breast cancer detection and breast examination, cardiopulmonary resuscitation, benefits of sexual abstinence and consequences of teenage pregnancy, the hazards of smoking, marriage and relationship skill-based education, drug education, human sexuality, acquired immune deficiency syndrome (HIV) and other sexually transmitted diseases. (F.S. 1003.43(i)).

Responsible behavior will include demonstrating the ability to access valid health information, products, and services to enhance health; demonstrating the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks; and demonstrating the ability to use decision-making skills to enhance health.

Promotion will include demonstrating the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself; and demonstrating the ability to advocate for individual, peer, school, family, and community health.

Health topics will 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

Courses will be taught by a certified health educator.

### **Mandated Instruction**

Students will receive instruction in specific content in compliance with Florida law, (F.S. 1003.42(2)). This will include, but is not limited to:

- The Holocaust
- African and African American History
- Hispanic Contributions
- Women's Contributions

- Veteran’s Recognition: The principles of democracy, its governmental and political structure, how to preserve and advance democracy, and how students may contribute to the American way of life.
- “Celebrate Freedom Week” (F.S. 1003.421)
- “Disability History and Awareness Week” (F.S. 1003.4205)

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

The effectiveness of the curriculum will be determined by the achievement of specific measurable objectives.

The state mandated tests, including FCAT 2.0, common core assessments upon implementation, and End of Course (EOC) Assessments, 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 curriculum alignment and effectiveness, staff development needs, and School-wide objectives, which will be listed in the School Improvement Plan.

Results will be reviewed for individual students, specific class performance, grade level accomplishments, and School-wide achievements. Student progress per class will also help to determine the effectiveness of the curriculum and instruction. 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 students’ abilities to have mastered the identified benchmarks and process skills in their core-content areas.

Lastly, parents, teachers, and students will be given the opportunity to evaluate the programs at the School each year. Parent, teacher, and student surveys will serve as indicators of curriculum effectiveness.

**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 student progress and performance 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.*

At Franklin Academy, there will be a School-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards (NGSSS), which include the common core standards in English/Language Arts and mathematics as redefined in s. 1000.21, F.S., in accordance with Senate Bill (SB) 1076. The School’s educational goals will be monitored and revised, as needed, by the Educational Excellence School Advisory Council (EESAC) once the School is open. Stakeholders will be involved in reviewing data, identifying School needs, and recommending resource support. At this time, the educational goals for Franklin Academy include the following:

<b>Goal</b>	<b>Baseline<sup>9</sup></b>	<b>Expected Annual Improvement</b>	<b>Methods of Evaluation</b>	<b>Results to be Attained</b>
Students will demonstrate proficiency in Reading.	At least 60% of enrolled students in grades 6- 10 will demonstrate proficiency in Reading.	At least 79% of enrolled students in grades 6-10 will demonstrate proficiency in Reading or a 1% annual improvement in the percent of students proficient.	<ul style="list-style-type: none"> <li>• Florida Comprehensive Assessment Test (FCAT) 2.0 results, or common core assessments upon implementation</li> <li>• FAIR</li> </ul>	The percent of students proficient in Reading will meet or exceed the district rate.
Students will demonstrate proficiency in	At least 62% of enrolled students in	At least 80% of enrolled students in	Florida Comprehensive Assessment Test	The percent of students proficient in

<sup>9</sup> Franklin Academy’s baseline targets were established based on the performance of charter schools statewide in 2012, the most recent year for which data from the Florida Department of Education are available.

<b>Goal</b>	<b>Baseline<sup>9</sup></b>	<b>Expected Annual Improvement</b>	<b>Methods of Evaluation</b>	<b>Results to be Attained</b>
Math.	grades 6-10 will demonstrate proficiency in Mathematics.	grades 6-10 will demonstrate proficiency in Mathematics or a 1% annual improvement in the percent of students proficient.	(FCAT) 2.0 results, or common core assessments upon implementation	Math will meet or exceed the district rate.
Students will demonstrate proficiency in Algebra.	At least 68% of the students enrolled in Algebra will demonstrate proficiency.	At least 80% of the students enrolled in Algebra will demonstrate proficiency or a 1% annual improvement in the percent of students proficient.	EOC Results	The percent of students proficient in Algebra will meet or exceed the district rate.
Students in the lowest quartile will make a year's worth of learning gains in Reading.	At least 65% of enrolled students in the lowest quartile will make a year's worth of learning gains in reading.	Students in the lowest quartile will gain in achievement as much as the norm group for the State.	FCAT 2.0 results or common core assessments upon implementation	All students in will make a year's worth of learning gains in Reading and Mathematics.
Students will demonstrate proficiency in Writing.	At least 80% of enrolled students in grades 8 and 10 will score 4.0 or above on FCAT Writing.	At least 90% of enrolled students in grades 8 and 10 will score 4.0 or above on FCAT Writing or a 1% annual	FCAT Writing results	The percent of students proficient in Writing will meet or exceed the district rate.

Goal	Baseline <sup>9</sup>	Expected Annual Improvement	Methods of Evaluation	Results to be Attained
		improvement in the percent of students proficient.		
The School will meet the graduation target rate.	At least 76% of enrolled students will meet graduation requirements.	The School will attain at minimum of 85% graduation rate or a 2% annual improvement in the graduation rate.	State Calculated Graduation Rate	The School's graduation rate will meet or exceed the district rate.
Students will demonstrate readiness for college level coursework.	At least 60% of enrolled students in grade 11 will demonstrate readiness for college level coursework.	The School will attain at minimum of 85% readiness rate or a 2% annual improvement.	PERT	The percent of students demonstrating readiness for college level coursework will meet or exceed the district rate.
The School will meet its Academic Indicator as determined by the school grade.	The School will earn a school grade of C or higher.	The School will show improvement in the School grade each year.	State process for calculating school grades.	The School will earn a school grade of B or higher.

Learning gains will be demonstrated on the FCAT 2.0, or common core assessments upon implementation, when a student moves from one achievement level to a higher achievement level or maintains 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 scale score demonstrates a year of growth. Students will be expected to make learning gains and will be monitored annually through the FCAT 2.0 scores, EOC Success, pre and post assessments, and ongoing screening and assessment tools.

In addition to 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 2.0 (including End of Course Assessments as required for certain courses), Florida Assessments for Instruction in Reading (FAIR), Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in grades 9-11, ACT's Plan tests in grades 9-10, and PERT, and may include 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 are 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 tools 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.

Students with disabilities will participate in the state assessments and will be provided with the accommodations stated on the student's individual educational plan (IEP) unless the following two circumstances exist:

- The student's cognitive ability prevents him or her from completing coursework that would lead to mastery of the NGSSS.
- The student requires extensive direct instruction to master the competencies needed for domestic, community living, leisure, and vocational activities.

In compliance with guidance from the Florida Department of Education (FDOE), students who are English Language Learners (ELL) will participate in statewide assessments. However, if an ELL student has been receiving services in an English for Speakers of Other Languages (ESOL) program operated in accordance with an approved district ELL plan for one year or less and a majority of the student's ELL committee determines that it is appropriate, the ELL student may be exempt from the FCAT 2.0 Writing or Reading administrations. Exempt ELL students will participate in the English proficiency assessment. ELL students will participate in the FCAT 2.0 Mathematics and Science tests no matter how long these students have been receiving services.

ELL students may take the FCAT 2.0 using accommodations appropriate for the particular need of the student. School staff will work with students and parents to identify the allowable and necessary testing accommodations.

The School will 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.**

**Student Placement**

For students enrolling in the School, the age of the student as of September 1st of the school year shall be the official age used to determine the appropriate grade level for placement. A report card, transcript, or other written record from the school district/school or home education program previously attended, indicating that the student has satisfactorily completed grade level work must be submitted at the time of registration. The Principal will be responsible for determining appropriate grade level placement. The results of an educational diagnostic exam administered upon enrollment in the School will be considered for placement and used to determine reading materials.

**Promotion**

Students will be given academic grades in all subjects. Student grades will be assigned based on careful consideration of evidence of student mastery of skills including, but not limited to, performance on class work, tests, and projects. Promotion to the next grade will be based on satisfactory completion of all grade-level requirements. Student progress will be communicated to parents through interim reports, progress reports (midway through each quarter), and report cards every nine weeks. Parents will also have access throughout the school year to assignments, grades, and assessments on the Student Information System.

Promotion from Grades Six to Seven and Seven to Eight: Students must pass a minimum of four subjects, two of which must be in English, mathematics, science, or social studies. A passing grade for a full year will be computed based upon the student earning four points. Students who fail any of the four core courses will be given the opportunity to meet the requirements of the course(s) through school day or extended learning opportunities.

Promotion to 9th Grade will Require Passing (F.S. 1003.4156(1)(a)(1-5)):

a. Three middle school or higher, year-long courses in English/Language Arts.

- b. Three middle school or higher, year-long courses in mathematics. To earn high school credit for the Algebra I course, a middle school student must pass the Algebra I End-of-Course (EOC) assessment. To earn high school credit for the Geometry course, a middle school student must pass the Geometry End-of-Course (EOC) assessment.
- c. Three middle school or higher, year-long courses in science. To earn high school credit for the Biology I course, a middle school student must pass the Biology I End-of-Course (EOC) assessment.
- d. Three middle school or higher, year-long courses in social studies, one semester of which must include the study of state and federal government and civics education  
All seventh grade students will be enrolled in Civics and will take an End-of-Course (EOC) exam in Civics. The result of this test will count as 30% of the student's Civics grade. Beginning with school-year 2014-15, all students must pass the EOC in Civics for as a requirement for promotion to high school (F.S. 1008.22).
- e. One course in career and education planning to be completed in 7th or 8th grade, which can be a stand-alone course or instruction integrated into an existing course or courses.

The promotion and grade level designation for high school students will be determined as follows:

- a. Following completion of one year designated as a 9th grader, the student will be designated as a 10th grader.
- b. Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader.
- c. Following completion of one year as an 11th grader, the student will be designated as a 12th grader.

For students who do not meet state performance levels in core areas on the scheduled FCAT 2.0 and/or EOC assessments, the School, in consultation with the student's parents, will develop and implement a Progress Monitoring Plan (PMP) as required by Florida law (s. 1002.20, F.S.). The purpose of the PMP will be to design a plan of instruction to assist the student in meeting expectations for proficiency. Parents will be invited to participate in developing this plan. The PMP will describe the student's specific academic difficulties and the intensive teaching practices that will be used to help the student catch up. This intensive instruction will be provided during regular school hours, in addition to the regular instruction, and will be provided until the deficiency is corrected. Each student's progress will be monitored frequently. If the student has a disability, the student's individual educational plan (IEP) may serve as the PMP. Parents will always be invited to be a part of the IEP team.

### **Students with Special Needs**

Franklin Academy will provide instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation.

Promotion or retention for English Language Learners (ELL) will be 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 will require the review and recommendations of the ELL committee. The promotion or retention of Exceptional Students who are also ELL will require the review and recommendation of an ELL committee and on-site staff working with the School's 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 methods used to determine if a student has satisfied the requirement specified in s. 1003.43, and any proposed additional requirements.**

As specified in Florida's Course Code Directory, the state has specified a total number of credits that students shall earn in certain subject areas. The School will comply with all state requirements for high school graduation. State graduation requirements for students who enter ninth grade in 2012-13 are summarized in Appendix B.

Graduation requirements were recently revised in Senate Bill 1076. The revisions include the following:

- The 24 credits required for graduation may be earned through applied, integrated, and career education courses.
- The economics course must include a financial literacy component.

Revisions in this bill also include opportunities for a high school diploma with a scholar designation or a merit designation if a student meets the specified requirements.

In addition to meeting credit requirements, students must meet grade point average (GPA) and state assessment requirements in order to graduate. Students can retake the FCAT as many times as needed until they pass it, and can enroll for a "free" 13th year of public education should they need additional instruction to successfully pass the FCAT. Students currently have up to five opportunities to pass the Grade 10 FCAT prior to graduation. Students who do not pass the FCAT in the spring of their sophomore year may retest in fall and spring of their junior and senior years.

Students are also required to take and pass End of Course Assessments (EOCs) in Algebra 1, Biology 1, and Geometry to earn course credit and be eligible for graduation. If students do not pass the required Florida EOC Assessment, they will not earn course credit and must retake the assessment until they pass it. Thirty percent of a student's final grade for U.S. History or U.S. History Honors must be based on the U.S. History EOC Assessment.

A senior can meet the state assessment requirement and graduate by receiving a score comparable to the FCAT passing score on the ACT or SAT. Students may satisfy the score requirements using various combinations of tests. See the chart below for the concordant scores for the 2012-2013 graduation year.

Assessment	Reading
FCAT	245
SAT	430
ACT	19

SB 1076 requires the Commissioner of Education to identify concordant scores for the Algebra I EOC.

A student with a disability, as defined in s.1007.02(2), F.S., for whom the Individual Education Plan (IEP) committee determines that the FCAT can not accurately measure the student's abilities taking into consideration all allowable accommodations, will have the FCAT requirement waived for the purpose of receiving a standard high school diploma, if the student:

- Completes the minimum number of credits and other requirements in s. 1003.428, (1), (2), and (3), F.S.
- Does not earn passing scores on the FCAT or on a standardized test that are concordant with passing scores on the FCAT after one opportunity in 10th grade and one opportunity in 11th grade.

A student with a disability, as defined in s.1007.02(2), F.S., for whom the IEP committee determines that an EOC can not accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the EOC assessment requirement waived for the purpose of determining the student's course grade required.

In order to ascertain that a student has met graduation requirements, all students will follow a four (4) year career and education plan that will be monitored yearly by the guidance department. This process will include individual meetings, group workshops, and parent information sessions. Students will be required to complete a career exploration project using Florida CHOICES or a comparable cost-effective program. This project will include educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website flvc.org. The results will provide a personalized academic and career plan for each student to work on with his or her guidance counselor.

The required personalized academic and career plan will inform students of high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy opportunities, and courses that lead to national industry certification.

Each student's plan will include a yearly course selection sheet along with FCAT 2.0 and EOC results, along with other testing results related to the student's personal goals and objectives. The course selection sheet will be signed by the student, the student's instructors, guidance counselor, and the student's parent(s) on an annual basis. This will be used to ensure that the student has met all of the School's graduation requirements.

**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 will be established, collected, and used to identify the educational strengths, needs, and progress of students attending the School.

**Data Establishment and Collection**

Baseline achievement data criteria will be established utilizing all information available. The data will be collected from the students' previous records and reviewed. Student information should include attendance data; grades from report cards in reading, math, science, writing, and social studies; standardized test scores (including FCAT or common core assessments upon implementation), and behavior records. These data will be gathered and recorded in the Student Information System software program. Student records will also be reviewed to identify students who have been determined eligible for

exceptional student education (ESE) and related services and English language learners (ELL).

Once a student has been accepted to the Franklin Academy, a screening assessment on the FAIR will be administered. Technical assistance from the FDOE, Just Read, Florida! office states, "FAIR can be used to determine general progress in the overall reading process during one particular school year." Students will be administered the Broad Diagnostic Inventory (BDI) and, as needed, the Targeted Diagnostic Inventory (TDI). Students who require the TDI will receive ongoing Progress Monitoring or the Diagnostic Toolkit Tasks as described in the reading section.

Baseline data will be stored in the School's Student Information System, PowerSchool, and the state's Progress Monitoring and Reporting Network (PMRN). PowerSchool has a number of features that will allow teachers and administrators to generate custom reports at the individual student, classroom, and School levels. Graphs and charts will provide quick and easy analysis of student data that will allow teachers to target assistance, measure progress, and inform instructional decisions.

#### **Use of Data**

Baseline data results will be used as to plan initial instruction. 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, and determine the direction that needs to be taken with instruction using their curriculum maps as guides.

Strong baseline data will support continuous improvement throughout the School as teachers and administrators regularly monitor student progress and adjust instruction to support academic success. Baseline assessment data as compared with the results of screenings, progress monitoring, and diagnostic tests throughout the school year will be used to recognize the annual academic progress of the same students attending the charter school.

At the end of the school year, comparisons will be done between interim assessments done at least three times (3) 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. The FCAT 2.0 and EOC results 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, department accomplishments, and school-wide achievements.

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

The chart below identifies assessments to be used in the core subject areas.

<b>Subject</b>	<b>Assessment</b>	<b>Frequency</b>
All	Educational Diagnostic Exam	enrollment
Reading	FCAT 2.0 or common core assessment	annually
	FAIR	fall, winter, spring
	PSAT	fall
	ACT's PLAN test	spring
English/ Language Arts	PSAT	fall
	ACT's PLAN test	spring
Mathematics	Algebra I EOC	annually
	Algebra II	annually
	Geometry	annually
	PSAT	fall
	ACT's PLAN test	spring
Writing	FCAT Writing	annually
	PSAT	fall
Science	Biology EOC	annually
	PSAT	fall
	Portfolios with authentic evidence of benchmark mastery, lab assignments, etc.	on-going
Social Studies	US History EOC	annually
	ACT's PLAN test	spring
	Portfolios with authentic evidence of benchmark mastery	on-going
College Readiness	Postsecondary Education Readiness Test (PERT)	annually

Subject	Assessment	Frequency
English Language Learners	Comprehensive English Language Learning Assessment (CELLA)	annually

Franklin Academy will give all required state 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 PowerSchool, the School’s Student Information System, and the Progress Monitoring and Reporting Network (PMRN). Mid-year and at the end of the school year, comparisons will be done between interim assessments done at least three (3) 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. The FCAT 2.0, or common core assessments upon implementation, EOC, PERT, and CELLA results will 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, department accomplishments, and school-wide achievements.

Other methods of assessing students’ mastery of performance outcomes will include, but not be 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.

Franklin Academy will use a continuous improvement process in which data analysis will be used to inform classroom instruction. This process will align with the continuous improvement model supported by the Florida Department of Education (available on line at <http://www.flbsi.org/schoolimprove/cim.htm>).

1. Teachers will collaborate to plan an instructional focus calendar as described above.
2. Instruction will concentrate on teaching standards and collaboration with the instructional team.
3. Assessments will be used at short, frequent intervals to monitor the teaching and learning process.
4. Student performance data will be disaggregated and analyzed.

5. Instruction will be differentiated in response to student needs illuminated from the data analysis. Learning will be supported with tutorials for re-teaching or enrichment for objectives that have been mastered.

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

A student's performance on any given assessment is meaningless if the result of that assessment is not reviewed and interpreted to affect that student'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.

Franklin Academy will have a parent and student portal so that parent, students, teachers, and administrators will be able to access student assessment results at any time. This portal will be a feature of the School's Student Information System (SIS), PowerSchool. This technology tool will assist staff in keeping parents updated by posting grades for assignments throughout the quarter, 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 actively involved in their child's education.

Parent workshops to provide parents with information about interim assessments will be provided within the same timeframe as the interim assessments (three times a year). A separate parent workshop series will be given to assist parents with FCAT 2.0 and EOC preparation and expectations. Students will track their progress in their classes through independent review of the PowerSchool data or with teacher conferences.

The guidance department will provide yearly parent information sessions per grade level to discuss the career and education plan process, semester guidelines, and the college planning process. Counselors and teachers will conference with parents when goals are not being met by students. These conferences may be at the request of the parent, teacher, guidance counselor, student, or administrator. If a student is at risk of failing a class or will receive a D, teachers will be required to notify parents as soon as possible, prior to distribution of report cards in any quarter.

Conferences will held with all parents as requested. If a student is at risk of failing a class or will receive a D, teachers will be required to notify parents as soon as possible, prior to distribution of report cards in any quarter.

Student progress will be communicated to parents through interim reports, progress reports (midway through each quarter), and report cards every nine (9) weeks. Progress Reports will be provided to parents to keep them updated on student progress in between conferences and must be signed and returned. Interim reports will be 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 two (2) or more letter grades, unacceptable behaviors, failure to complete assignments, and/or excessive absences.

Appropriate measures for improvement will be communicated and implemented for students not making adequate progress toward mastery of grade level knowledge, content, and skills. The parent will be advised during a conference if concerns are evident, and remedial strategies will be communicated through the PMP. Parents will sign the PMP and acknowledge that they will work with the School 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.

## 6. Exceptional Students

6.a Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.

- The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.
- The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.
- The school will serve students with disabilities whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers).

All students will be welcome at the School, including students with disabilities. Franklin Academy will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or accommodations and modifications.

Services will be provided to students with disabilities in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible. A range of service delivery options will be available to meet students' needs including, but not limited to consultation, supported inclusion, resource room, and homebound or hospitalized.

To maximize accessibility to the curriculum, students will access the State standards/Access Points through appropriate programming, support from special education and regular education teachers, support in the use of assistive technology, and through the use of universal design principals. For most students with disabilities, these supports will provide progress toward a standard high school diploma.

Students will receive instructional support through specially designed instruction and related services as determined through the individual educational plan (IEP) process.

Teachers will instruct students in the unique skills necessary to access and benefit from the core curriculum. These skills may include, but are not limited to, curriculum and learning strategies, executive functioning skills, social/emotional behavior, use of assistive technology, and communication. Teachers will be trained in designing and implementing individualized programs to address the learning needs of each student.

**6.b Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.**

Students with disabilities will have an equal opportunity of being selected for enrollment in the charter school. 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 accordance with federal anti-discrimination laws and 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.

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.

If the number of applicants exceeds the capacity of a program, class, grade level, or building, the School will employ a random selection process (lottery) that gives all applicants an equal chance of being admitted (unless otherwise prohibited by law). 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. Preference will be given to siblings of students already enrolled in the Charter School, a Governing Board member's child, and to a child of an employee of the School. Students in a preference group will be moved to the top of the list in the order of their selection. The only exemption to this process will be the children of teachers. Children of teachers will be put at the top of the list in the order in which the teachers were hired.

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 a waiting list in the order 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 selected by the lottery does not register or chooses not to attend the School or is non-responsive, the first person on the 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.

**6.c. Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.**

Franklin Academy will work with the sponsor to ensure that the charter school is the appropriate placement for each student with a disability, based on the student's needs. The School requests ESE administrative support [in accordance with s. 1002.33(20), F.S.] through the provision of a staffing specialist and a school psychologist for, but not limited to, initial eligibilities, MTSS Tier 3 reviews, Functional Behavior Assessments, and out of state/county transfers; and access for School staff to training opportunities sponsored by the district. We anticipate that specific administrative services will be negotiated through the charter contract process.

**6.d. Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.**

The regular school facility will be accessible to the needs of exceptional students to the maximum extent appropriate. Physical access to the educational setting will include a barrier-free environment. Our School building will be in compliance with the accessibility standards included in the Americans with Disabilities Act (ADA) that specify requirements for facilities, such as exterior routes, entries into buildings and rooms, alarms, drinking fountains, and restrooms. Students will be able to use all parts of the building, including classrooms, restrooms, cafeteria, media center, and access rooms or spaces on the School grounds.

Supplementary aids and services will be determined by each ESE student's IEP team and provided to each eligible student to enable the child:

- to advance appropriately toward attaining the annual goals stated on the IEP;

- to be involved in and make progress in the general education curriculum;
- to participate in extracurricular and other nonacademic activities; and
- to be educated and participate with other children with disabilities and nondisabled children.

Supplementary aids and services may include, but are not limited to:

- assistive technology such as a word processor, computer, word prediction software, or a portable note-taking device;
- environmental adaptations such as preferential seating, specialized lighting, or acoustical treatments to minimize noise;
- specialized instructional strategies such as graphic organizers, alternate presentation of content or response, or planning guides;
- peer supports such as pairing a student with a disability with a same age classmate who does not have a disability in order to provide reciprocal benefits to students through peer modeling; relationship building; academic support; and expanded opportunities to socialize, communicate, and demonstrate learning competencies;
- curricular adaptations or modifications such as clarification of key concepts or balancing teacher-assigned and student-selected tasks; and
- collaborative teaching with both the general education and ESE teachers.

**6.e. Describe how the school’s effectiveness in serving exceptional education students will be evaluated.**

Franklin Academy will be accountable for ensuring that the needs of ESE students are met in the least restrictive environment and that the services provided are effective. The School’s effectiveness in serving ESE students will be evaluated in a number of ways including, but not limited to:

- student mastery of goals on the IEP
- student academic progress and proficiency in the core academic content areas

The progress of ESE students will be reviewed and monitored in the same way as their non-disabled peers with the addition of regular review of progress towards the goals on each student’s IEP. Students with disabilities will participate in the same assessments as non-disabled peers with appropriate accommodations.

To support continuous improvement for the School and all students, Franklin Academy will disaggregate available data for review on a regular basis. This information will be documented and used as a planning tool for improving teaching and learning. Teachers

and administrators will regularly assess and monitor individual student academic growth and learning gains 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 guides, and inform parents as to academic progress. The results of data reviews will also allow teachers to see where instruction has been effective and where gaps exist, leading to adjustments in instructional delivery.

The use of assessment data, including results of screenings, progress monitoring, and diagnostic tests along with classroom observations, pre-and post-tests, and teacher-created tests, will be used to recognize each student's ability to have mastered an identified benchmark or process skill in the core-content areas. Using data to drive instruction and analysis to determine effectiveness of instructional delivery will foster continuous school improvement.

**6.f Explain how exceptional 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. Student learning at Franklin Academy will be an active process for students as they engage in project- and inquiry-based learning experiences to promote curiosity, creativity, and student ownership of knowledge. Project-based learning and Inquiry-based instruction have been proven to improve students' learning aptitudes by integrating hands-on activities that require cognitive thinking skills to solve problems (Chew, 2008). All students will thrive in classrooms where peer interaction and conversation enable them to acquire content knowledge naturally through authentic learning experiences. The use of project- and inquiry-based learning will foster teamwork, positive interdependence, and the ability to generate many solutions to a problem, promoting out-of-the-box thinking.

Since students will be taking a proactive approach toward learning across content areas, they will have heightened meta-cognition and highly-developed critical thinking skills, along with motivation, independence, and confidence. Each student's educational performance will improve as the "how" of learning is understood to be just as important as "what" is learned within classrooms and the community.

In addition, significant differences in learning processes for boys and girls have encouraged Franklin Academy to offer single-gender classes in most core subject areas

while having a co-educational (co-ed) environment outside of those specific classes. Effective single-gender teachers understand how girls and boys learn differently and choose strategies that support these learning differences. When designing lessons in single-gender classrooms, teachers will remember that the content remains the same for both girls and boys, but the lesson delivery will be different.

Exceptional students will be exposed to the same curriculum as their non-disabled peers. In addition to providing the specific services as identified on the student's individual educational plan (IEP), teachers will differentiate and conduct specialized instruction in targeted skills. This may include individual tutoring, remediation opportunities (intensive reading or math courses), and other assistance to ensure academic progress. These priority educational needs and services will be designated on the student's IEP.

As discussed previously, Franklin Academy will incorporate the use of a Multi-tiered System of Supports (MTSS) that includes Response to Intervention (RtI) for any student below grade level in reading or math. RtI is defined as the change in behavior or performance as a function of an intervention (Gresham, 1991).

While this model is used for students not making academic progress prior to referral for ESE evaluation, the MTSS problem solving process can also be effective for providing interventions to students identified with a disability. The MTSS 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 school-wide effort. MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. MTSS is "data-based decision making" applied to education. The essential components of MTSS include: Multiple tiers of evidence-based instruction service delivery, a problem-solving method designed to inform the development of interventions, and an integrated data collection/assessment system to inform decisions at each tier of service delivery.

Student performance and results will be continuously assessed and results reviewed to ensure that specialized instruction and related services are effective. Assessments will include screenings, progress monitoring, and diagnostics. Data will be used to make meaningful decisions about which instruction and related services should be maintained and layered, or changed. Effectiveness will be determined by the students' mastery of their individual goals, as well as academic progress through each quarter, progress

reports, or interim reports, and grades at the end of each marking period and as necessary.

**6.g. Provide the school's projected population of students with disabilities and describe how the projection was made.**

The School expects that the population of students with disabilities enrolled in the school will match the district rate and, therefore, projects a population of students with disabilities of 12%. This figure is based on district enrollment figures from FDOE (<http://www.fldoe.org/eias/eiaspubs/pubstudent.asp>).

The School has budgeted for a lower population of students with disabilities in order to ensure adequate funding and effective services, but will adjust as needed based on the actual number of students who enroll.

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

The Exceptional Student Education (ESE) department will consist of one ESE coordinator hired in year 1, and three (3) additional ESE teachers hired in year 2. It is imperative that highly qualified, certified ESE instructors are hired to meet the educational needs of the students. Additional teachers have been budgeted for beginning in year 3 to allow for staffing to be adjusted to meet the needs of the enrolled ESE population.

ESE teachers will hold a bachelor's or a master's degree in exceptional student education, special education, or varying exceptionalities. ESE teachers will have Florida Certification in ESE Kindergarten through twelfth grade.

Services such as speech therapy, language therapy, occupational therapy, and physical therapy will be provided through a contracted vendor.

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

Students who are gifted also fall under the umbrella of Exceptional Student Education in Florida. Any teacher or parent may refer a student for evaluation for gifted services. Parental consent will be obtained and procedural safeguards will be provided and adhered to. After a formal evaluation has been conducted, a multidisciplinary team will meet to determine eligibility. Eligibility criteria are determined by the state (Rule 6A-6.03019, Florida Administrative Code).

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 regarding why the student is in need of services. The EP will include:

- Present levels of educational performance
- Measurable Goals and Benchmarks or Short Term Objectives
- A description of the specially designed instruction to be provided
- A description of how progress will be measured and how the parent will be informed of the student's progress
- Initiation, duration, frequency, and location of services

Services for students who are gifted will be aligned with *Florida's Frameworks for K-12 Gifted Learners*, which provides guidelines for supporting a challenging and rigorous curriculum that enhances the state standards. The goals of the Frameworks are defined by expected outcomes for gifted students. Each goal specifies the mastery expected by the time the student graduates.

Depending on the number of students to be served, gifted services will be provided through one or more of the following models:

- Differentiation and/or cluster groups within the general classroom
- Resource room
- Advanced content area classes

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

The School is committed to ensuring the academic growth of all students, including students who are gifted. It is expected that students who are gifted will reach mastery of their individual goals and mastery of the general curriculum, 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 district plan for English Language Learners in effect in the district and will follow all federal, state and district mandates including the requirements of the *LULAC et.al. v. State Board of Education Consent Decree* (1990).

**Identification and Assessment**

The School registrar and/or ESOL contact/designee will survey all parents upon initial entry (registration) to the School using the Home Language Survey (HLS), which will include the following questions:

- Is a language other than English used in the home?
- Did the student have a first language other than English?
- Does the student most frequently speak a language other than English?

If a parent answers “yes” to any of the three questions on the Home Language Survey, within twenty (20) days of registration, the student will be administered the appropriate aural/oral assessment for placement.

The aural/oral language proficiency test used to determine eligibility for the ESOL Program is the IDEA Language Proficiency Test II.

An appropriately trained ESOL teacher will administer and score the assessment, and record the data. If a trained teacher is not available at the school to administer the assessment, an assessor will be requested from the district’s ESOL Department.

The cut scores that determine if a student is eligible and in need of ESOL services are as follows:

Grade Level	Test/Form	National Percentile
6-8	Test II, Form E	54
9-12	Test II, Form E	64

The Reading and Writing Assessment is the Kaufman Test of Educational Achievement II Brief Form. This test will be administered within twenty (20) days for students who score proficient on the Listening and Speaking Test. A score at or below the 32nd percentile on the reading or writing portion of the test will qualify a student for entry into the ESOL program.

### **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).

### **ELL Committee**

The ELL committee will include the ESOL teacher(s) and home language teacher (if any), administrator or designee, plus guidance counselors, social workers, school psychologists, or other educators as appropriate for the issues under discussion. Parents will also be invited to attend any committee meetings relevant to their child. This committee will be responsible for:

- Reclassification of former ELLs
- Placement decisions for students in grades 6-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns

- Exempting students classified as ELL for one year or less from statewide assessment program
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary

### **Programmatic Assessment**

The ELL Committee Chairperson, ESOL teacher, and other appropriate school personnel will work together to determine each ELL student's academic achievement level to ensure appropriate grade level placement and scheduling. This school team will review prior school records and transcripts to determine academic knowledge and experience of the student. Students with limited or no prior school experience will be assessed and placement will be made based on the student's age, regardless of English proficiency.

Grade Level and Course Placement will be primarily based on:

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

### **ELL Student Plan**

Student ELL Plans will be developed and reviewed by the ELL committee to ensure that students are appropriately placed and provided with instructional options to help them make academic progress in the general curriculum and acquire English language proficiency. The student's ELL Plan will provide information on student ESOL language level, student progression, and meetings convened to discuss academic progress of the student.

ELL student plans will be updated whenever an ELL committee meeting is held to discuss the student, annually at the beginning of every school year to reflect current services, on the anniversary date of the student's entry into the ESOL program, and any time there is a change in the student's educational plan.

The Principal's designee (usually the ESOL teacher) will be responsible for developing and updating all Student ELL Plans at the beginning/end of each school year and as needed.

### **Parent Notification**

Parents will be notified of the placement of their child in the ESOL program via an appropriate translated Parent Notification Letter. The letter will be dated to correspond with the entry date in the ESOL program. The letter will be sent home to the parents/guardian and a copy of the letter will be kept in the student's ESOL Program Records folder.

Letters will be provided in English, Spanish, and Haitian Creole. All communication with parents will be in the parents' native language to the extent feasible.

As long as the student is eligible to receive ESOL services, a new Parent Notification Letter will be completed at the beginning of each school year and whenever there is a programmatic change. The School will keep copies of each of the letters that have been sent home during the time the student was receiving ESOL services.

### **ESOL Instructional Models**

Franklin Academy 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 (ELL) will be provided with an appropriate ESOL program to meet the needs of each individual student. Instruction will be provided that integrates ESOL strategies and is research-based in helping students develop the communicative and academic skills necessary to meet state and local standards.

The School will use one of following allowable instructional model(s) based on the needs of the students enrolled and requiring participation in an ESOL program:

- Sheltered - English: an ESOL resource teacher provides uninterrupted ESOL/Reading and/or Writing instruction only for students identified as ELL at a location other than the ELL students' classroom.
- Mainstream/Inclusion model – English Language Arts: ELL and non-ELL students are grouped in a classroom. The language of instruction is English and native

language assistance is provided when feasible. The ESOL resource teacher comes into the classroom (“push-in”) to provide specialized English language instruction.

- Mainstream-Inclusion model – Core/Basic: ELL and non-ELL students are group in a classroom. The language of instruction is English and native language assistance is provided when feasible. The ESOL resource teacher comes into the classroom (“push-in”) to provide specialized English language instruction and/or an ESOL certified/endorsed classroom teacher adapts instruction to address the language proficiency needs of ELL students. The academic content is mathematics, science, and social studies.

Students in the ESOL program will be required to meet the same curriculum standards as non-ELL students in English/Language Arts and content area instruction. The content of the curriculum will be established by the Next Generation Sunshine State Standards (NGSSS), which include the common core standards in English/Language Arts and mathematics as redefined in s. 1000.21, F.S., in accordance with Senate Bill (SB) 1076. 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. 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 other courses on the student’s schedule following state guidelines.

### **ESOL Instructional Strategies**

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

### **Statewide Assessment**

ELL students will participate in the Florida statewide assessment program (FCAT 2.0,

common core assessments upon implementation, End of Course Assessments, CELLA, etc), as applicable, with accommodations in accordance with the student's ELL plan. The School testing coordinator will participate in district training about the requirements for ELL testing and testing accommodations. Accommodations may include, but are not limited to, flexible setting, flexible scheduling, additional time, assistance in the student's native language (for math, science, and writing assessments) including the use of a heritage language dictionary. Students will also participate in all other assessment opportunities provided for non-ELL students at the School, as appropriate,

### **Comprehensive English Language Learning Assessment (CELLA)**

The CELLA will be administered every spring to all eligible ELL students at the School. This assessment is a four-skill (reading, writing, listening and speaking) language proficiency assessment that is designed to provide:

1. Data for charting student progress over time.
2. Information about language proficiency levels of individual students that can be used in making decisions regarding placement into, or exit from, English for Speakers of Other Languages Programs.
3. Useful information about students' strengths and weaknesses in English.
4. Evidence of program accountability.

### **Exit**

The School's ESOL contact/designee, in coordination with teachers, will follow state/district procedures to exit students from the ESOL program. ELL students will be eligible for exit from the ESOL program only when they are determined to be English proficient in listening, speaking, reading, and writing.

Students in grades 6-12 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 CELLA in listening and speaking, and writing.

Students will exit based on state/district exit criteria and via the process as stated below.

The School's ESOL contact/designee:

- Identifies students who are eligible to exit the ESOL program based on the exit criteria.
- Updates the exit information on the ELLSEP folder for exiting students.

- Completes the appropriate section of the ELLSEP folder with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be convened, parents must be invited and all members of the committee must sign.
- Provides the school data processor with required exit data. The required information is entered in the State Database (TERMS).
- Notifies the parents.
- Monitors the student for two (2) years from the exit date to ensure success in the general education classroom.

ELL students with special considerations that do not meet the exit criteria may be referred to the ELL Committee for further review and will exit the program only if the ELL Committee determines the student no longer needs ESOL services.

### **Monitoring**

Students who are exited from ELL services will be monitored for two (2) years from the exit date in order to ensure success in the mainstreamed classroom. Multiple sources of data and evidence will be considered to determine progress. These data sources will include, but are not limited to, progress reports, report cards, test scores, classroom performance, and observations. If a student is not making sufficient progress, the ELL committee will convene to review the data and determine next steps.

### **Parent Notification**

Parents will be notified of the placement of their child in the ESOL program via an appropriate translated Parent Notification Letter. Letters will be provided in English, Spanish, and Haitian Creole. All communication with parents will be in the parents' native language to the extent feasible.

The letter will be dated to correspond with the entry date in the ESOL program. The letter will be sent home to the parents/guardian and a copy of the letter will be kept in the student's ESOL Program Records folder.

As long as the student is eligible to receive ESOL services, a new Parent Notification Letter will be completed at the beginning of each school year and whenever there is a programmatic change. The School will keep copies of each of the letters that have been sent home during the time the student was receiving ESOL services.

Parents will also be notified of assessments and available accommodation, results of assessments, program delivery model options, retention/remediation, exit from the

ESOL program, reclassification (if needed), and invitations to participate in ELL Committee meetings to discuss their child. Information that is provided to all parents will also be provided to parents of ELL students in the parents' native language to the extent feasible. This includes, but is not limited to, free/reduced price lunch information, state assessments and results, invitations to participate in special programs, parental choice options, registration forms and requirements, disciplinary forms, information about opportunities for parent involvement, etc.

### **Personnel Training**

Teachers who are required to obtain ESOL training or certification will be notified by the ESOL Coordinator of training requirements and professional development opportunities through the school district. It is the teacher's responsibility to complete each component within the timelines established by the Florida Consent Decree. Participants may enroll in courses offered during the first, second, and summer semesters.

### **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 provide services to ELL students and implement and follow the Curriculum Guidelines and accommodations in the District English Language Learner (ELL) 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 students' needs are being met. 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.

In the initial year of School operations, Franklin Academy will hire a certified teacher with the ESOL endorsement or certification to serve as the ESOL Coordinator. The ESOL coordinator will assume responsibility for overseeing the infusion of ESOL Performance Standards throughout the classes, and work with administrators and faculty to develop, implement, and maintain the quality of the program over time. Additional resource teachers will be added as needed to appropriately and effectively serve the needs of the student population.

Franklin Academy is committed to ensuring that all core curriculum personnel instructing ESOL students will have the appropriate training (ESOL endorsement or certification/required coursework including ESOL Issues and Strategies) and required 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 requirements for ESOL endorsement. All

instructional staff will be expected to appropriately identify any ESOL students and levels in their grade books and use ESOL strategies when instructing ELL students. The ESOL coordinator will have the responsibility for 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 multi-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 planned approach to classroom management and student discipline.**

Franklin Academy believes that student safety and an orderly environment are vital components of the instructional program. Providing a safe and orderly environment while developing skills, attitudes, and personal responsibility are top priorities for every staff member.

Teachers will be expected to use classroom management strategies that are respectful of students and maintain an environment that is conducive to teaching and learning. Classroom management and student discipline procedures will be established by the faculty at the beginning of the year. Teachers will help to develop School-wide signals and a progressive discipline system for the School that will be easily understood by everyone at the School, including parents. Teachers will be expected to develop classroom management systems that communicate clear expectations for behavior, and establish reasonable consequences that are applied consistently.

Each parent must take an active role in supporting the School's discipline plan. In order for students to learn to be responsible citizens, parents and School staff must work together to ensure a safe, conducive, and productive learning environment. The Student Parent Handbook will be available on the School website, provided to parents and students upon registration, and/or 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 the Handbook.

The use of corporal punishment, including physical force or physical contact applied to the body as punishment, will be prohibited by any member of the School staff and extend to parents or guardians on School grounds.

### **8.b. Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.**

Franklin Academy will formulate a code of conduct which outlines the expectation of quality character and a focus on learning, along with policies for discipline, suspension, and dismissal. Tools to assist in these goals include, but are not limited to, student uniforms and a parent service hours requirement.

Uniforms will be required to ensure equity and safety, and the dress code will be enforced. The uniforms for all students at Franklin Academy will be a polo shirt with the School logo and navy bottoms.

Parents will be required to serve twenty (20) service hours for their first child at the School and ten (10) service hours for each additional child. Parents will have numerous opportunities to fulfill this commitment. Opportunities may include, but will not be limited to lunchroom monitoring, bus monitoring, library assisting, reading time, room-parent, home projects for students (parents that cannot make it to School), etc. Parents will be able 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.

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

### **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.

Minor disruptive behaviors may include, but are not limited to tardiness, having or using toys or electronic devices, violation of the dress code, or disrespect toward other students or staff.

Disruptive behaviors may include, but are not limited to skipping or leaving class without permission, use of inappropriate language, academic dishonesty, truancy, or teasing, taunting, or bullying others.

Some of the disciplinary actions that may be utilized include:

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

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.

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**

- 1<sup>st</sup> Consequence – Verbal warning
- 2<sup>nd</sup> Consequence – Time out from an activity and/or loss of privileges
- 3<sup>rd</sup> Consequence – Parent contacted and referral note sent home
- 4<sup>th</sup> 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

### **Severe Circumstances**

Any severe violation of the Code of Student Conduct will result in immediate suspension from School. The most severe behaviors may include, but are not limited to, fighting that results in injury to another person, possession and/or use of drugs or alcohol, use of profanity, sexual harassment, bomb threats, or possession of weapons.

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

### **Suspension**

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
- A pattern of severe violation of the Code of Student Conduct

The Principal may suspend a student from School for up to ten (10) days for persistent disobedience and for severe violation of the Code of Student Conduct. The Principal may take this action when all other disciplinary strategies mentioned above have been

exhausted or when alternatives have been considered and dismissed as inappropriate given the specific or severe nature of a situation.

During a suspension, the student 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 must 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 result 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 individual educational plan (IEP) team will conduct a review in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) to conduct a functional behavioral assessment (FBA) 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 meet to develop a positive behavior intervention plan (PBIP) to address the behavior in question and ensure that the plan is implemented. Information gleaned from the FBA will be used to develop meaningful interventions and plan for instruction in replacement behaviors. For a student who has a PBIP in place, and who has been removed for more than ten (10) cumulative school days in the school year, the IEP team will review the PBIP and its implementation to determine if revisions are required to make the plan more effective.

## II. Organizational Plan

### 9. Governance

#### 9.a Describe how school will organize as or be operated by a non-profit organization.

The Florida Charter Foundation, Inc. (FCF) is a Florida non-profit organization whose mission is to establish and oversee high quality public charter schools. The members of the Board of the FCF shall organize and operate the School. The members of the Board of FCF shall serve as unpaid fiduciaries of the School and shall ultimately be 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 a 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.

As indicated in the School's organizational chart (see Appendix C), 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 will report 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 how the governing board will fulfill its responsibilities and obligations, including but not limited to:**

- **Adoption of annual budget**
- **Continuing oversight over charter school operations**

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 and retention, enrollment, etc.)
- Financial review and fiduciary oversight
- Annually adopt and maintain an operating budget
- Adherence to Florida Government in the Sunshine laws
- Approval of personnel recommendations from the Principal
- Regular review of student achievement data
- Review of student discipline procedures and appeals
- Negotiations and execution of all contracts
- Ensure compliance of operations in accordance with Florida laws, Department of Education regulations, Charter, and terms of District Contract
- 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, if required, 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.

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 available agendas of items to be discussed and shall provide an appropriate time to hear public comment concerning the School at each meeting.

The Principal shall serve as the 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 at each regularly scheduled Board meeting or more frequently, as requested.

In accordance with Florida law [s. 1002.33(7)(d)1.], the Board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative will reside in the school district in which the charter school is located and will be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the charter school's website. The sponsor may not require that governing board members reside in the school district in which the charter school is located if the charter school complies with this paragraph.

An operating budget will be adopted annually by the Board. The annual budget will be prepared by the Board's contracted financial services provider and provided to Board members in advance of the spring Board meeting. The financial services provider will present the budget to the Board at the spring meeting for discussion. The budget will be adopted by a resolution of the Board.

- 9.d Describe the policies and procedures by which the governing board will operate, including board powers and duties, board member selection, 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 be guided by a set of by-laws that define how the Board will operate. The Board will operate and oversee all aspects of School activities and otherwise be fully responsible and accountable for the governance of 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.

#### **Board Powers and Duties**

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 and retention, enrollment, etc)
- Financial review and fiduciary oversight
- Annually adopt and maintain an operating budget
- Adherence to Florida Government in the Sunshine laws
- Approval of personnel recommendations from the Principal
- Regular review of student achievement data
- Review of student discipline procedures and appeals
- Negotiations and execution of all contracts
- Ensure compliance of operations in accordance with Florida laws, Department of Education regulations, Charter, and terms of District Contract
- 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, if required, 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

### **Board Member Selection, Removal, and Term Limits**

The Governing Board of Franklin Academy shall consist of no fewer than three (3) and no more than five (5) members.

**Selection.** The method for selecting members of the Governing Board 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 will be recruited as a seat becomes available. The Board will post vacant board seats on the School website and work with members of the School community and other stakeholder to recruit interested and qualified applicants. The Board will seek individuals who are committed 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.

One Board member shall be nominated annually by the School Advisory Council and one Board member shall be selected from the community. Members of the Board will be selected by a vote of the majority of the Board.

**Removal.** Any Board member may be removed, with or without cause, by a vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are posted in compliance with Sunshine laws.

**Term Limits.** Initial board members shall be selected by the Florida Charter Foundation board and shall serve staggered terms as assigned by the Board. The terms of each Board Member shall be staggered to facilitate continuity on the Board.

**Code of Ethics**

The Governing Board will operate under a Code of Ethics that maintains the highest integrity and commitment to serving the students, School, and community well. The Board shall also expect all administrative, instructional, and support staff members to adhere to the *Code of Ethics of the Education Profession in Florida* and the *Principles of Professional Conduct for the Education Profession in Florida*.

Florida's Code of Ethics for Public Officers and Employees (ss. 112.311-112.326) 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.

**Conflict of Interest**

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. Each Board Member will complete a Conflict of Interest Affidavit indicating awareness of and adherence to the Board's conflict of interest policy.

Per s. 1002.33(24) (b) F.S., Franklin Academy will not appoint, employ, promote, 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.

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 fifteen (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.)

### **Meeting Schedule**

Franklin Academy's Governing Board will hold at least two (2) public meetings per school year in the school district. The Board shall also meet at the call of the Chair or by two-thirds 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. 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, and email.

Board meetings will be open and accessible to the public, and attendees will be provided with an opportunity to receive information and provide input regarding the charter school's operations. The appointed parent representative and charter school principal or director, or his or her equivalent, will be physically present at each meeting.

Minutes of all governing board meeting minutes will be kept and made available for inspection upon reasonable notice.

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. Charter schools will only thrive if they are led by effective governing boards.

**9.e Explain how the founding group for the school intends to transition to a governing Board. (This question is not applicable if the applicant is an established governing board.)**

The applicant is an established governing board.

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

Franklin Academy has a clear plan for board member recruitment, development, and orientation.

### **Board Member Recruitment**

Board members will be recruited as a seat becomes available. The Board will post vacant board seats on the School website and work with members of the School community and other stakeholders to recruit interested and qualified applicants. The Board will seek individuals who are committed 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.

### **Board Member Development**

In accordance with Florida law [s. 1002.33(6)(f)2., F.S.] a charter school applicant must participate in the training provided by the Florida Department of Education after approval of an application but at least thirty (30) calendar days before the first day of classes at the charter school. However, a sponsor may require the charter school applicant to attend training provided by the sponsor in lieu of the department's training if the sponsor's training standards meet or exceed the standards developed by the department. In such case, the sponsor may not require the charter school applicant to attend the training within thirty (30) calendar days before the first day of classes at the charter school. The training must include instruction in accurate financial planning and good business practices. If the applicant is a management company or a nonprofit organization, the charter school principal and the chief financial officer or his or her equivalent must also participate in the training.

Governing Board Training Requirements:

- New board members must complete a minimum of four (4) hours of initial training.
- Board members who have completed the four (4) hour training must then take a two (2) hour refresher course within a three (3) year period following the initial training.

All existing Board members have completed Florida Department of Education governance training by Kathleen Schoenberg. Certificates of completion of the training are included in Appendix D.

As part of the training requirement, the administrators and Governing Board members have been trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. 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.**

The members of the School's governing board have a wealth of experience and expertise that each will contribute to our School.

- **Dr. David Thomas, Board Chair:** David Thomas is a fully-certified Florida Law Enforcement Officer and doctor. He is currently the Professor and Chairman of the Department of Surgery and the Professor and Chairman of the Division of Correctional Medicine at Nova Southeastern College of Osteopathic Medicine. Dr. Thomas served as a member of the Florida House for a decade beginning in 1984. He held the Leadership position of Republican Whip for over six years and served on the Rules and Calendar, Appropriations, Health Care, and Judiciary Committees among others. Dr. Thomas brings expertise in the areas of public health, Florida law, advocacy, accreditation processes, juvenile justice, and grants.
- **Cheri Shannon:** Ms. Shannon is the Executive Director of University Preparatory Academy, a K-8 charter school in St. Petersburg, Florida scheduled to open in August, 2013. She most recently served as the President and CEO of the Florida Charter School Alliance after having served as the Executive Director of the Missouri Charter Public School Association. Prior to assuming the position with the Missouri Charter Public School Association she served as the Superintendent of University Academy for three years where she also held the position Lower School Principal. Ms. Shannon's other experience includes serving as the Assistant Principal at Brookside Charter School, Director-Title-I, ESEA for Blue Hills Homes Corporation, Associate Superintendent for the Kansas City, Missouri School District, and as Executive Director of the Coalition of Essential Schools Regional Center. Ms. Shannon was a teacher for 12 years and served as the Reading and Language Arts Director and the Director of Professional Development for the Raytown School District. Ms. Shannon's educational background includes a B.S. in Elementary Education from Southwest Missouri State University and an M.S. in Educational Leadership and Policy from Arizona State University. She is currently completing work for a Ph.D. in Educational Leadership from the University of Nebraska.
- **Dr. Jacqueline Thomas Greenberg:** Dr. Greenberg is a Board Certified dermatologist working in Broward County, Florida. In addition to her professional work, Dr. Greenberg has a long history of community involvement including service as a volunteer with the Medical Explorers program teaching Broward County high school students interested in medical careers, the Medical Mission REACH Fair, the Doctor's Bag Program, and STATS (students teaching AIDS to students).

As Board membership changes, the Articles of Incorporation will be changed to reflect members upon filling of vacant seats.

Biographical information for the Governing Board members can be found in Appendix E.

**9.h Outline the methods to be used for resolving disputes between a parent and the school.**

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

1. Make an appointment to clarify the concern with the student's teacher or other staff member with whom the parent is in dispute.
2. If the staff member is not able to resolve the dispute to the mutual satisfaction of both parties, the parent may make an appointment to address the concern with the Assistant Principal.
3. If the Assistant Principal is not able to resolve the dispute to the mutual satisfaction of both parties, the parent may make an appointment to address the concern with the Principal.
4. If the Principal is not able to resolve the dispute to the mutual satisfaction of both parties, the parent is directed to email the Board Liaison for the School. That person's email address is posted on the School's website. The Board Liaison will bring the concern to the Governing Board.
5. The Governing Board will discuss the facts and make a decision in response to the parent's dispute. The decision of the Board will be final.

Parents will be informed, orally and in writing in the Student-Parent Handbook, 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 contact information for each contact person in the process described above.

**If the school is filing the application in conjunction with a college, university, museum, educational institution, another nonprofit organization or any other partner, provide the following information:**

**9.i Name of the partner organization.**

**9.j Name of the contact person at the partner organization and that person's full contact information.**

- 9.k A description of the nature and purpose of the school's partnership with the organization.**
- 9.l An explanation of how the partner organization will be involved in the governance of the school.**

Not applicable.

## **10. Management**

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

The School's on-site administration will consist of the principal and assistant principal who are responsible for the daily operations of the School, working with the teaching staff, addressing student-related issues, and parent-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 staff will be responsible for carrying out these procedures in their daily activities and interactions with students, teachers, and parents of the School.

Job descriptions for each administrative position and teachers that identify key roles, responsibilities, and accountability are included in Appendix F.

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

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. Advertisements will be placed, at a minimum, on line, in the local newspaper, and on the School website.

A rigorous process of credentials review and interviews of top candidates will take place in order to secure the best possible candidate to lead the School. Our process includes, but is not limited to the following: panel interviews made up of board members, existing administrative employees, and qualified existing school leaders; background checks; license and degree verification processes; and reference checks.

Once the Principal is hired, he/she will hire an assistant principal and all other faculty and staff. The Principal will submit recommended candidates to the Governing Board for approval.

### **10.c Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.**

Highly-qualified and certified faculty will be hired in accordance with state mandates and in compliance with the Class Size Reduction Act, as it applies to Charter Schools. The

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

		Yr1	Yr2	Yr3	Yr4	Yr5
		High				
<b>Instruction Staff</b>						
Teachers (including gifted and ESOL certified teacher)	39,500	61	84	104	112	112
Substitute Teachers	1,100	61	84	104	112	112
Other Teachers	39,500	4	9	10	12	12
Paraprofessionals	18,000	3	5	6	8	8
	98,100	68	98	120	132	132
<b>Pupil Personnel Services</b>						
ESE Coordinator / Teacher	41,000	1	2	4	5	5
ESOL Coordination	41,000	1	1	1	1	1
Guidance Counselor	41,000	1	2	2	3	3
	82,000	3	5	7	9	9
<b>Media Services</b>						
Media Specialist	40,000	2	3	4	4	4
	40,000	2	3	4	4	4
<b>School Administration</b>						
Principal	90,000	1	1	1	1	1
Assistant Principal	65,000	3	4	5	5	5
Administrative Assistant	27,500	1	3	3	3	3
Registrar	22,000	1	1	1	1	1
Other Clerical	18,000	2	3	3	3	3
	222,500	8	12	13	13	13
<b>Fiscal Services</b>						

		Yr1	Yr2	Yr3	Yr4	Yr5
Business Manager	38,000	1	1	1	1	1
	38,000	1	1	1	1	1
<b>Food Services</b>						
Food Service Workers	14,000	3	4	4	5	5
	14,000	3	4	4	5	5
<b>Operation of Plant</b>						
Security	20,801	1	3	3	3	3
	41,602	1	3	3	3	3
<b>TOTAL EMPLOYEES</b>		85	126	152	167	167

**10.d Explain the school’s plan for recruitment, selection, and development.**

Franklin Academy has a clear plan for recruitment, selection, and development of staff.

**Recruitment**

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 s. 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 available positions. Recruitment efforts will include newspaper advertisements, advertisement on the School’s website, presentations, fliers at local universities, school job fairs, Teacher-Teacher.com, 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 served. In accordance with federal and state 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.

**Selection**

The Governing Board will screen, interview, and hire the Principal. The Principal will interview and select all other employees. Candidates will be recommended to the

Board for approval. 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; and
- Demonstrating core academic subject matter competency.

Extensive background reviews will be done to verify past experiences and insure the safety of the students. 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 s. 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 s. 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 s. 231.15, F.S. Within the first three (3) days on the job, new employees will be required to complete appropriate immigration and federal income tax paperwork. All charter school employees will be required to submit proof of fingerprinting, and, if appropriate, drug testing, received by the school district. Copies of this documentation will be kept in the employees' files.

### **Professional Development**

State law (s. 1012.98, F.S.) specifies that

The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The system of professional development must align to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council.

Franklin Academy is committed to the professional development of its staff, including teachers, staff, and volunteers working with students, to ensure that instruction is consistent and effective for all students, and that there is a School-wide mindset that student achievement is everyone’s responsibility. A range of professional growth opportunities will be provided to enhance the School’s 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 Board has an existing relationship with Stetson University to provide training on single gender education, and is in the process of formalizing a relationship with Florida Atlantic University to provide additional professional development opportunities. The School will continue to seek relationships with local colleges and universities for further professional development opportunities.

Teachers at Franklin Academy will gain expertise with innovative learning methods to improve student achievement and promote the skills necessary for lifelong learning.

Initial professional development will address, but is not limited to: differentiating instruction in single gender classrooms; curriculum maps and instructional focus calendars; interdisciplinary, thematic-based instruction; project-based learning and inquiry-based instruction; use of technology to support instruction; assessment for instructional decision-making; and data review and analysis.

A curriculum leadership team will be established to include School administration, reading coach, ESE teacher, media specialist, department head, and lead teacher or mentor teachers. Professional Development will be coordinated through the decisions of the curriculum leadership team and teachers on staff. The School's professional development plan will make provisions to target specific areas of School-wide need based on the results of assessment data. Professional development will also be differentiated for teachers based on targeted needs as identified in their Individual Professional Development Plans (IPDP). The School faculty will participate in district trainings when available and applicable.

All teachers will be required to develop and maintain an individual professional development plan (IPDP) that identifies professional goals related to the teacher's specific instructional assignment. In-house workshops and meetings will be held monthly by administrators in order to facilitate, support, and troubleshoot concerns and staff needs. All teachers will meet with a school administrator "...to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, content areas, or the whole school" (FDOE, 2010, p. 9, on line at <http://www.teachinflorida.com/LinkClick.aspx?fileticket=AdKRV%2F81F8I%3D&tabid=6>).

In addition to participating in the school district's beginning teacher program, if available, all first-year teachers, teachers new to the public school system, and, after the

first year of school operations, any teacher new to the School will be assigned a mentor who will be an experienced teacher at the School. The mentor's role will be to provide guidance to the mentee regarding School philosophy, mission, educational model, curriculum, instruction, assessment, and any other areas of need or concern for the teacher with whom he/she is working.

Implementation of a strong professional development plan will support continuous improvement of curriculum and instruction at the School. As curriculum and instruction are continuously improved, we expect that student learning will advance and high levels of achievement will be attained by our students.

### **Evaluation**

The Franklin Academy personnel evaluation system will align with the requirements of Florida's Student Success Act and s. 1012.34, F.S. The system will:

- be designed to support high-quality instruction and increased academic achievement;
- provide appropriate appraisal instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel;
- include a mechanism to examine performance data from multiple sources, which includes giving parents an opportunity to provide input into employee performance appraisals assessments when appropriate;
- address generic and specialized teaching competencies for specific teaching fields;
- differentiate among four levels of performance: unsatisfactory, needs improvement, effective, and highly effective; and
- include a process for monitoring the effective and consistent use of appraisal criteria by supervisors and administrators and a process for evaluating the effectiveness of the system itself in improving the level of instruction and learning in the district's schools.

School personnel will be evaluated via the approved Florida Consortium of Public Charter Schools ("the Consortium") performance appraisal system, which was established to evaluate competence in accordance with s. 1012.34, F.S. School personnel will be evaluated on three criteria: instructional practice, professional and job responsibilities, and student performance.

### **Evaluation – Instructional Personnel**

The Consortium has developed a comprehensive process with accompanying tools to evaluate the instructional practices and professional and job responsibilities of instructional personnel. All experienced teachers will be observed by the school administration twice yearly using the 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. Observations are aligned with the Florida Educator Accomplished Practices (FEAP) and focus on instructional design and lesson planning, the learning environment, instructional delivery and facilitation, assessment, continuous professional development, and professional responsibility and ethical conduct.

Student performance will be evaluated via a statistical calculation from the Florida Department of Education that determines an individual teacher's contribution to student achievement. This calculation compares students' expected learning gains with actual learning gains to identify a value-added score.

Beginning with the 2014-2015 school year and thereafter, the learning gains of students assigned to classroom teachers and will comprise fifty percent (50%) of the determination of the classroom teacher's performance. If less than three years of data are available for a teacher, the percent of a performance evaluation based on Instructional Practice and Professional and Job Responsibilities will increase to sixty percent (60%) and the percent of a performance evaluation based on Student Learning Growth will decrease to forty percent (40%).

Also beginning with the 2014-2015 school year and thereafter, for instructional personnel who are not classroom teachers, the learning gains of students assigned to the School will comprise fifty percent (50%) of the determination of the individual's performance.

The instructional practice, professional and job responsibilities, and student growth scores will be combined to yield a final evaluation score, a summative rating. The summative rating for instructional personnel will be classified into four categories as defined below:

**Highly Effective**- There is consistent evidence that the instructional employee is demonstrating the identified competencies.

**Effective** – The instructional employee is demonstrating the identified competencies most of the time.

**Needs Improvement or Developing** (for instructional personnel in the first three years of employment who need improvement) – The instructional employee is inconsistent in demonstrating the identified competencies.

**Unsatisfactory**- There is little or no evidence that the instructional employee is demonstrating the identified competencies.

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.

Each teacher will participate in a post-observation conference. The purpose of this conference will be to discuss the administrator’s classroom observations and recommendations, identify the teacher’s performance level, and set goals for future growth and development. A copy of the written evaluation will be submitted to the teacher at the time of the post-observation conference. The final evaluation report form will be signed and retained by the principal in the personnel file, and the teacher will receive a copy as well. If the teacher does not agree with the evaluation, he/she will be given three (3) days to respond in writing. This response will be included in the teacher’s personnel file.

#### **Evaluation – School Administrators**

The Consortium has developed a comprehensive process with accompanying tools to evaluate the instructional practices and professional and job responsibilities as well as student performance of School Administrators.

The *FCPCS School-Based Administrator Evaluation* form has four (4) domains, ten (10) standards, and fifty (50) indicators aligned to the ten Florida Principal Leadership Standards. The evaluator will record the “proficiency level” of the administrator on each of the standards and indicators. At the completion of the evaluation, a total performance rating will be identified: Highly Effective, Effective, Needs Improvement, or Unsatisfactory.

In addition, on an annual basis, the School will administer a parent survey which will include a section on the school administrator’s performance. Governing board members will collect and review survey results to determine if there are any areas that require special attention. The Board will determine the weight, if any, given to these data in determining the annual performance ratings for the school administrator.

Student performance will be evaluated via a statistical calculation from the Florida Department of Education that compares students' expected learning gains with actual learning gains to identify a value-added score.

The student learning growth portion of the evaluation for school administrators must include growth data for students assigned to the administrator over the course of at least three (3) years. Beginning with the 2014-2015 school year and thereafter, the learning gains of students will comprise fifty percent (50%) of the determination of the administrator's performance. If fewer than three (3) years of data are available, the years for which data *are* available must be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 40 percent (40%).

The instructional practice, professional and job responsibilities, and student growth scores will be combined to yield a final evaluation score associated with the summative rating. The overall annual performance rating will be classified into four categories as defined below:

**Highly Effective**- There is consistent evidence that the employee is demonstrating the identified competencies.

**Effective** – The employee is demonstrating the identified competencies most of the time.

**Needs Improvement** – The employee is inconsistent in demonstrating the identified competencies.

**Unsatisfactory**- There is little or no evidence that the employee is demonstrating the identified competencies.

Evaluations will be used as a means of improving the quality of instruction and serve as a support system for the continuous improvement of the School as follows:

- To improve the quality of teaching and service to students
- To enable the teacher or administrator to recognize his/her role in the total school program
- To assist in achieving the established goals of curriculum
- To help each employee identify his/her strengths and weaknesses as a personal guide for his/her improvement
- To provide assistance to the employee to help correct weakness
- To recognize the employee'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

- To protect the employee from dismissal without just cause
- To protect the profession from unethical and incompetent personnel

## **11. Education Service Providers**

### **If the school intends to enter into a contract with an Education Service Provider<sup>10</sup>:**

Franklin Academy does not intend to contract with an education service provider to provide comprehensive services to the School. The Board does intend to contract with qualified vendor(s) for support services for financial management and food services (See sample Request for Proposals in Appendix G). The Governing Board will remain ultimately responsible for all oversight and management of the School.

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

Not applicable

#### **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).**

Not applicable

#### **11.c. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence was conducted to inform the selection and how the relationship with the ESP will further the school's mission.**

Not applicable

#### **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.**

Not applicable

#### **11.e Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an "arm's length", performance-based relationship exists between the governing board and the ESP.**

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<sup>10</sup> 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.

Not applicable

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

Not Applicable.

- 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. Human Resources and 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 (See Appendix H), 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.

The School will comply with s. 1012.22(c), F.S. related to compensation. By July 1, 2014, the governing board shall adopt a performance salary schedule that provides annual salary adjustments for instructional personnel and school administrators based upon performance determined under s. 1012.34, F.S. Employees hired on or after July 1, 2014, or employees who choose to move from the grandfathered salary schedule to the performance salary schedule shall be compensated pursuant to the performance salary schedule once they have received the appropriate performance evaluation for this purpose. A classroom teacher whose performance evaluation utilizes student learning growth measures established under s. 1012.34(7)(e), F.S. shall remain under the grandfathered salary schedule until his or her teaching assignment changes to a subject for which there is an assessment or the governing board establishes equally appropriate measures of student learning growth as defined under s. 1012.34, F.S. and rules of the State Board of Education.

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 five (5) sick days per ten-month period; twelve-month employees will be entitled to twelve (12) sick/personal days every twelve-month period. Paid sick leave will be offered after ninety (90) 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. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.**

All staff will be required to adhere to the School's policies and procedures included the Employee Handbook (in Appendix I).

### **13. Student Recruitment and Enrollment**

#### **13.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 Board will seek to market the charter school to the community using a variety of methods. These methods may include the use of: a School website, newspaper, radio, television, and direct mail. Additionally, there will be ongoing information sessions where parents and students can meet to get information in person and tour one of the existing Franklin Academy schools. These sessions will be well advertised and be held at an existing Franklin Academy school or local community venues, which may include, but are not limited to libraries, community meeting halls, banquet rooms, community festivities, etc. The School will also seek to work with local community 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 will be to ensure that parents have a clear understanding of how the needs of their child will be met at our School prior to enrollment.

In accordance with federal anti-discrimination laws and 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.

#### **13.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 recruit families that will be reflective of the racial/ethnic diversity of the community to be served by the School. 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. The goal will be to maintain as closely as possible the balance reflective of the community served by the charter school.

Franklin Academy in Pembroke Pines has been successful in attracting a diverse population. Student membership data (Florida Department of Education on line at <http://www.fldoe.org/eias/eiaspubs/pubstudent.asp>) illustrate student demographics as follows:

	White	Black	Hispanic	Other
Franklin Academy	20%	17%	56%	7%
Broward County Schools	25%	39.5%	29%	6.5%

**13.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.**

All students will have an equal opportunity of being selected for enrollment in the charter school. 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 accordance with federal anti-discrimination laws and Florida Statute, the School will not discriminate on the basis of race, gender, religion, national or ethnic origin, sexual orientation, or exceptionalty in the admission of students at all grade levels.

**Procedures for Admission of Students**

This School is proposed as part of a K-12 feeder pattern with the existing Franklin Academy schools in the School District. Therefore, students already enrolled in Franklin Academy will be able to matriculate seamlessly into the next grade at this school.

Each year, an Open Enrollment period will be established and published for students interested in enrolling in the School. 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.

If the number of applicants exceeds the capacity of a program, class, grade level, or building, the School will employ a random selection process (lottery) that gives all applicants an equal chance of being admitted (unless otherwise prohibited by law). 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.

Preference will be given to siblings of students already enrolled in Franklin Academy, a Governing Board member's child, and a child of an employee of the School. Students in a preference group will be moved to the top of the list in the order of their selection during the lottery. The only exemption to this process will be the children of teachers. Children of teachers will be put at the top of the list in the order in which the teachers were hired.

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 a waiting list in the order 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 selected by the lottery does not register, chooses not to attend the School, or is non-responsive, the first person on the 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 the waiting list must reapply each year for open spaces in the School.

### **Open Enrollment Period Year 1**

Upon charter approval, the School will begin to accept enrollment applications. The Open Enrollment period will continue until February 15<sup>th</sup>. (In subsequent years, Open Enrollment for applications will be collected beginning December 15<sup>th</sup> -February 15<sup>th</sup> for the following year.) Franklin Academy will provide numerous information sessions about our vision and plan 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, vision, and educational plan of the School. As a school of choice, parents will need to determine if this School will be an appropriate choice for their child.

The School registrar 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 will include 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 four (4) weeks prior to the start of the Open Enrollment period. All eligible returning students will be re-registered for the following school year. Siblings of enrolled students who submit completed enrollment forms during the pre-enrollment period will be registered for the following school year unless there are not enough spaces available in any particular grade or program. In that case, siblings will be enrolled based on a lottery to be held in an open forum on the date stated in the pre-enrollment information.

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

### **Enrollment**

Parents of students who will enroll Franklin Academy will receive a Student Registration Package (see Appendix J) containing information about the School, a list of items necessary for registration, and forms to be completed by the parents. The forms 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 present student records from their physician.

Parents will be given a copy of the Student Handbook, the core of which will be based on the school district's 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.

Franklin Academy will follow the District's procedures for registering students. Parents/guardians will be asked to state their address on the registration form and to mark a checkbox indicating that they are residents of the County. Parents will be required to sign a statement that all the information that they have provided in the enrollment form is true. Parents will also be required to provide two (2) 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.

If a birth certificate is not available, in accordance with the school district procedures, the following forms of evidence will be acceptable:

- a. A duly attested transcript of a religious document showing date of birth accompanied by an affidavit sworn to by the parent.
- b. An insurance policy on the child's life, which has been in force for at least two (2) years.
- c. A passport or certificate of arrival in the U.S. showing the age of the child.
- d. An affidavit sworn to by the parent, accompanied by a certificate from the county health officer, that he/she believes the child to be of required school age.

In order to provide the school district with necessary data for state funding reporting and enrollment monitoring, Franklin Academy will use the school district's student information system in accordance with school district 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 take place prior to the opening of the School. This meeting will acquaint families with the facility, procedures, and information that will be of benefit for the first days of school. These meetings will also 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 district 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.

**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:

Date	Task
Charter Approval	<ul style="list-style-type: none"> <li>• 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:</li> </ul>

Date	Task
	<ul style="list-style-type: none"> <li>o Local newspapers</li> <li>o School website</li> <li>o Local radio stations</li> <li>o Local public television</li> <li>o Open Houses appropriate facility</li> <li>o Direct mail to parents</li> <li>o Word-of-mouth</li> </ul> <ul style="list-style-type: none"> <li>• Begin accepting applications for an August 2014 opening.</li> </ul>
February 15th	Close of Open Enrollment period
Continuous	<ul style="list-style-type: none"> <li>• Review applications for completeness and eligibility of students (e.g. appropriate grade levels, non-district applicants, etc.).</li> <li>• Advise parents of the status of their application, student eligibility, date of lottery, and date of final notification.</li> </ul>
February 20th	Conduct lottery, if necessary.
March 1	<p>Notify parents of child’s admission to the School or placement on waiting list.</p> <p>Parents will be notified of the timeline to complete formal registration. Any student not fully registered within the timeline gives up his/her seat to the next student on the waiting list at that grade level.</p>
March 15- Opening Day	<p>Ongoing enrollment of students</p> <p>If no lottery is needed, registration will begin 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.</p>

**13.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 re-enrollment privileges to a student as a result of a breach of the parent contract for service hours (See Appendix J). Franklin Academy 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.

**13.e. Explain any other efforts to encourage parental and community involvement, if applicable.**

Parental involvement plays a vital role in students' academic success and will therefore be essential to the success of Franklin Academy as a school. To support parent involvement, communication with parents will be provided in English, Spanish and, Haitian Creole, if necessary.

Parents and community members will have extensive opportunities for involvement in School operations. The School will ensure that parents, teachers, and other community members are engaged in the school by offering them the following opportunities for involvement:

- Participation in the Educational Excellence School Advisory Committee (EESAC)
- Parent/teacher conferences
- Open houses, Career Fairs, and School events (such as student shows; FCAT 2.0, or common core assessments upon implementation, and EOC information sessions; project fairs; club activities; etc.) 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 Association (PTA) will coordinate extra-curricular events and fundraisers involving the community

**School Advisory Council (SAC)**

Parents may participate in the governance and operation of the School via representative participation on the Educational Excellence School Advisory Council (EESAC). In accordance with s. 1001.452, F.S., Franklin Academy will establish a School Advisory Council (SAC). The SAC shall be comprised of members from the School leadership, instructional and non-instructional staff, parents, students, and interested community members who are representative of the ethnic, racial, and economic

community served by the School. The EESAC shall consist of not fewer than seven (7) members. A majority of members will not be employees of the School.

The initial chair-person for the EESAC shall be the Principal. The EESAC shall elect from its membership one member to serve as vice-chairperson, and one member to serve as secretary.

The purpose of the EESAC will be to review the School's academic plan and progress, provide input to the Principal regarding the operations of the School including the use of school funds, and provide input to the Board regarding the Strategic Plan.

### **Volunteer Opportunities**

Parents will be asked to sign a contract in which they will agree to provide service hours to the School for a minimum of twenty (20) hours in the school year, and will be provided with numerous opportunities to fulfill this commitment. Opportunities may include, but will not be limited to lunchroom monitoring, bus monitoring, library assisting, reading time, room-parent, home projects for students (parents that cannot make it to school), etc. Parents will be able 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.

### **Other Parent Involvement Opportunities**

Parent workshops on educational topics, such as decision-making regarding school performance, student assessment needs, FCAT 2.0 and EOC readiness, and homework help will be offered. Parent/Teacher conferences, the electronic grade-book, and the School's website will also keep parents informed of progress and important School activities, thereby encouraging parental involvement in the School.

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

### III. Business Plan

#### 14. Facilities

If the site is acquired:

- 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.
  - *What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?*

If the site is not acquired:

- 14.f Explain the school's facility needs, including desired location, size, and layout of space.**
- ***The financial plan for the proposed school should align with the facilities-related costs described***

Franklin Academy expects to build or renovate a large (75,000 – 100,000 square foot) state-of-the-art facility that includes specialty rooms for music, art, computer labs, large multipurpose room as well as science labs and locker rooms. The building is anticipated to include a total of sixty-six (66) classrooms, accommodating as many as 2600 students in grades 6-12. Franklin Academy students will enjoy a beautiful campus with athletic fields and jogging paths with fitness stations located throughout.

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 local school district, and the students.

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.

**14.g 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. Facility costs have been estimated based on full construction bids and prior experience of the Board.

**14.h 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.

Estimated timeline for a 2014 Opening:

Dates	Tasks
August- October 2013	<ul style="list-style-type: none"><li>• Seek charter approval</li><li>• Begin due diligence on build-out of the facility (i.e. review permit requirements, zoning, renovation needs, etc.)</li></ul>
December 2013 -January 2014	<ul style="list-style-type: none"><li>• Finalize building design with owner</li><li>• Zoning/Permitting approval</li><li>• Begin build-out</li></ul>
February 2014- April 2014	<ul style="list-style-type: none"><li>• Continue build-out</li><li>• Identify and order furniture, fixture, and equipment (FF&amp;E) needs for July arrival</li></ul>
May 2014-July 2014	<ul style="list-style-type: none"><li>• Building completed</li><li>• Inspections completed</li><li>• Certificate of Occupancy acquired at least thirty (30) days prior to School opening.</li></ul>

**14.i Describe the back-up facilities plan.**

Should the Board determine that a realistic plan for securing a facility is not attainable by February 15, 2014, the Board will notify the District and request a one-year deferral of school opening.

**14.j Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.**

Franklin Academy will comply with s. 1003.03, F.S. relating to the maximum class size, except that as stated in s. 1002.33(16)(b)3., F.S., the calculation for compliance for charter schools shall be the average at the school level.

As a charter school, registration will be closed 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. If classroom numbers vary widely during the year due to student attrition, non-attendance, or other unforeseeable circumstance, the School will balance (level) classes throughout the year to best meet the program needs of students and achieve educational goals.

## **15. Transportation Service**

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

As a community school, it is expected that the majority of students attending Franklin Academy will be transported by parents and that older students will drive to school. To the extent feasible, the School will promote parent car-pools and before/after care to facilitate parents' ability to provide transportation.

Franklin Academy will implement a proprietary electronic dismissal procedure for students being picked up by car. Families will be assigned a security access code and provided with a fob and a windshield sticker. For car pick-up, the windshield sticker (FranklinPass) will be placed on the rear-view mirror (like a "SunPass"). As the driver/parent approaches the fob station, the windshield sticker will be scanned and read in the child's classroom. The driver will proceed to stacking lane and, upon arrival at the School entrance the child will exit the building for dismissal. The fob and access code are also options for notifying a teacher that a parent has arrived for pick-up.

Parents will also be given a placard with their child's name and grade level, in large print, which must be displayed on the passenger side of the car dash. Students will not be released to individuals who do not have the placard showing on the dash. Without one of these forms of security, a person trying to pick up a student must park and bring photo ID to the office before a child will be released.

Should transportation prove to be a barrier to the students attending, the School will seek to contract with a district-approved and licensed vendor for this service and will comply with the district's transportation policies, including the implementation of a bid and procurement process to select the provider.

Franklin Academy will contract with private carriers, as necessary, to provide specialized transportation for students with disabilities, based on their particular need as specified in the student's IEP.

## **16. Food Service**

### **16.a Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.**

Following approval of the charter, the 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. Efforts will be 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 will be given to each student (See sample form in Appendix K). Forms will be available at the School year-round and available on the School's website. Each teacher will be required to complete a form recording each student's receipt of the free/reduced price meal applications. Administrative staff will be 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 will be 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 will then compiled and forwarded to the lunchroom manager. Meal benefits will 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 (20) 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.

Franklin Academy'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 Proposals (RFP) for a local private agency to provide food service (See Appendix G).

Our RFP will stipulate the service requested. Services may include, but will not be limited to: hot meals, delivery to the School's warming kitchen, staff to prepare, serve, clean up, and complete all necessary paper work. The paperwork section of the RFP will stipulate a request for expertise in the Federal National School Lunch Program and competence in meeting all local and state reporting requirements.

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

## **17. Budget**

- 17.a. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.**

The five year projected operating budget is enclosed in Appendix H.

- 17.b Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.**

A start-up budget that contains a balance sheet, revenue projections, expenses, and anticipated fund balance is included in Appendix H.

The School has been in contact with foundations that support Charter Schools to provide start-up financing and is confident of obtaining the needed funds. Financial Letters of Commitment are included in Appendix L.

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

The School's proposed budget was developed based on the actual budget for the Franklin Academy school that opened in August, 2011 and budgets 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 2012-2013 figures for calculating revenue for the 2013-2014 school year. In addition, the School did not include in the budget as anticipated revenue additional funding that may be available to the School such as grants and fundraising.

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

Staffing:

- Salaries are forecast based on a review of the school district's pay scale currently in effect.

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

Operations:

- Costs for instructional materials are based on consultations with various vendors and through analysis of existing similar schools.
- The budget supports the infrastructure to integrate the technology envisioned by the School.
- Cost for a professional services 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 School's 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 and Casualty for building and equipment.
- Furniture, fixtures, and equipment will be acquired through equipment leases.

**17.d Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.**

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

Fiscal duties and responsibilities of the Board shall include:

- Approval of all policies and procedures used at the School (procurement authority, non-discriminatory hiring and retention, enrollment, etc.)
- Regular financial review and fiduciary oversight
- Annually adopt and maintain an operating budget

- Negotiations and execution of all contracts
- Ensure compliance of operations in accordance with Florida laws, Department of Education regulations, Charter, and terms of District Contract
- 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, if required, in order to ensure compliance; and
- Participating in governance training approved by the department which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility.

The Principal shall serve as the primary reporting official and shall prepare information requested by the Board. The Principal shall 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 at each regularly scheduled Board meeting or more frequently, as requested.

Strategies to address revenue short-falls due to lower than expected enrollment shall include, but not be limited to:

- Hiring staff to coincide with enrollment to avoid 'over-staffing';
- Enhancing student recruitment efforts;
- Maximizing transportation routes to greatest efficiency;
- Adjusting the budget to reflect lower enrollment and revenues; and
- Establishing a facility-cost program that mirrors enrollment projections and allows for stabilization over time.

- 17.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) through the first year of operation.**

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) through the first year of operation are included in the School's budgets in Appendix H.

- 17.f Describe the school's fundraising plan, if applicable. 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 full-time equivalent (FTE) funding. Examples of possible fundraising activities include Book Fairs, Yearbook Sales, School Pictures, and other such activities. The School will also seek grants from local, state, and national sources to enrich the academic program.

## **18. Financial Management and Oversight**

### **18.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 financial service provider to properly maintain all financial records. Detailed financial statements will be prepared on a monthly basis for review by the Governing Board. Policies and reporting procedures established by the District and State will be followed.

The Board has an *Account Policies and Procedures Manual* that includes appropriate accounting procedures and controls to ensure that financial resources are properly managed (See Appendix M). As indicated in the manual, 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.

This will be a cash-less school. All payments will be made via checks, money orders, or online credit card payments. All monies will be deposited into FDIC insured banks.

The Principal will manage the day to day operations and site-based finances. The Board has adopted a policy whereby the Principal needs to seek prior approval from the Board for expenditures over \$10,000. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

### **18.b Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.**

Franklin Academy's financial management and internal accounting processes will be set up in accordance with the Florida 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. Franklin Academy has developed a written internal audit procedure and established controls, as stated above, to avoid fraud, abuse, or waste and ensure that financial resources are properly managed.

These controls include, but are not limited to:

- Written policies and procedures

- Segregation of duties
- Proper authorization to prevent improper use of organizational resources
- Standardized forms
- Physical control over assets
- Computer passwords
- Performance and quality assurance reviews
- Bank reconciliations
- Physical counts of inventories and comparison with inventory records

Franklin Academy will conduct 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 submitted to the District within the time frame specified.

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.

**18.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.

**18.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) 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 secure fireproof and waterproof cabinets. Student records will be kept in a locked file room with limited staff access. Financial records will be kept in a locked cabinet in the Business Manager's office, which is locked when he/she is away from the office. Financial transactions will be recorded in QuickBooks by the contracted financial services provider. In addition, backup copies of all records will be stored on servers.

Student records are official and confidential documents protected by s. 1002.22, F.S. and FERPA and will be treated as such.

**18.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.

**19. Action Plan**

**19.a Present a projected timetable for the school's start-up, including but not limited to the following key activities:**

- i. Identifying and securing facility**
- ii. Recruiting and hiring staff**
- iii. Staff training**
- iv. Governing Board training\***
- v. Policy Adoption by Board (if necessary)**
- vi. Lottery, if necessary**
- vii. Student enrollment**

<b>Task</b>	<b>Start‡</b>	<b>Finish</b>
<b>Charter and Site Development</b>		
Review Charter Application	August 2013	November 2013
School Board Approval of Application	November 2013	November 2013
Contract Negotiations and Execution	November 2013	February 2014
Zoning/Permitting	November 2013	March 2014
Secure Facility	December 2013	March 2014
Finalize Facility Design	December 2013	March 2014
Construction/Renovations	February 2014	July 2014
<b>School Development</b>		
Hire Principal	January 2014	June 2014
Enrollment Period	January 2014	August 2014
Lottery, if needed	February 2014	February 2014
Faculty and Staff Recruitment	March 2014	July 2014
Marketing	March 2014	August 2014
Order FF&E	March 2014	August 2014
Contract Food Service and Transportation	March 2014	August 2014
Hire Faculty and Staff	April 2014	July 2014
Student Enrollment	April 2014	August 2014
Administration Development, Training, and Orientation	June 2014	August 2014
Faculty and Staff Development, Training, and Orientation	July 2014	August 2014
Tag and Install FF&E	July 2014	August 2014
<b>Final Steps</b>		
Fingerprinting and Drug Testing	February 2014	July 2014
Obtain Insurance	July 2014	July 2014
Fire Inspection	July 2014	August 2014
Building Inspection	July 2014	August 2014
Open School	August 2014	August 2014

\*Governing Board Training is not included on the proposed timetable because the Board is an experienced Board that has completed the required trainings.

‡Dates are subject to change as needed to ensure an on time and on budget school opening.

# Statement of Assurances



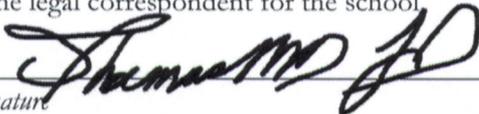
#### IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Franklin Academy is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Scott Sznitken (name), Director (title) to sign as the legal correspondent for the school.

  
\_\_\_\_\_  
*Signature*

7/29/13  
\_\_\_\_\_  
*Date*

Dr. David Thomas, Chair  
\_\_\_\_\_  
*Printed Name*

# References for Single Gender Education

## References for Single Gender Education

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# Graduation Requirements

## STUDENTS ENTERING GRADE NINE IN 2013-2014 SCHOOL YEAR

<b>Graduation Requirements</b>			
Subject Area	24 Credit Program	Three Year, 18 Credit College Preparatory Program	Three Year, 18 Credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2 or a higher-level mathematics course	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2
Science	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)
Social Studies	1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics	1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics	1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics
World Languages	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Visual and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
Electives	8 credits	2 credits	3 credits in single vocational/career education program and 1 elective credit <i>or</i> 3 credits in single career/technical certificate dual enrollment and 1 elective credit <i>or</i> 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program) – pending legislative action
<b>Total</b>	<b>24 credits</b>	<b>18 credits</b>	<b>18 credits</b>
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	<ul style="list-style-type: none"> <li>Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading).</li> <li>Students must earn a passing score or attain an equivalent score on the Algebra 1, Geometry, and Biology 1 EOC Assessment in order to earn course credit.</li> <li>The final grade for U.S. History or U.S. History Honors must include a minimum 30 percent of the U.S. History EOC Assessment.</li> </ul>		
<b>Special Notes</b>			
<ul style="list-style-type: none"> <li>All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education. At least one course within the 24-credit program must be completed through online learning.</li> </ul>			

**Seven-year Timeline for Implementation of 2009 and 2011 Legislative Graduation Requirements for Ninth Grade Cohorts**

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Algebra I EOC as 30% of student grade	Algebra I EOC for credit		Algebra I EOC as 30% of student grade	Algebra I EOC for credit	Algebra I EOC for credit	Algebra I EOC for credit
Geometry credit for graduation (93% of 2009 graduates earned credit)	Geometry EOC as 30% of student grade	Geometry EOC for credit	Geometry credit for graduation	Geometry EOC as 30% of student grade	Geometry EOC for credit	Geometry EOC for credit
	Biology credit for graduation and EOC as 30% of student grade (95% of 2009 graduates earned credit)	Biology EOC for credit		Biology credit for graduation and EOC as 30% of student grade	Biology EOC for credit	Biology EOC for credit
		Algebra II credit for graduation (82% of 2009 graduates earned credit)			Algebra II credit for graduation	Algebra II credit for graduation
			Chemistry or Physics (70% of 2009 graduates earned credit) and equally rigorous course credit to graduate			Chemistry or Physics and equally rigorous course credit to graduate
	One online course					
<b>Deletes Major Area of Interest requirement</b>				1 EOC to graduate (Algebra) [EOC passing requirement may be waived for ESE students] Online course	3 EOCs to graduate (Algebra, Biology, Geometry) [EOC passing requirement may be waived for ESE students]	3 EOCs to graduate (Algebra, Biology, Geometry) [EOC passing requirement may be waived for ESE students]

Key = **Black text is year of initiation of the requirement for incoming 9<sup>th</sup> grade students**  
**Red text is first year graduates must meet requirement to earn a standard diploma**

Credit Acceleration Program (CAP) – The school district shall permit a student who is not enrolled in or has not completed the related course to take the standardized EOC during the regular administrations of the assessments.

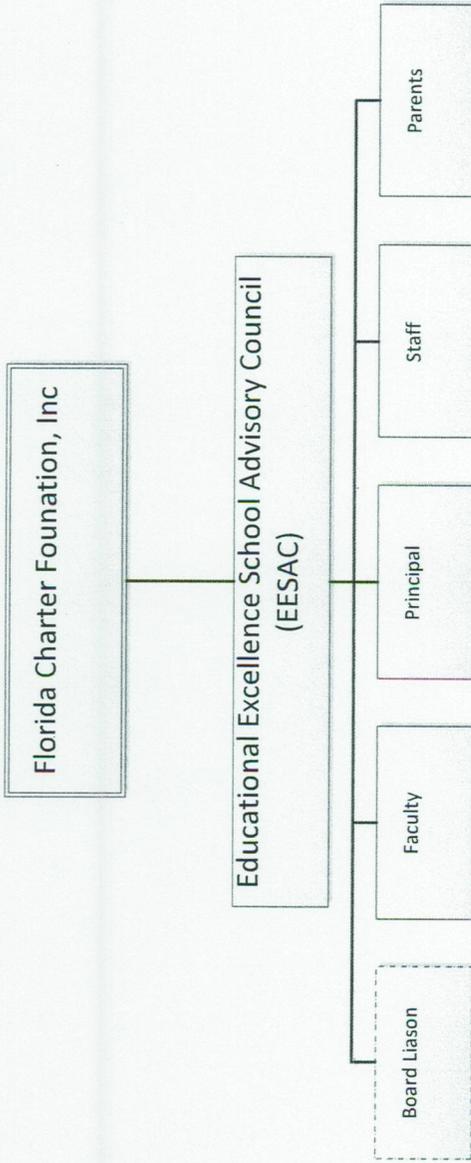
Beginning with 2011-2012, each high school shall offer an IB program, AICE program, or a combination of at least four courses in dual enrollment or AP, including one course each in English, mathematics, science, and social studies

# Organizational Chart



# Franklin

# ACADEMY



# Board Training Certificates



*Kathleen W. Schoenberg, P.A.  
Charter School Governance Training*

# **Certificate of Participation**

**is hereby granted to:**

**Jacqueline Greenberg**

Franklin Academy

for successful completion of the FL 4-Hour Training  
approved by the Florida Department of Education

*Date of Completion: May 13, 2013*



**Kathleen W. Schoenberg, Esq.**

*Kathleen W. Schoenberg, P.A.  
Charter School Governance Training*

# **Certificate of Participation**

**is hereby granted to:**

**Cheri Shannon**

Franklin Academy

for successful completion of the FL 4-Hour Training  
approved by the Florida Department of Education

*Date of Completion: May 6, 2013*



**Kathleen W. Schoenberg, Esq.**

*Kathleen W. Schoenberg, P.A.  
Charter School Governance Training*

# Certificate of Participation

is hereby granted to:

**Dr. David Thomas**

Florida Charter Foundation, Inc.

for successful completion of the four (4) hour course  
approved by the Florida Department of Education

*Date of Completion: June 29, 2011*



**Kathleen W. Schoenberg, Esq.**

# Board Member Resumes / Biographies

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

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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

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)

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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)

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MILITARY:

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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.

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)

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.

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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.

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PUBLIC SERVICE:

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

Member, Florida House of Representatives, 1984 until 1994

Whip - 1988 until 1994

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.

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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

## 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

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

### **Cheri Shannon - Biography**

Ms. Shannon is the Executive Director of University Preparatory Academy, a K-8 charter school in St. Petersburg, Florida scheduled to open in August, 2013. She most recently served as the President and CEO of the Florida Charter School Alliance after having served as the Executive Director of the Missouri Charter Public School Association. Prior to assuming the position with the Missouri Charter Public School Association she served as the Superintendent of University Academy for three years where she also held the position Lower School Principal. Ms. Shannon's other experience includes serving as the Assistant Principal at Brookside Charter School, Director-Title-I, ESEA for Blue Hills Homes Corporation, Associate Superintendent for the Kansas City, Missouri School District, and as Executive Director of the Coalition of Essential Schools Regional Center. Ms. Shannon was a teacher for 12 years and served as the Reading and Language Arts Director and the Director of Professional Development for the Raytown School District. Ms. Shannon's educational background includes a B.S. in Elementary Education from Southwest Missouri State University and an M.S. in Educational Leadership and Policy from Arizona State University. She is currently completing work for a Ph.D. in Educational Leadership from the University of Nebraska.

# Jacqueline A. Thomas, D.O.

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## PERSONAL

Nickname: Jacqui  
Mailing Address: 2780 NE 183<sup>rd</sup> Street – Apt 2106 Aventura, FL 33160  
E-mail: [jacqui.thomas@comcast.net](mailto:jacqui.thomas@comcast.net)

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## EDUCATION

**Nova Southeastern University** Fort Lauderdale, FL  
Doctor of Osteopathic Medicine, 2005

**Maryville College** Maryville, TN  
Bachelor of Arts, 2000

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## PROFESSIONAL EXPERIENCE AND TRAINING

**The Skin Institute**  
ACGME & American College of Mohs Surgery Certified Fellowship  
Mohs, Lasers & Procedural Dermatology, 2011-2012 Ft. Lauderdale, FL

**Palm Beach Centre for Graduate Medical Education**  
**Columbia Hospital- Nova Southeastern University** West Palm Beach, FL  
Dermatology Residency, 2008-2011

**Palm Beach Centre for Graduate Medical Education**  
**Palms West Hospital- Nova Southeastern University** West Palm Beach, FL  
Surgery Residency, 2006-2008

**Nova Southeastern University**  
**Palmetto General Hospital** Miami, FL  
Traditional Rotating Internship, 2005-2006  
Surgical Emphasis

**Nova Southeastern University**  
Fellowship in Osteopathic Manipulative Treatment, 2002-2003 Davie, FL

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## LICENSURE AND CERTIFICATION

**Florida Medical License – 2006** Expires March 31, 2012  
**Dermatology Board Certification—2011**

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## PROFESSIONAL MEMBERSHIPS

**American Osteopathic Association**  
**American Medical Association**  
**Florida Osteopathic Medical Association**  
**Florida Medical Association**  
**American Osteopathic College of Dermatology**  
**American Academy of Dermatology**  
**American College of Mohs Surgery**

**American Society for Mohs Surgery**  
**American Society of Cosmetic Dermatology & Aesthetic Surgery**  
**American Society for Laser Medicine & Surgery**  
**American Society of Dermatologic Surgery**  
**Florida Society of Dermatologic Surgery**  
**American Academy of Anti-Aging Medicine**  
**Palm Beach County Medical Association**  
**Medical Dermatology Society**  
**American Cancer Society**

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## COMMITTEES AND LEADERSHIP POSITIONS

**Nova Southeastern University Curriculum Committee**—Student Representative Board Member 2003  
**Nova Southeastern University Biochemistry & Osteopathic Principles Journal Clubs**— student charter member  
**Nova Southeastern University Neuro-Psych Club**- secretary, student representative, co-founder  
**Student Osteopathic Surgical Association**—Resident/Fellow Advisor 2006-present  
**Crisis Intervention Stress Management**—Team Leader 2006-2011  
**American College of Osteopathic Surgeons**  
In-depth Review Medical Education Program Committee Resident Board Member 2007-2009  
**Chief Resident** – Administrative surgery resident liaison 2006-2007& 2007-2008  
**AOA Council of Interns & Residents** – Ambassador 2008-present, Delegate 2009  
**Nova Southeastern University (OPTI) Consortium for Excellence in Medical Education (CEME)** – Resident Board Member 2009-2010

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## PEER REVIEW ACTIVITIES

**Blackwell Publishing Medical Texts**— Reviewer 2003-2005  
**Journal of the American Osteopathic Association**—Peer Reviewer 2011-present  
**Journal of the American Osteopathic College of Dermatology**—Associate Editor  
**Journal of Drugs in Dermatology** – Peer Reviewer 2009-present

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## PRESENTATIONS AND PUBLICATIONS

**Thomas JA & Saleeby ER.** The Aberdeen Knot: A Sliding Knot for Dermatology. *Dermatologic Surgery*. In Press.

**Thomas JA, Thomas DL, Nisenbaum LD.** Cutaneous Metastases from Papillary Thyroid Carcinoma Tall Cell Variant. *Journal of the American Osteopathic College of Dermatology*. In Press.

**Stapp L, Thomas J, Weiss E, Combs A.** Multiple Piloileiomyomas Associated with Fumarate Hydratase Gene Mutation. *Journal of the American Osteopathic College of Dermatology*. In Press.

**Thomas J, Flanagan S, Rosen L, Allenby J.** Cutaneous Metastases from Breast Carcinoma: Case Report and Literature Review. *Journal of the American Osteopathic College of Dermatology*. February 2011; 19(1):24-28.

**Thomas JA.** Cutaneous Metastases from Breast Carcinoma. Poster presented at the Nova Southeastern University Consortium for Excellence in Medical Education Annual Poster Symposium in Ft. Lauderdale, FL. October 2010.

Poster presented at Florida Osteopathic Medical Association First Annual Poster Symposium in Weston, FL. February 2011. 3<sup>rd</sup> Place Winner. Paper presented at the Mid-Year American Osteopathic College of Dermatology Conference in Marco Island, FL. March 2011.

**Thomas JA, Thomas DL, Allenby JD.** Case Report and Literature Review: Marjolin's Ulcer in an Ipsilateral Lymphematous Lower Extremity. *Journal of the American Osteopathic College of Dermatology*. April 2010; 16(1):68-70.

**Thomas JA, et al.** Lymphedema: An Independent Risk Factor for Marjolin's Ulcers.

Poster presented at the Florida Medical Association Annual Meeting and Poster Symposium in Boca Raton, FL. July 2009.

Poster presented at the Nova Southeastern University Consortium for Excellence in Medical Education Annual Poster Symposium in Ft. Lauderdale, FL. November 2009.

Paper presented at the Mid-Year American Osteopathic College of Dermatology Conference in Sedona, Az. April 2010.

**Thomas JA, Greenberg SM, Thomas DL, Allenby JD.** Case Report and Review of the Literature: Metastatic Nodular Melanoma of the Foot. *Journal of the American Osteopathic College of Dermatology*. April 2010; 16(1):54-55.

**Thomas DL, Thomas JA, Greenberg SM.** Stojkovic, S. (Ed.) Managing Special Populations in Jails and Prisons Volume II. *Hospice Services in Prisons*. Milwaukee Civic Research Group. 2010.

**Thomas JA, et al.** Measuring Effectiveness of Surgical Voluntary Medical School Faculty: An Unobtrusive Measurement Tool for Overall Effectiveness and Interfacing with the Consideration of Generational Learning Styles. Presented as a poster at the Health Professions Education Research Symposium in January 2006.

**Thomas JA, et al. Research in Corrections. Infectious Diseases in Corrections Report.** September 2005; 8(9): 1-3.

**Thomas JA, et. al., and Stojkovic, S. (Ed.) Managing Special Populations in Jails and Prisons. The Graying of Corrections: the Management of Older Inmates.** Milwaukee: Civic Research Group. 2005.

Davis, RW and Komaiko, MS. Blueprints in Radiology. 2<sup>nd</sup> Ed. Blackwell Publishing. 2004. (Reviewer- acknowledgment)

**Thomas, JA., et. al. HIPAA and You. American Jails.** March/April, 2003. 17 (1):73-77.

E. Wallace. (Ed.) Osteopathic Principles and Practice Course Manual. Nova Southeastern University College Of Osteopathic Medicine. “Osteopathic Manipulative Treatment Laboratory Manual” Contributing Author on Chapters dedicated to Lymphatics, Soft Tissue, Sacrum, and Pelvis. Fort Lauderdale: NSU-COM. 2003.

**Thomas JA, et. al. Correctional Health Care Accreditation And You. Corrections Today.** October, 2002. 64 (6):22-27.

**Thomas JA, et. al. (2002, Summer). Clinical Trials in Corrections: A Panacea or a Problem?. CORHealth.** pp. 1-22.

**Thomas JA (2000). HIV Treatments in Adults Excluding Pregnant and Nursing Women.** Maryville: Maryville College Press. Presented to the Association of Southern Biologists. Chattanooga, TN. April 2000. (Poster Presentation & Publication in the Journal of the Assoc of Southern Biologists)

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## COMMUNITY SERVICE AND EXTRACURRICULAR ACTIVITIES

### **Caridad Clinic Volunteer Physician**

**Nova Southeastern University Suture Clinic Workshops**—organizer & preceptor 2006-present

**Introduction to Clinical Procedures Course**—Nova Southeastern University medical student preceptor 2007-present

**Medical Explorers Volunteer** teaching Broward County high school students interested in medical careers

**Medical Mission REACH Fair Volunteer**—2003-present

**Sports Physicals and Scoliosis Screening Exams** for Broward County high schools—2002-2004

**Broward County Fair and Outreach Service programs** volunteer

**Franklin Academy School Board Member**—2000-2011

**Florida Charter Foundation Board Member**— 2000-2011

**Sun Safety Volunteer Educator** for Broward County elementary and middle school students—2010-present

C.V. – Jacqueline Tomas, D.O.

**Yale-New Haven Medi-Van** - Outreach Program in Connecticut for the disadvantaged and underserved community as a part of a program I participated in while at Yale

**Doctor's Bag Program** – traveled to local pre-schools and elementary schools teaching children about the human body and calming fears about doctors and dentists

**ReaDOn Program** – teaching elementary school children to read

**TAR Program** -tobacco cessation program for middle school students

**STATS Students Teaching AIDS to Students** – medical students, residents and fellows teaching AIDS at local schools to students in all ages

# Job Descriptions

# Franklin Academy

## Job Description

**Position Title:** Principal

**Reports to:** Board of Directors

**Salary Range:**

**Employment Schedule:** 12 months

**Education and Experience:**

**Licenses and Certifications:**

**Duties and Responsibilities:**

- Administer, control, and supervise the instructional program of the school operations and school personnel
- Supervise and coordinate the budgetary process
- Keep accurate account of all money paid to the school and record the purpose for which it was paid
- Report to the Governing Board
- Compile and prepare all student achievement outcomes
- Develop and implement school vision and mission
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff
- Coordinate, supervise, and conduct the evaluations of all staff
- 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
- Coordinate and schedule the use of facilities for all events
- 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
- 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
- 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
- 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

# Franklin Academy

## Job Description

**Position Title:** Assistant Principal

**Reports to:** Principal

**Salary Range:**

**Employment Schedule:** 12 months

**Education and Experience:**

**Licenses and Certifications:**

**Duties and Responsibilities:**

The assistant principal will assist the principal in all tasks 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

# Franklin Academy

## Job Description

**Position Title:** Teachers

**Reports to:**

**Salary Range:**

**Employment Schedule:** 10 months

**Education and Experience:**

**Licenses and Certifications:**

**Duties and Responsibilities:**

- Demonstrate mastery of all state competencies
- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21<sup>st</sup> 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 punctuality
- Demonstrate efficiency
- Demonstrate oral and written proficiency
- Pursue further education and supplemental credentials
- Maintain and promote a safe learning environment
- Administer student surveys twice yearly
- Promote problem-solving skills and character education
- Promote and enforce school rules and the 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
- 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 and programs within the classroom and/or the school environment
- Exhibit a pleasant and respectful demeanor among co-workers, students, parents, and the community
- Demonstrate flexibility; always have a back-up plan
- Complete and maintain accident reports
- 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

# Franklin Academy

## Job Description

**Position Title:** Exceptional Student Education (ESE) Coordinator

**Reports to:**

**Salary Range:**

**Employment Schedule:** 10 months

**Education and Experience:**

- Bachelor's or a master's degree in exceptional student education, special education, or varying exceptionalities
- 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

**Licenses and Certifications:**

- Florida Certification in ESE Kindergarten through twelfth grade

**Duties and Responsibilities:**

- Implement and coordinate Exceptional Student Education programs, services, resources, and staff development in support of the school's mission and goals
- Supervise ESE teachers
- 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
- Create a school culture and climate conducive to learning for all students
- 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 school district sponsor 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

# Franklin Academy

## Job Description

**Position Title:** Exceptional Student Education (ESE) Teachers

**Reports to:**

**Salary Range:**

**Employment Schedule:** 10 months

### **Education and Experience:**

- Bachelor's or a master's degree in exceptional student education, special education, or varying exceptionalities
- 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

### **Licenses and Certifications:**

- Florida Certification in ESE Kindergarten through twelfth grade

### **Duties and Responsibilities:**

- Implement Exceptional Student Education programs and services
- Participate in staff development in support of the school's mission and goals
- 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
- Create a school culture and climate conducive to learning for all students
- Plan and develop programs for students with special needs
- 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
- 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 and 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 required reports, as requested, and maintain all appropriate records regarding students with special needs

**Job Description**

**Position Title:** English for Speakers of Other Languages (ESOL) Coordinator

**Reports to:**

**Salary Range:**

**Employment Schedule:** 10 months

**Education and Experience:**

- 
- Physically, mentally, and emotionally capable of performing required tasks and duties essential to the position
- Knowledge of and commitment to students who have ESOL education needs

**Licenses and Certifications:**

**Duties and Responsibilities:**

- Implement and coordinate English for Speakers of Other Languages (ESOL) programs, services, resources, and staff development in support of the school's mission and goals
- Supervise ESOL staff
- 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
- Create a school culture and climate conducive to learning for all students
- Plan and develop programs for English Language Learner (ELL) students with special needs
- Coordinate ESOL/ELL programs
- Assist in the selection of instructional materials for ELL students
- Facilitate communication among teachers in programs in the school
- Attend district and state meetings to maintain knowledge of ESOL/ELL issues
- Serve as ESOL/ELL liaison with the school district sponsor
- Coordinate referrals, assessments, meetings, etc.
- Conduct case reviews of evaluation data
- Review, analyze, and report data relative to performance of ELL students
- Provide training, modeling, and other assistance to classroom teachers in order to maximize learning opportunities for ELL students
- Assist in the development of guidelines, policies, and procedures related to ELL students
- Ensure compliance with all state and federal laws

- Schedule and facilitate the development of ELL plans
- Attend parent-teacher conferences as requested by teachers or administrative staff
- Keep abreast of best practice and current research related to ELL
- Conduct and document regularly scheduled consultation with general education teachers regarding appropriate and effective strategies for ELL students
- Prepare or supervise the preparation of all required reports and maintain all appropriate records regarding ELL students
- Coordinate the operation of the ELL Committee, including scheduling, notifying appropriate parties, and conducting meetings
- Assume responsibility for the pre-referral and referral process in the school

# Franklin Academy

## Job Description

**Position Title:** English for Speakers of Other Languages (ESOL) Teacher

**Reports to:**

**Salary Range:**

**Employment Schedule:** 10 months

**Education and Experience:**

- Physically, mentally, and emotionally capable of performing required tasks and duties essential to the position
- Knowledge of and commitment to students who have ESOL education needs

**Licenses and Certifications:**

**Duties and Responsibilities:**

- Implement English for Speakers of Other Languages (ESOL) programs, services, resources, and staff development in support of the school's mission and goals
- 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
- Create a school culture and climate conducive to learning for all students
- Implement programs for English Language Learner (ELL) students with special needs
- Assist in the selection of instructional materials for ELL students
- Facilitate communication among teachers in programs in the school
- Attend district and state meetings, as needed, to maintain knowledge of ESOL/ELL issues
- Conduct case reviews of evaluation data
- Review, analyze, and report data relative to performance of ELL students
- Provide training, modeling, and other assistance to classroom teachers in order to maximize learning opportunities for ELL students
- Assist in the development of guidelines, policies, and procedures related to ELL students
- Ensure compliance with all state and federal laws
- Schedule and facilitate the development of ELL plans

- Attend parent-teacher conferences as requested by teachers or administrative staff
- Keep abreast of best practice and current research related to ELL
- Conduct and document regularly scheduled consultation with general education teachers regarding appropriate and effective strategies for ELL students
- Prepare required reports, as requested, and maintain all appropriate records regarding ELL students
- Coordinate the operation of the ELL Committee, including scheduling, notifying appropriate parties, and conducting meetings

# Franklin Academy

## Job Description

**Position Title:** Guidance Counselor

**Reports to:**

**Salary Range:**

**Employment Schedule:** 10 months

**Education and Experience:**

**Licenses and Certifications:**

**Duties and Responsibilities:**

- Provide developmentally appropriate classroom and small group 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

# Sample RFP

## 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 contractosr 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 REFERENCES**
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 insured.
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 items and their prices shall be approved by FA and the school. Ala carte selections will be required in all High School applications.

# Budget

Start-up Budget

**Franklin Academy - Middle High**

**Start-up Budget**

	March	April	May	June	Total
<b>Line of Credit</b>	100,000				
<b>EXPENSES:</b>					
<b>Administration Staff</b>	10,000	10,000	10,000	10,000	40,000
<b>Professional Services</b>					
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
<b>Other Operating Expenses</b>	2,000	2,000	2,000	2,000	8,000
<b>Administrative Expenses</b>	4,000	1,000	1,000	1,000	7,000
<b>TOTAL OPERATING EXPENSES</b>	37,000	22,000	23,000	18,000	100,000
<b>Fund Balance</b>	63,000	41,000	18,000	-	-

\*\* The School has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

Budget Summary

**Franklin Academy - Middle High**

	Year 1	Year 2	Year 3	Year 4	Year 5
Grades	6-10	6-11	6-12	6-12	6-12
Students per grade (average)	280	325	343	371	371
Total # Students	1,400	1,950	2,400	2,600	2,600
Per Student Revenue *	5,972	6,008	6,056	6,113	6,174
		1.0%	1.0%	1.0%	1.0%

**REVENUE**

Maximum Gross Revenue (\$)	8,444,204	11,822,918	14,873,767	16,236,229	16,398,591
Enrollment Contingency (\$)	83,606	108,136	339,141	342,330	345,753
Budgeted State Sources of Revenue (\$)	8,360,598	11,714,781	14,534,626	15,893,899	16,052,838

**EXPENDITURES**

Facility Budget					
Maximum Facility Expense	1,492,807	2,410,005	3,074,986	3,354,350	3,387,894
Minimum Building Size (Sqft)	72,800	101,400	124,800	135,200	135,200
Cost per Student	\$ 850.00	\$ 1,000.00	\$ 1,050.00	\$ 1,060.50	\$ 1,071.11
Operating and Fixed Costs	302,807	460,005	554,986	597,050	603,021
Mortgage Payments/Rent	1,190,000	1,950,000	2,520,000	2,757,300	2,784,873

Teacher Staffing Budget

Average Class Size	23	23	23	23	23
# of Teachers	68	98	120	132	132
Salary Benefits per Teacher	8,698	8,743	8,837	8,870	8,958

**MAXIMUM FOR OTHER EXPENDITURES**

	4,607,170	7,055,883	8,949,284	9,701,347	9,817,127
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\* See All Charter School Calculator for Assumptions for the calculation of per pupil FTE

Budget Detail

<b>Franklin Academy - Middle High</b>			YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
			Expected				
<b>ENROLLMENT</b>							
	<b>Cost</b>	<b>Basis</b>					
Classrooms			61	84	104	112	112
6 - 8			806	959	1,032	1,034	1,034
9 - 12			594	991	1,368	1,566	1,566
<b>Total Enrollment</b>			<b>1,400</b>	<b>1,950</b>	<b>2,400</b>	<b>2,600</b>	<b>2,600</b>
<b>REVENUES</b>							
State Sources with expected enrollment			\$ 8,360,598.37	\$ 11,714,781.31	\$ 14,534,625.72	\$ 15,893,898.90	\$ 16,052,837.89
Federal Sources - NSLP funds 40% of students	\$ 2.88	40%	\$ 290,304.00	\$ 408,395.52	\$ 507,667.05	\$ 555,472.36	\$ 561,027.08
Local Sources - Lunch program paid students	\$ 3.00	10%	\$ 75,600.00	\$ 106,353.00	\$ 132,204.96	\$ 144,654.26	\$ 146,100.80
Capital Outlay (Feeder Pattern School - Capital Outlay available year 2)	\$ 500.00	Per Student	\$	\$ 975,000.00	\$ 1,200,000.00	\$ 1,300,000.00	\$ 1,300,000.00
Other Sources - Services			\$	\$	\$	\$	\$
			\$ 8,726,502.37	\$ 13,204,529.83	\$ 16,374,497.73	\$ 17,894,025.52	\$ 18,059,965.78
<b>EXPENDITURES</b>							
<b>Instruction</b>							
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan		\$ 2,688,600.00	\$ 3,894,459.00	\$ 4,820,380.54	\$ 5,321,710.73	\$ 5,374,927.83
Fringe Benefits			\$ 591,492.00	\$ 856,780.98	\$ 1,060,483.72	\$ 1,170,776.36	\$ 1,182,484.12
Contracted Professional Services (includes Therapists & other contracted instructional services)	\$ 450.00	ESE Student	\$ 75,600.00	\$ 106,353.00	\$ 132,204.96	\$ 144,654.26	\$ 146,100.80
Classroom Supplies & Equipment	\$ 75.00	Student	\$ 105,000.00	\$ 147,712.50	\$ 183,618.00	\$ 200,908.70	\$ 202,917.78
Teacher Supplies	\$ 30.00	Student	\$ 42,000.00	\$ 59,085.00	\$ 73,447.20	\$ 80,363.48	\$ 81,167.11
Textbooks and/or ebooks/Student Activities	\$ 420.00	Student	\$ 588,000.00	\$ 827,190.00	\$ 1,028,260.80	\$ 1,125,088.69	\$ 1,136,339.58
Supplemental instructional materials (CIRP/SIRP and Technology)	\$ 75.00	Student	\$ 105,000.00	\$ 147,712.50	\$ 183,618.00	\$ 200,908.70	\$ 202,917.78
SB 736 Merit Pay			\$ 242,377.00	\$ 337,937.00	\$ 415,973.00	\$ 450,927.00	\$ 450,927.00
Computer - Equipment for Instruction (* lease to include ebooks)	\$ 1,800.00	Classroom	\$ 109,800.00	\$ 152,712.00	\$ 190,962.72	\$ 207,708.68	\$ 209,785.77
Computer Lab - Including Software	\$ 30,000.00	Lab	\$ 30,000.00	\$ 30,300.00	\$ 30,300.00	\$ 30,909.03	\$ 62,436.24
<i>Sub-Total Instruction</i>			\$ 4,577,869.00	\$ 6,560,241.98	\$ 8,119,248.94	\$ 8,933,955.62	\$ 9,050,004.02
<b>Pupil Personnel Services</b>							
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan		\$ 123,000.00	\$ 207,050.00	\$ 292,768.70	\$ 380,181.07	\$ 383,982.88
Fringe Benefits			\$ 27,060.00	\$ 45,551.00	\$ 64,409.11	\$ 83,639.84	\$ 84,476.23
Contracted Professional Services (counseling and psychological)	\$ 500.00	ESE Student	\$ 84,000.00	\$ 118,170.00	\$ 146,894.40	\$ 160,726.96	\$ 162,334.23
<i>Sub-Total Pupil Personnel Services</i>			\$ 234,060.00	\$ 370,771.00	\$ 504,072.21	\$ 624,547.86	\$ 630,793.34
<b>Media Services</b>							
Salaries (includes Librarian)	See Staffing Plan		\$ 40,000.00	\$ 121,200.00	\$ 163,216.00	\$ 164,848.16	\$ 166,496.64
Fringe Benefits			\$ 8,800.00	\$ 26,664.00	\$ 35,907.52	\$ 36,266.60	\$ 36,629.26
Library Books	\$ 17,500.00	School	\$ 17,500.00	\$ 57,675.00	\$ 42,851.75	\$ 18,030.27	\$ 18,210.57
<i>Sub-Total Media Services</i>			\$ 66,300.00	\$ 205,539.00	\$ 241,975.27	\$ 219,145.02	\$ 221,336.47
<b>Curriculum Development</b>							
Salaries (includes Curriculum Specialist)			\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -
Student Activities	\$ 30.00	Student	\$ 42,000.00	\$ 59,085.00	\$ 73,447.20	\$ 80,363.48	\$ 81,167.11
<i>Sub-Total Curriculum Development</i>			\$ 42,000.00	\$ 59,085.00	\$ 73,447.20	\$ 80,363.48	\$ 81,167.11
<b>Staff Development</b>							
Workshops/Trainings (includes incentive pay for teachers)	\$ 1,000.00	Teacher	\$ 68,000.00	\$ 98,000.00	\$ 120,000.00	\$ 132,000.00	\$ 132,000.00
<i>Sub-Total Staff Development</i>			\$ 68,000.00	\$ 98,000.00	\$ 120,000.00	\$ 132,000.00	\$ 132,000.00

Budget Detail

<b>Franklin Academy - Middle High</b>			YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
			Expected				
<b>Instruction Related Technology</b>							
Salaries (includes Technology Personnel)	See Staffing Plan		\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -
EduSoft Software and Scanner	\$ 1,200.00	School	\$ 1,200.00	\$ 1,212.00	\$ 1,224.12	\$ 1,236.36	\$ 1,248.72
Hardware Maintenance	\$ 400.00	Classroom	\$ 24,400.00	\$ 33,936.00	\$ 42,436.16	\$ 46,157.48	\$ 46,619.06
<i>Sub-Total Instruction Related Technology</i>			\$ 25,600.00	\$ 35,148.00	\$ 43,660.28	\$ 47,393.85	\$ 47,867.78
<b>Board</b>							
Professional Services (Legal)	\$ 2,500.00	School	\$ 2,500.00	\$ 2,525.00	\$ 2,550.25	\$ 2,575.75	\$ 2,601.51
Insurance (General Liability, D&O, Professional Liability)	\$ 660.00	Classroom	\$ 40,260.00	\$ 55,994.40	\$ 70,019.66	\$ 76,159.85	\$ 76,921.45
Travel	\$ 2,000.00	Board Mem	\$ 2,000.00	\$ 2,020.00	\$ 2,040.20	\$ 2,060.60	\$ 2,081.21
<i>Sub-Total Board</i>			\$ 44,760.00	\$ 60,539.40	\$ 74,610.11	\$ 80,796.20	\$ 81,604.17
<b>General Administration</b>							
Management Fees (50% 1st year, 75% 2nd year)	\$ 450.00	Student	\$ 315,000.00	\$ 664,706.25	\$ 1,101,708.00	\$ 1,205,452.17	\$ 1,217,506.69
Administrative Fee							
<i>Sub-Total General Administration</i>			\$ 315,000.00	\$ 664,706.25	\$ 1,101,708.00	\$ 1,205,452.17	\$ 1,217,506.69
<b>School Administration</b>							
Salaries (includes Principal, Secretary & other Office Personnel)	See Staffing		\$ 370,500.00	\$ 513,585.00	\$ 585,027.35	\$ 590,877.62	\$ 596,786.40
Fringe Benefits			\$ 81,510.00	\$ 112,988.70	\$ 128,706.02	\$ 129,993.08	\$ 131,293.01
Equipment Rental / Lease	\$ 300.00	Per Month	\$ 3,600.00	\$ 3,636.00	\$ 3,672.36	\$ 3,709.08	\$ 3,746.17
Travel	\$ 400.00	Administrator	\$ 2,000.00	\$ 2,020.00	\$ 2,040.20	\$ 2,060.60	\$ 2,081.21
Advertising and Promotion	\$ 25.00	Student	\$ 35,000.00	\$ 49,237.50	\$ 61,206.00	\$ 66,969.57	\$ 67,639.26
License Fees	\$ 200.00		\$ 200.00	\$ 202.00	\$ 204.02	\$ 206.06	\$ 208.12
Uniforms	\$ 300.00		\$ 300.00	\$ 303.00	\$ 306.03	\$ 309.09	\$ 312.18
Postage	\$ 50.00	Classroom	\$ 3,050.00	\$ 4,242.00	\$ 5,304.52	\$ 5,769.69	\$ 5,827.38
Printing	\$ 350.00	Classroom	\$ 21,350.00	\$ 29,694.00	\$ 37,131.64	\$ 40,387.80	\$ 40,791.68
Office Supplies	\$ 30.00	Student	\$ 42,000.00	\$ 58,500.00	\$ 72,000.00	\$ 78,000.00	\$ 78,000.00
Office Equipment	\$ 4,000.00		\$ 4,000.00	\$ 4,040.00	\$ 4,080.40	\$ 4,121.20	\$ 4,162.42
Computer Equipment	\$ 1,000.00	Administrator	\$ 5,000.00	\$ 5,050.00	\$ 5,100.50	\$ 5,151.51	\$ 5,203.02
<i>Sub-Total School Administration</i>			\$ 568,510.00	\$ 783,498.20	\$ 904,779.04	\$ 927,555.30	\$ 936,050.85
<b>Facilities Acquisition &amp; Construction</b>							
Building Lease / Rent (see budget summary for calculation)			\$ 1,190,000.00	\$ 1,950,000.00	\$ 2,520,000.00	\$ 2,757,300.00	\$ 2,784,873.00
<i>Sub-Total Facilities Acquisition &amp; Construction</i>			\$ 1,190,000.00	\$ 1,950,000.00	\$ 2,520,000.00	\$ 2,757,300.00	\$ 2,784,873.00
<b>Fiscal Services</b>							
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	See Staffing		\$ 38,000.00	\$ 38,380.00	\$ 38,763.80	\$ 39,151.44	\$ 39,542.95
Fringe Benefits			\$ 8,360.00	\$ 8,443.60	\$ 8,528.04	\$ 8,613.32	\$ 8,699.45
Fee to County School Board - up to 250 students			\$ 74,648.20	\$ 75,094.75	\$ 75,701.18	\$ 76,412.98	\$ 77,177.11
Professional Services (payroll, accounting, auditing)	\$ 80.00		\$ 112,000.00	\$ 157,560.00	\$ 195,859.20	\$ 214,302.61	\$ 216,445.63
<i>Sub-Total Fiscal Services</i>			\$ 233,008.20	\$ 279,478.35	\$ 318,852.21	\$ 338,480.34	\$ 341,865.14
<b>Food Services</b>							
Salaries (Food Service Workers)	See Staffing		\$ 42,000.00	\$ 56,560.00	\$ 57,125.60	\$ 72,121.07	\$ 72,842.28
Fringe Benefits			\$ 9,240.00	\$ 12,443.20	\$ 12,567.63	\$ 15,866.64	\$ 16,025.30
Food, Materials & Supplies - Vendor provided meals 50% Participation	\$ 2.46	Per Meal per day	\$ 309,960.00	\$ 436,047.30	\$ 542,040.34	\$ 593,082.47	\$ 599,013.29
Equipment Rental / Lease (provided by food vendor)							
Inspection fees	\$ 75.00	Twice per year	\$ 150.00	\$ 151.50	\$ 153.02	\$ 154.55	\$ 156.09
<i>Sub-Total Food Services</i>			\$ 361,350.00	\$ 505,202.00	\$ 611,886.58	\$ 681,224.72	\$ 688,036.97

Budget Detail

<b>Franklin Academy - Middle High</b>				YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
				Expected				
<b>Pupil Transportation Services</b>								
Salaries (Drivers & Transportation workers)	See Staffing		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Transportation Services - \$225 per bus 25% utilization	\$ 225.00	25%	\$ 243,000.00	\$ 324,000.00	\$ 405,000.00	\$ 405,000.00	\$ 405,000.00	\$ 405,000.00
Field Trip Expenses for competitions			\$ 2,500.00	\$ 3,500.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
<i>Sub-Total Pupil Transportation Services</i>				\$ 245,500.00	\$ 327,500.00	\$ 410,000.00	\$ 410,000.00	\$ 410,000.00
<b>Operation of Plant</b>								
Salaries (Custodian, crossing guards, security)	See Staffing		\$ 20,800.80	\$ 63,026.42	\$ 63,656.69	\$ 64,293.26	\$ 64,936.19	\$ 64,936.19
Fringe benefits			\$ 4,576.18	\$ 13,865.81	\$ 14,004.47	\$ 14,144.52	\$ 14,285.96	\$ 14,285.96
Purchased Service (Custodial, fire and alarm, etc)	\$ 1,400.00	Per Classroom	\$ 85,400.00	\$ 118,776.00	\$ 148,526.56	\$ 161,551.20	\$ 163,166.71	\$ 163,166.71
Lawn Maintenance	\$ 500.00	Per Classroom	\$ 30,500.00	\$ 42,420.00	\$ 53,045.20	\$ 57,696.86	\$ 58,273.82	\$ 58,273.82
Pest Control	\$ 40.00	Per Classroom	\$ 2,440.00	\$ 3,393.60	\$ 4,243.62	\$ 4,615.75	\$ 4,661.91	\$ 4,661.91
Security Services	\$ 100.00	Per Month	\$ 1,200.00	\$ 1,212.00	\$ 1,224.12	\$ 1,236.36	\$ 1,248.72	\$ 1,248.72
Property Insurance	\$ 1,050.00	Per Classroom	\$ 64,050.00	\$ 89,082.00	\$ 111,394.92	\$ 121,163.40	\$ 122,375.03	\$ 122,375.03
Telephone Services	\$ 500.00	Per Month	\$ 6,000.00	\$ 6,060.00	\$ 6,120.60	\$ 6,181.81	\$ 6,243.62	\$ 6,243.62
Water & Sewer	\$ 90.00	Per Classroom	\$ 5,490.00	\$ 7,635.60	\$ 9,548.14	\$ 10,385.43	\$ 10,489.29	\$ 10,489.29
Electricity	\$ 1,350.00	Per Classroom	\$ 82,350.00	\$ 114,534.00	\$ 143,222.04	\$ 155,781.51	\$ 157,339.33	\$ 157,339.33
<i>Sub-Total Operation of Plant</i>				\$ 302,806.98	\$ 460,005.44	\$ 554,986.35	\$ 597,050.08	\$ 603,020.58
<b>Maintenance of Plant</b>								
Repairs & Maintenance	\$ 1.00	Sq. Ft.	\$ 72,800.00	\$ 101,400.00	\$ 124,800.00	\$ 135,200.00	\$ 135,200.00	\$ 135,200.00
Supplies								
<i>Sub-Total Maintenance of Plant</i>				\$ 72,800.00	\$ 101,400.00	\$ 124,800.00	\$ 135,200.00	\$ 135,200.00
<b>Administrative Technology Services</b>								
Systems Operation	\$ 750.00	Per Classroom	\$ 45,750.00	\$ 63,630.00	\$ 79,567.80	\$ 86,545.28	\$ 87,410.74	\$ 87,410.74
Systems Planning & Analysis								
<i>Sub-Total Administrative Technology Services</i>				\$ 45,750.00	\$ 63,630.00	\$ 79,567.80	\$ 86,545.28	\$ 87,410.74
Redemption of Principal					\$ 100,000.00			
Interest (Interest Only at 6%)				\$ 6,000.00	\$ 6,000.00			
<i>Sub-Total Debt Service</i>				\$ 6,000.00	\$ 106,000.00	\$ -	\$ -	\$ -
<b>Contingency</b>								
Operating expense contingency - 3% of FEFP - Considered restricted funds		3%	\$ 261,795.07	\$ 396,135.90	\$ 491,234.93	\$ 536,820.77	\$ 541,798.97	\$ 541,798.97
<i>Sub-Total Contingency</i>				\$ 261,795.07	\$ 396,135.90	\$ 491,234.93	\$ 536,820.77	\$ 541,798.97
<b>Total Expenditures</b>				\$ 8,661,109.25	\$ 13,026,880.51	\$ 16,294,828.93	\$ 17,793,830.68	\$ 17,990,535.84
<b>Excess of Revenues over Expenditures</b>				\$ 65,393.12	\$ 177,649.32	\$ 79,668.80	\$ 100,194.84	\$ 69,429.94

**Staffing Plan**

**Franklin Academy - Middle High**

Fringe Benefit Rate	22.00%					
FICA	6.20%					
Medicare	1.45%					
FUTA	\$ 189.00					
SUTA	\$ 189.00					
Workers Comp	0.88%					
401K Contribution	2.00%					
Health Insurance per Employee	\$ 4,140.00	\$345 Per month per Employee				
Average Pay	\$ 39,092.95	65,393	177,649	79,669	100,195	69,430

		Yr1 High	Yr2	Yr3	Yr4	Yr5
<b>Instruction Staff</b>						
Teachers	39,500	61	84	104	112	112
Substitute Teachers	1,100	61	84	104	112	112
Other Teachers	39,500	4	9	10	12	12
Paraprofessionals	18,000	3	5	6	8	8
	98,100	68	98	120	132	132
<b>Pupil Personnel Services</b>						
ESE Coordinator / Teacher	41,000	1.00	2	4	5	5
ESOL Coordinator	41,000	1.00	1	1	1	1
Guidance Counselor	41,000	1	2	2	3	3
	123,000	3	5	7	9	9
<b>Media Services</b>						
Media Specialist	40,000	1.00	3	4	4	4
	40,000	1	3	4	4	4
<b>School Administration</b>						
Principal	90,000	1.00	1.00	1.00	1.00	1.00
Assistant Principal	65,000	3	4	5	5	5
Administrative Assistant	27,500	1.00	3	3	3	3
Registrar	22,000	1.00	1.00	1.00	1.00	1.00
Other Clerical	18,000	2	3	3	3	3
	222,500	8.00	12	13	13	13
<b>Fiscal Services</b>						
Business Manager	38,000	1.00	1	1	1	1
	38,000	1.00	1	1	1	1
<b>Food Services</b>						
Food Service Workers	14,000	3	4	4	5	5
	14,000	3	4	4	5	5
<b>Operation of Plant</b>						
Security	20,801	1	3	3	3	3
	41,602	1	3	3	3	3
<b>TOTAL EMPLOYEES</b>		85	126	152	167	167
Salary Inflation	1.0%					
<b>Instruction Staff</b>						
Homeroom Teachers	2,409,500	3,351,180	4,190,571	4,558,052	4,603,632	
Substitute Teachers	67,100	93,324	116,699	126,933	128,202	
Other Teachers (ESE, ESOL, Reading/Math Coaches)	158,000	359,055	402,940	488,363	493,246	
Paraprofessionals	54,000	90,900	110,171	148,363	149,847	
	2,688,600	3,894,459	4,820,381	5,321,711	5,374,928	
Benefits:	591,492	856,781	1,060,484	1,170,776	1,182,484	
<b>Pupil Personnel Services</b>						
ESE Coordinator / Teacher	41,000	82,820	167,296	211,212	213,324	
ESOL Coordinator	41,000	41,410	41,824	42,242	42,665	
Guidance Counselor	41,000	82,820	83,648	126,727	127,994	
	123,000	207,050	292,769	380,181	383,983	
Benefits:	27,060	45,551	64,409	83,640	84,476	
<b>Media Services</b>						
Media Specialist	40,000	121,200	163,216	164,848	166,497	
	40,000	121,200	163,216	164,848	166,497	
Benefits:	8,800	26,664	35,908	36,267	36,629	
<b>School Administration</b>						
Principal (shared with other school)	90,000	90,900	91,809	92,727	93,654	
Assistant Principal	195,000	262,600	331,533	334,848	338,196	
Administrative Assistant	27,500	83,325	84,158	85,000	85,850	
Registrar	22,000	22,220	22,442	22,667	22,893	
Other	36,000	54,540	55,085	55,636	56,193	
	370,500	513,585	585,027	590,878	596,786	
Benefits:	81,510	112,989	128,706	129,993	131,293	
<b>Fiscal Services</b>						
Business Manager	38,000	38,380	38,764	39,151	39,543	
	38,000	38,380	38,764	39,151	39,543	
Benefits:	8,360	8,444	8,528	8,613	8,699	
<b>Food Services</b>						
Food Service Workers	42,000	56,560	57,126	72,121	72,842	
	42,000	56,560	57,126	72,121	72,842	
Benefits:	9,240	12,443	12,568	15,867	16,025	
<b>Operation of Plant</b>						
Security	20,801	63,026	63,657	64,293	64,936	
	20,801	63,026	63,657	64,293	64,936	
Benefits:	4,576	13,866	14,004	14,145	14,286	
<b>Total Payroll &amp; Benefits</b>		4,053,939	5,970,998	7,345,545	8,092,484	8,173,409



Franklin Academy - Middle High

YEAR 1

<b>Board</b>														
Professional Services (Legal)						625	625	625	625					\$ 2,500.00
Insurance (General Liability, D&O, Professional Liability)	10,065			10,065			10,065				10,065			\$ 40,260.00
Travel	2,000													\$ 2,000.00
<b>Sub-Total Board</b>	<b>12,065</b>	<b>-</b>	<b>-</b>	<b>10,065</b>	<b>-</b>	<b>625</b>	<b>10,690</b>	<b>625</b>	<b>625</b>	<b>10,065</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>\$ 44,760.00</b>
<b>General Administration</b>														
Management Fees (50% 1st year, 75% 2nd year)													315,000	\$ 315,000.00
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Sub-Total General Administration</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>315,000</b>	<b>\$ 315,000.00</b>
<b>School Administration</b>														
Salaries (includes Principal, Secretary & other Office Personnel)	30,875	30,875	30,875	30,875	30,875	30,875	30,875	30,875	30,875	30,875	30,875	30,875	30,875	\$ 370,500.00
Fringe Benefits	6,793	6,793	6,793	6,793	6,793	6,793	6,793	6,793	6,793	6,793	6,793	6,793	6,793	\$ 81,510.00
Equipment Rental / Lease	300	300	300	300	300	300	300	300	300	300	300	300	300	\$ 3,600.00
Travel				2,000										\$ 2,000.00
Advertising and Promotion	11,667	11,667							11,667					\$ 35,000.00
License Fees	200													\$ 200.00
Uniforms	300													\$ 300.00
Postage			305	305	305	305	305	305	305	305	305	305	305	\$ 3,050.00
Printing	10,675	970	970	970	970	970	970	970	970	970	970	970	970	\$ 21,350.00
Office Supplies	10,500	2,864	2,864	2,864	2,864	2,864	2,864	2,864	2,864	2,864	2,864	2,864	2,864	\$ 42,000.00
Office Equipment	4,000													\$ 4,000.00
Computer Equipment	5,000													\$ 5,000.00
<b>Sub-Total School Administration</b>	<b>80,309</b>	<b>53,468</b>	<b>42,107</b>	<b>44,107</b>	<b>42,107</b>	<b>42,107</b>	<b>42,107</b>	<b>42,107</b>	<b>42,107</b>	<b>53,773</b>	<b>42,107</b>	<b>42,107</b>	<b>42,107</b>	<b>\$ 568,510.00</b>
<b>Facilities Acquisition &amp; Construction</b>														
Building Lease / Rent (see budget summary for calculation)		108,182	108,182	108,182	108,182	108,182	108,182	108,182	108,182	108,182	108,182	108,182	108,182	\$ 1,190,000.00
Remodeling & Renovations	-													\$ -
Purchase of Buildings & Fixed Equipment	-													\$ -
Land	-													\$ -
<b>Sub-Total Facilities Acquisition &amp; Construction</b>	<b>-</b>	<b>108,182</b>	<b>\$ 1,190,000.00</b>											
<b>Fiscal Services</b>														
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	\$ 38,000.00
Fringe Benefits	697	697	697	697	697	697	697	697	697	697	697	697	697	\$ 8,360.00
Fee to County School Board - up to 250 students	6,221	6,221	6,221	6,221	6,221	6,221	6,221	6,221	6,221	6,221	6,221	6,221	6,221	\$ 74,648.20
Planning, Research, Development and Evaluation (50% 1st year, 75% 2nd year)	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Professional Services (payroll, accounting, auditing)	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	\$ 112,000.00
<b>Sub-Total Fiscal Services</b>	<b>19,417</b>	<b>19,417</b>	<b>19,417</b>	<b>19,417</b>	<b>19,417</b>	<b>19,417</b>	<b>19,417</b>	<b>19,417</b>	<b>19,417</b>	<b>19,417</b>	<b>19,417</b>	<b>19,417</b>	<b>19,417</b>	<b>\$ 233,008.20</b>
<b>Food Services</b>														
Salaries (Food Service Workers)			4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	\$ 42,000.00
Fringe Benefits			924	924	924	924	924	924	924	924	924	924	924	\$ 9,240.00
Food			-	-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 50% Participation			30,996	30,996	30,996	30,996	30,996	30,996	30,996	30,996	30,996	30,996	30,996	\$ 309,960.00
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	-	\$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	15	\$ 150.00
<b>Sub-Total Food Services</b>	<b>-</b>	<b>-</b>	<b>36,135</b>	<b>\$ 361,350.00</b>										
<b>Pupil Transportation Services</b>														
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	-	\$ -
Contracted Transportation Services - \$225 per bus 25% utilization			24,300	24,300	24,300	24,300	24,300	24,300	24,300	24,300	24,300	24,300	24,300	\$ 243,000.00
Field Trip Expenses for competitions			250	250	250	250	250	250	250	250	250	250	250	\$ 2,500.00
Buses			-	-	-	-	-	-	-	-	-	-	-	\$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	-	\$ -
Fuel			-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Sub-Total Pupil Transportation Services</b>	<b>-</b>	<b>-</b>	<b>24,550</b>	<b>\$ 245,500.00</b>										

Franklin Academy - Middle High

YEAR 1

<b>Operation of Plant</b>														
Salaries (Custodian, crossing guards, security)	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	\$ 20,800.80
Fringe benefits	381	381	381	381	381	381	381	381	381	381	381	381	381	\$ 4,576.18
Purchased Service (Custodial, fire and alarm, etc)	7,117	7,117	7,117	7,117	7,117	7,117	7,117	7,117	7,117	7,117	7,117	7,117	7,117	\$ 85,400.00
Lawn Maintenance	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	\$ 30,500.00
Pest Control	203	203	203	203	203	203	203	203	203	203	203	203	203	\$ 2,440.00
Security Services	100	100	100	100	100	100	100	100	100	100	100	100	100	\$ 1,200.00
Property Insurance	5,338	5,338	5,338	5,338	5,338	5,338	5,338	5,338	5,338	5,338	5,338	5,338	5,338	\$ 64,050.00
Telephone Services	500	500	500	500	500	500	500	500	500	500	500	500	500	\$ 6,000.00
Water & Sewer	458	458	458	458	458	458	458	458	458	458	458	458	458	\$ 5,490.00
Electricity	6,863	6,863	6,863	6,863	6,863	6,863	6,863	6,863	6,863	6,863	6,863	6,863	6,863	\$ 82,350.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Sub-Total Operation of Plant</b>	<b>25,234</b>	<b>25,234</b>	<b>25,234</b>	<b>25,234</b>	<b>25,234</b>	<b>25,234</b>	<b>25,234</b>	<b>25,234</b>	<b>25,234</b>	<b>25,234</b>	<b>25,234</b>	<b>25,234</b>	<b>25,234</b>	<b>\$ 302,806.98</b>
<b>Maintenance of Plant</b>														
Repairs & Maintenance		6,618	6,618	6,618	6,618	6,618	6,618	6,618	6,618	6,618	6,618	6,618	6,618	\$ 72,800.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Sub-Total Maintenance of Plant</b>	<b>-</b>	<b>6,618</b>	<b>6,618</b>	<b>6,618</b>	<b>6,618</b>	<b>6,618</b>	<b>6,618</b>	<b>6,618</b>	<b>6,618</b>	<b>6,618</b>	<b>6,618</b>	<b>6,618</b>	<b>6,618</b>	<b>\$ 72,800.00</b>
<b>Administrative Technology Services</b>														
Internal Technology Support		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	3,813	3,813	3,813	3,813	3,813	3,813	3,813	3,813	3,813	3,813	3,813	3,813	3,813	\$ 45,750.00
Systems Planning & Analysis		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Sub-Total Administrative Technology Services</b>	<b>3,813</b>	<b>3,813</b>	<b>3,813</b>	<b>3,813</b>	<b>3,813</b>	<b>3,813</b>	<b>3,813</b>	<b>3,813</b>	<b>3,813</b>	<b>3,813</b>	<b>3,813</b>	<b>3,813</b>	<b>3,813</b>	<b>\$ 45,750.00</b>
<b>After Care Programs</b>														
After Care Salary			-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Sub-Total After Care Programs</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>\$ -</b>
<b>Debt Service</b>														
Redemption of Principal														\$ -
Interest (Interest Only at 6%)		545	545	545	545	545	545	545	545	545	545	545	545	\$ 6,000.00
<b>Sub-Total Debt Service</b>	<b>-</b>	<b>545</b>	<b>545</b>	<b>545</b>	<b>545</b>	<b>545</b>	<b>545</b>	<b>545</b>	<b>545</b>	<b>545</b>	<b>545</b>	<b>545</b>	<b>545</b>	<b>\$ 6,000.00</b>
<b>Contingency</b>														
Operating expense contingency - 3% of FEFP - Considered restricted funds													261,795	\$ 261,795.07
<b>Sub-Total Contingency</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>261,795</b>	<b>\$ 261,795.07</b>
<b>Total Expenditures</b>	<b>\$ 140,838</b>	<b>\$ 756,275</b>	<b>\$ 961,449</b>	<b>\$ 964,073</b>	<b>\$ 618,876</b>	<b>\$ 619,501</b>	<b>\$ 629,566</b>	<b>\$ 619,501</b>	<b>\$ 665,167</b>	<b>\$ 628,941</b>	<b>\$ 618,876</b>	<b>\$ 1,438,048</b>	<b>\$ 8,661,109.25</b>	
<b>Excess of Revenues over Expenditures</b>	<b>\$ 555,879</b>	<b>\$ (59,558)</b>	<b>\$ (228,142)</b>	<b>\$ (230,766)</b>	<b>\$ 114,431</b>	<b>\$ 113,806</b>	<b>\$ 103,741</b>	<b>\$ 113,806</b>	<b>\$ 68,139</b>	<b>\$ 104,366</b>	<b>\$ 114,431</b>	<b>\$ (704,741)</b>	<b>\$ 65,393.12</b>	
<b>Fund Balance</b>	<b>\$ 555,879</b>	<b>\$ 496,320</b>	<b>\$ 268,179</b>	<b>\$ 37,413</b>	<b>\$ 151,844</b>	<b>\$ 265,650</b>	<b>\$ 369,391</b>	<b>\$ 483,197</b>	<b>\$ 551,337</b>	<b>\$ 655,703</b>	<b>\$ 770,134</b>	<b>\$ 65,393</b>		





**Franklin Academy - Middle High**

													YEAR 2	
													100 % Enrollment	
<b>Operation of Plant</b>														
Salaries (Custodian, crossing guards, security)	5,252	5,252	5,252	5,252	5,252	5,252	5,252	5,252	5,252	5,252	5,252	5,252	5,252	\$ 63,026.42
Fringe benefits	1,155	1,155	1,155	1,155	1,155	1,155	1,155	1,155	1,155	1,155	1,155	1,155	1,155	\$ 13,865.81
Purchased Service (Custodial, fire and alarm, etc)	9,898	9,898	9,898	9,898	9,898	9,898	9,898	9,898	9,898	9,898	9,898	9,898	9,898	\$ 118,776.00
Lawn Maintenance	3,535	3,535	3,535	3,535	3,535	3,535	3,535	3,535	3,535	3,535	3,535	3,535	3,535	\$ 42,420.00
Pest Control	283	283	283	283	283	283	283	283	283	283	283	283	283	\$ 3,393.60
Security Services	101	101	101	101	101	101	101	101	101	101	101	101	101	\$ 1,212.00
Property Insurance	7,424	7,424	7,424	7,424	7,424	7,424	7,424	7,424	7,424	7,424	7,424	7,424	7,424	\$ 89,082.00
Telephone Services	505	505	505	505	505	505	505	505	505	505	505	505	505	\$ 6,060.00
Water & Sewer	636	636	636	636	636	636	636	636	636	636	636	636	636	\$ 7,635.60
Electricity	9,545	9,545	9,545	9,545	9,545	9,545	9,545	9,545	9,545	9,545	9,545	9,545	9,545	\$ 114,534.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Sub-Total Operation of Plant</b>	<b>38,334</b>	<b>38,334</b>	<b>38,334</b>	<b>38,334</b>	<b>38,334</b>	<b>38,334</b>	<b>38,334</b>	<b>38,334</b>	<b>38,334</b>	<b>38,334</b>	<b>38,334</b>	<b>38,334</b>	<b>38,334</b>	<b>\$ 460,005.44</b>
<b>Maintenance of Plant</b>														
Repairs & Maintenance		9,218	9,218	9,218	9,218	9,218	9,218	9,218	9,218	9,218	9,218	9,218	9,218	\$ 101,400.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Sub-Total Maintenance of Plant</b>	<b>-</b>	<b>9,218</b>	<b>9,218</b>	<b>9,218</b>	<b>9,218</b>	<b>9,218</b>	<b>9,218</b>	<b>9,218</b>	<b>9,218</b>	<b>9,218</b>	<b>9,218</b>	<b>9,218</b>	<b>9,218</b>	<b>\$ 101,400.00</b>
<b>Administrative Technology Services</b>														
Internal Technology Support		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	5,303	5,303	5,303	5,303	5,303	5,303	5,303	5,303	5,303	5,303	5,303	5,303	5,303	\$ 63,630.00
Systems Planning & Analysis		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Sub-Total Administrative Technology Services</b>	<b>5,303</b>	<b>5,303</b>	<b>5,303</b>	<b>5,303</b>	<b>5,303</b>	<b>5,303</b>	<b>5,303</b>	<b>5,303</b>	<b>5,303</b>	<b>5,303</b>	<b>5,303</b>	<b>5,303</b>	<b>5,303</b>	<b>\$ 63,630.00</b>
<b>After Care Programs</b>														
After Care Salary			-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Sub-Total After Care Programs</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>\$ -</b>
<b>Debt Service</b>														
Redemption of Principal		9,091	9,091	9,091	9,091	9,091	9,091	9,091	9,091	9,091	9,091	9,091	9,091	\$ 100,000.00
Interest (Interest Only at 6%)		545	545	545	545	545	545	545	545	545	545	545	545	\$ 6,000.00
<b>Sub-Total Debt Service</b>	<b>-</b>	<b>9,636</b>	<b>9,636</b>	<b>9,636</b>	<b>9,636</b>	<b>9,636</b>	<b>9,636</b>	<b>9,636</b>	<b>9,636</b>	<b>9,636</b>	<b>9,636</b>	<b>9,636</b>	<b>9,636</b>	<b>\$ 106,000.00</b>
<b>Contingency</b>														
Operating expense contingency - 3% of FEPP - Considered restricted funds													396,136	\$ 396,135.90
<b>Sub-Total Contingency</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>396,136</b>	<b>\$ 396,135.90</b>
<b>Total Expenditures</b>	<b>\$ 248,859</b>	<b>\$ 1,173,741</b>	<b>\$ 1,490,468</b>	<b>\$ 1,460,323</b>	<b>\$ 980,302</b>	<b>\$ 980,302</b>	<b>\$ 994,301</b>	<b>\$ 980,302</b>	<b>\$ 1,029,302</b>	<b>\$ 994,301</b>	<b>\$ 980,302</b>	<b>\$ 1,714,375</b>	<b>\$ 13,026,880.51</b>	
<b>Excess of Revenues over Expenditures</b>	<b>\$ 792,766</b>	<b>\$ (197,510)</b>	<b>\$ (462,762)</b>	<b>\$ (324,283)</b>	<b>\$ 155,738</b>	<b>\$ 155,738</b>	<b>\$ 141,739</b>	<b>\$ 155,738</b>	<b>\$ 106,738</b>	<b>\$ 141,739</b>	<b>\$ 155,738</b>	<b>\$ (578,335)</b>	<b>\$ 243,042.44</b>	
<b>Fund Balance</b>	<b>\$ 792,766</b>	<b>\$ 595,256</b>	<b>\$ 132,495</b>	<b>\$ (191,788)</b>	<b>\$ (36,051)</b>	<b>\$ 119,687</b>	<b>\$ 261,426</b>	<b>\$ 417,164</b>	<b>\$ 523,901</b>	<b>\$ 665,640</b>	<b>\$ 821,378</b>	<b>\$ 243,042</b>		

Franklin Academy - Middle High

													YEAR 3	
													100 % Enrollment	
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
<b>REVENUES</b>														
State Sources with expected enrollment	1,211,219	1,211,219	1,211,219	1,211,219	1,211,219	1,211,219	1,211,219	1,211,219	1,211,219	1,211,219	1,211,219	1,211,219	\$	14,534,625.72
Federal Sources - NSLP funds 40% of students			50,767	50,767	50,767	50,767	50,767	50,767	50,767	50,767	50,767	50,767	\$	507,667.05
Local Sources - Lunch program paid students			13,220	13,220	13,220	13,220	13,220	13,220	13,220	13,220	13,220	13,220	\$	132,204.96
Capital Outlay (Feeder Pattern School - Capital Outlay available year 2)				133,333	133,333	133,333	133,333	133,333	133,333	133,333	133,333	133,333	\$	1,200,000.00
Previous Years Balance Carry Forward	243,042												\$	243,042.44
	<b>1,454,261</b>	<b>1,211,219</b>	<b>1,275,206</b>	<b>1,408,539</b>	\$	16,617,540.17								
<b>EXPENDITURES</b>														
<b>Instruction</b>														
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		219,108	460,127	460,127	460,127	460,127	460,127	460,127	460,127	460,127	460,127	460,127	\$	4,820,380.54
Fringe Benefits		48,204	101,228	101,228	101,228	101,228	101,228	101,228	101,228	101,228	101,228	101,228	\$	1,060,483.72
Contracted Professional Services (includes Therapists & other contracted instructional services)			14,689	14,689	14,689	14,689	14,689	14,689	14,689	14,689	14,689	14,689	\$	132,204.96
Classroom Supplies & Equipment		60,594	60,594	62,430									\$	183,618.00
Teacher Supplies		24,238	24,238	24,972									\$	73,447.20
Textbooks and/or ebooks/Student Activities		339,326	339,326	349,609									\$	1,028,260.80
Supplemental instructional materials (CIRP/SIRP and Technology)		60,594	60,594	62,430									\$	183,618.00
SB 736 Merit Pay												415,973	\$	415,973.00
Computer - Equipment for Instruction (* lease to include ebooks)		63,018	63,018	64,927									\$	190,962.72
Computer Lab - including Software		9,999	9,999	10,302									\$	30,300.00
Sub-Total Instruction	-	825,080	1,119,123	1,150,715	576,045	576,045	576,045	576,045	576,045	576,045	576,045	992,018	\$	8,119,248.94
<b>Pupil Personnel Services</b>														
Salaries (includes counselor, school nurse, health assistant)			29,277	29,277	29,277	29,277	29,277	29,277	29,277	29,277	29,277	29,277	\$	292,768.70
Fringe Benefits			6,441	6,441	6,441	6,441	6,441	6,441	6,441	6,441	6,441	6,441	\$	64,409.11
Contracted Professional Services (counseling and psychological)			14,689	14,689	14,689	14,689	14,689	14,689	14,689	14,689	14,689	14,689	\$	146,894.40
Sub-Total Pupil Personnel Services	-	-	50,407	50,407	50,407	50,407	50,407	50,407	50,407	50,407	50,407	50,407	\$	504,072.21
<b>Media Services</b>														
Salaries (includes Librarian)		7,419	15,580	15,580	15,580	15,580	15,580	15,580	15,580	15,580	15,580	15,580	\$	163,216.00
Fringe Benefits		1,632	3,428	3,428	3,428	3,428	3,428	3,428	3,428	3,428	3,428	3,428	\$	35,907.52
Library Books		21,426	21,426										\$	42,851.75
Audio Visual Materials		-	-										\$	-
Sub-Total Media Services	-	30,477	40,433	19,007	19,007	19,007	19,007	19,007	19,007	19,007	19,007	19,007	\$	241,975.27
<b>Curriculum Development</b>														
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$	-
Curriculum Planning, Research, Development and Evaluation		-	-	-	-	-	-	-	-	-	-	-	\$	-
Development Supplies		-	-	-	-	-	-	-	-	-	-	-	\$	-
Student Activities		36,724	36,724										\$	73,447.20
Sub-Total Curriculum Development	-	36,724	36,724	-	-	-	-	-	-	-	-	-	\$	73,447.20
<b>Staff Development</b>														
Workshops/Trainings (includes incentive pay for teachers)		60,000							60,000				\$	120,000.00
Travel		-							-				\$	-
Professional Services		-							-				\$	-
Sub-Total Staff Development	-	60,000	-	-	-	-	-	-	60,000	-	-	-	\$	120,000.00
<b>Instruction Related Technology</b>														
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$	-
EduSoft Software and Scanner		612	612										\$	1,224.12
Hardware Maintenance				4,715	4,715	4,715	4,715	4,715	4,715	4,715	4,715	4,715	\$	42,436.16
Computer Learning Labs		-	-										\$	-
Sub-Total Instruction Related Technology	-	612	612	4,715	4,715	4,715	4,715	4,715	4,715	4,715	4,715	4,715	\$	43,660.28
<b>Board</b>														

**Franklin Academy - Middle High**

													YEAR 3	
													100 % Enrollment	
Professional Services (Legal)	2,550												\$	2,550.25
Insurance (General Liability, D&O, Professional Liability)	17,505				17,505				17,505				\$	70,019.66
Travel	2,040												\$	2,040.20
<b>Sub-Total Board</b>	<b>22,095</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>17,505</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>17,505</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>\$</b>	<b>74,610.11</b>
<b>General Administration</b>														
Management Fees (50% 1st year, 75% 2nd year)	91,809	91,809	91,809	91,809	91,809	91,809	91,809	91,809	91,809	91,809	91,809	91,809	\$	1,101,708.00
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<b>Sub-Total General Administration</b>	<b>91,809</b>	<b>\$</b>	<b>1,101,708.00</b>											
<b>School Administration</b>														
Salaries (includes Principal, Secretary & other Office Personnel)	48,752	48,752	48,752	48,752	48,752	48,752	48,752	48,752	48,752	48,752	48,752	48,752	\$	585,027.35
Fringe Benefits	10,726	10,726	10,726	10,726	10,726	10,726	10,726	10,726	10,726	10,726	10,726	10,726	\$	128,706.02
Equipment Rental / Lease	306	306	306	306	306	306	306	306	306	306	306	306	\$	3,672.36
Travel				2,040									\$	2,040.20
Advertising and Promotion	20,402	20,402	20,402										\$	61,206.00
License Fees	204												\$	204.02
Uniforms	306												\$	306.03
Postage			530	530	530	530	530	530	530	530	530	530	\$	5,304.52
Printing	18,566	1,688	1,688	1,688	1,688	1,688	1,688	1,688	1,688	1,688	1,688	1,688	\$	37,131.64
Office Supplies	18,000	4,909	4,909	4,909	4,909	4,909	4,909	4,909	4,909	4,909	4,909	4,909	\$	72,000.00
Office Equipment	4,080												\$	4,080.40
Computer Equipment	5,101												\$	5,100.50
<b>Sub-Total School Administration</b>	<b>126,443</b>	<b>86,783</b>	<b>87,313</b>	<b>68,951</b>	<b>66,911</b>	<b>\$</b>	<b>904,779.04</b>							
<b>Facilities Acquisition &amp; Construction</b>														
Building Lease / Rent (see budget summary for calculation)		229,091	229,091	229,091	229,091	229,091	229,091	229,091	229,091	229,091	229,091	229,091	\$	2,520,000.00
Remodeling & Renovations	-												\$	-
Purchase of Buildings & Fixed Equipment	-												\$	-
Land	-												\$	-
<b>Sub-Total Facilities Acquisition &amp; Construction</b>	<b>-</b>	<b>229,091</b>	<b>\$</b>	<b>2,520,000.00</b>										
<b>Fiscal Services</b>														
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,230	3,230	3,230	3,230	3,230	3,230	3,230	3,230	3,230	3,230	3,230	3,230	\$	38,763.80
Fringe Benefits	711	711	711	711	711	711	711	711	711	711	711	711	\$	8,528.04
Fee to County School Board - up to 250 students	6,308	6,308	6,308	6,308	6,308	6,308	6,308	6,308	6,308	6,308	6,308	6,308	\$	75,701.18
Planning, Research, Development and Evaluation (50% 1st year, 75% 2nd year)	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Professional Services (payroll, accounting, auditing)	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	\$	195,859.20
<b>Sub-Total Fiscal Services</b>	<b>26,571</b>	<b>\$</b>	<b>318,852.21</b>											
<b>Food Services</b>														
Salaries (Food Service Workers)			5,713	5,713	5,713	5,713	5,713	5,713	5,713	5,713	5,713	5,713	\$	57,125.60
Fringe Benefits			1,257	1,257	1,257	1,257	1,257	1,257	1,257	1,257	1,257	1,257	\$	12,567.63
Food			-	-	-	-	-	-	-	-	-	-	\$	-
Food, Materials & Supplies - Vendor provided meals 50% Participation			54,204	54,204	54,204	54,204	54,204	54,204	54,204	54,204	54,204	54,204	\$	542,040.34
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	\$	-
Inspection fees			15	15	15	15	15	15	15	15	15	15	\$	153.02
<b>Sub-Total Food Services</b>	<b>-</b>	<b>-</b>	<b>61,189</b>	<b>\$</b>	<b>611,886.58</b>									
<b>Pupil Transportation Services</b>														
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$	-
Contracted Transportation Services - \$225 per bus 25% utilization			40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	\$	405,000.00
Field Trip Expenses for competitions			500	500	500	500	500	500	500	500	500	500	\$	5,000.00
Buses			-	-	-	-	-	-	-	-	-	-	\$	-
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	\$	-
Fuel			-	-	-	-	-	-	-	-	-	-	\$	-
<b>Sub-Total Pupil Transportation Services</b>	<b>-</b>	<b>-</b>	<b>41,000</b>	<b>\$</b>	<b>410,000.00</b>									
<b>Operation of Plant</b>														
Salaries (Custodian, crossing guards, security)	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	\$	63,656.69

**Franklin Academy - Middle High**

													YEAR 3	
													100 % Enrollment	
Fringe benefits	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	\$ 14,004.47
Purchased Service (Custodial, fire and alarm, etc)	12,377	12,377	12,377	12,377	12,377	12,377	12,377	12,377	12,377	12,377	12,377	12,377	12,377	\$ 148,526.56
Lawn Maintenance	4,420	4,420	4,420	4,420	4,420	4,420	4,420	4,420	4,420	4,420	4,420	4,420	4,420	\$ 53,045.20
Pest Control	354	354	354	354	354	354	354	354	354	354	354	354	354	\$ 4,243.62
Security Services	102	102	102	102	102	102	102	102	102	102	102	102	102	\$ 1,224.12
Property Insurance	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	\$ 111,394.92
Telephone Services	510	510	510	510	510	510	510	510	510	510	510	510	510	\$ 6,120.60
Water & Sewer	796	796	796	796	796	796	796	796	796	796	796	796	796	\$ 9,548.14
Electricity	11,935	11,935	11,935	11,935	11,935	11,935	11,935	11,935	11,935	11,935	11,935	11,935	11,935	\$ 143,222.04
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Operation of Plant</i>	<i>46,249</i>	<i>\$ 554,986.35</i>												
<b>Maintenance of Plant</b>														
Repairs & Maintenance		11,345	11,345	11,345	11,345	11,345	11,345	11,345	11,345	11,345	11,345	11,345	11,345	\$ 124,800.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Maintenance of Plant</i>	<i>-</i>	<i>11,345</i>	<i>\$ 124,800.00</i>											
<b>Administrative Technology Services</b>														
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	6,631	6,631	6,631	6,631	6,631	6,631	6,631	6,631	6,631	6,631	6,631	6,631	6,631	\$ 79,567.80
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Administrative Technology Services</i>	<i>6,631</i>	<i>\$ 79,567.80</i>												
<b>After Care Programs</b>														
After Care Salary			-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total After Care Programs</i>	<i>-</i>	<i>\$ -</i>												
<b>Debt Service</b>														
Redemption of Principal		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Debt Service</i>	<i>-</i>	<i>\$ -</i>												
<b>Contingency</b>														
Operating expense contingency - 3% of FEFP - Considered restricted funds													491,235	\$ 491,234.93
<i>Sub-Total Contingency</i>	<i>-</i>	<i>491,235</i>	<i>\$ 491,234.93</i>											
<b>Total Expenditures</b>	<b>\$ 319,797</b>	<b>\$ 1,451,371</b>	<b>\$ 1,848,497</b>	<b>\$ 1,825,185</b>	<b>\$ 1,230,970</b>	<b>\$ 1,230,970</b>	<b>\$ 1,248,475</b>	<b>\$ 1,230,970</b>	<b>\$ 1,290,970</b>	<b>\$ 1,248,475</b>	<b>\$ 1,230,970</b>	<b>\$ 2,138,178</b>	<b>\$ 16,294,829</b>	
<b>Excess of Revenues over Expenditures</b>	<b>\$ 1,134,464</b>	<b>\$ (240,153)</b>	<b>\$ (573,291)</b>	<b>\$ (416,646)</b>	<b>\$ 177,569</b>	<b>\$ 177,569</b>	<b>\$ 160,064</b>	<b>\$ 177,569</b>	<b>\$ 117,569</b>	<b>\$ 160,064</b>	<b>\$ 177,569</b>	<b>\$ (729,639)</b>	<b>\$ 322,711</b>	
<b>Fund Balance</b>	<b>\$ 1,134,464</b>	<b>\$ 894,311</b>	<b>\$ 321,020</b>	<b>\$ (95,626)</b>	<b>\$ 81,943</b>	<b>\$ 259,513</b>	<b>\$ 419,577</b>	<b>\$ 597,147</b>	<b>\$ 714,716</b>	<b>\$ 874,780</b>	<b>\$ 1,052,350</b>	<b>\$ 322,711</b>		

Franklin Academy - Middle High

													YEAR 4	
													100 % Enrollment	
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
<b>REVENUES</b>														
State Sources with expected enrollment	1,324,492	1,324,492	1,324,492	1,324,492	1,324,492	1,324,492	1,324,492	1,324,492	1,324,492	1,324,492	1,324,492	1,324,492	\$	15,893,898.90
Federal Sources - NSLP funds 40% of students			55,547	55,547	55,547	55,547	55,547	55,547	55,547	55,547	55,547	55,547	\$	555,472.36
Local Sources - Lunch program paid students			14,465	14,465	14,465	14,465	14,465	14,465	14,465	14,465	14,465	14,465	\$	144,654.26
Capital Outlay (Feeder Pattern School - Capital Outlay available year 2)				144,444	144,444	144,444	144,444	144,444	144,444	144,444	144,444	144,444	\$	1,300,000.00
Previous Years Balance Carry Forward	322,711												\$	322,711.24
	<b>1,647,203</b>	<b>1,324,492</b>	<b>1,394,504</b>	<b>1,538,949</b>	\$	18,216,736.77								
<b>EXPENDITURES</b>														
<b>Instruction</b>														
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		241,896	507,981	507,981	507,981	507,981	507,981	507,981	507,981	507,981	507,981	507,981	\$	5,321,710.73
Fringe Benefits		53,217	111,756	111,756	111,756	111,756	111,756	111,756	111,756	111,756	111,756	111,756	\$	1,170,776.36
Contracted Professional Services (includes Therapists & other contracted instructional services)				16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	\$	144,654.26
Classroom Supplies & Equipment		66,300	66,300	68,309									\$	200,908.70
Teacher Supplies		26,520	26,520	27,324									\$	80,363.48
Textbooks and/or ebooks/Student Activities		371,279	371,279	382,530									\$	1,125,088.69
Supplemental instructional materials (CIRP/SIRP and Technology)		66,300	66,300	68,309									\$	200,908.70
SB 736 Merit Pay												450,927	\$	450,927.00
Computer - Equipment for Instruction (* lease to include ebooks)		68,544	68,544	70,621									\$	207,708.68
Computer Lab - Including Software		10,200	10,200	10,509									\$	30,909.03
Sub-Total Instruction	-	904,256	1,228,880	1,263,412	635,810	635,810	635,810	635,810	635,810	635,810	635,810	1,086,737	\$	8,933,955.62
<b>Pupil Personnel Services</b>														
Salaries (includes counselor, school nurse, health assistant)			38,018	38,018	38,018	38,018	38,018	38,018	38,018	38,018	38,018	38,018	\$	380,181.07
Fringe Benefits			8,364	8,364	8,364	8,364	8,364	8,364	8,364	8,364	8,364	8,364	\$	83,639.84
Contracted Professional Services (counseling and psychological)			16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	\$	160,726.96
Sub-Total Pupil Personnel Services	-	-	62,455	62,455	62,455	62,455	62,455	62,455	62,455	62,455	62,455	62,455	\$	624,547.86
<b>Media Services</b>														
Salaries (includes Librarian)		7,493	15,736	15,736	15,736	15,736	15,736	15,736	15,736	15,736	15,736	15,736	\$	164,848.16
Fringe Benefits		1,648	3,462	3,462	3,462	3,462	3,462	3,462	3,462	3,462	3,462	3,462	\$	36,266.60
Library Books		9,015	9,015										\$	18,030.27
Audio Visual Materials		-	-										\$	-
Sub-Total Media Services	-	18,157	28,212	19,197	19,197	19,197	19,197	19,197	19,197	19,197	19,197	19,197	\$	219,145.02
<b>Curriculum Development</b>														
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$	-
Curriculum Planning, Research, Development and Evaluation		-	-	-	-	-	-	-	-	-	-	-	\$	-
Development Supplies		-	-	-	-	-	-	-	-	-	-	-	\$	-
Student Activities		40,182	40,182										\$	80,363.48
Sub-Total Curriculum Development	-	40,182	40,182	-	-	-	-	-	-	-	-	-	\$	80,363.48
<b>Staff Development</b>														
Workshops/Trainings (includes incentive pay for teachers)		66,000							66,000				\$	132,000.00
Travel		-							-				\$	-
Professional Services		-							-				\$	-
Sub-Total Staff Development	-	66,000	-	-	-	-	-	-	66,000	-	-	-	\$	132,000.00

**Franklin Academy - Middle High**

													YEAR 4	
													100 % Enrollment	
<b>Instruction Related Technology</b>														
Salaries (includes Technology Personnel)													\$	-
Fringe Benefits													\$	-
EduSoft Software and Scanner	618	618											\$	1,236.36
Hardware Maintenance			5,129	5,129	5,129	5,129	5,129	5,129	5,129	5,129	5,129	5,129	\$	46,157.48
Computer Learning Labs													\$	-
<b>Sub-Total Instruction Related Technology</b>		618	618	5,129	5,129	5,129	5,129	5,129	5,129	5,129	5,129	5,129	\$	47,393.85
<b>Board</b>														
Professional Services (Legal)	2,576												\$	2,575.75
Insurance (General Liability, D&O, Professional Liability)	19,040		19,040				19,040			19,040			\$	76,159.85
Travel	2,061												\$	2,060.60
<b>Sub-Total Board</b>	23,676			19,040			19,040			19,040			\$	80,796.20
<b>General Administration</b>														
Management Fees (50% 1st year, 75% 2nd year)	100,454	100,454	100,454	100,454	100,454	100,454	100,454	100,454	100,454	100,454	100,454	100,454	\$	1,205,452.17
Administrative Fee													\$	-
<b>Sub-Total General Administration</b>	100,454	100,454	100,454	100,454	100,454	100,454	100,454	100,454	100,454	100,454	100,454	100,454	\$	1,205,452.17
<b>School Administration</b>														
Salaries (includes Principal, Secretary & other Office Personnel)	49,240	49,240	49,240	49,240	49,240	49,240	49,240	49,240	49,240	49,240	49,240	49,240	\$	590,877.62
Fringe Benefits	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	\$	129,993.08
Equipment Rental / Lease	309	309	309	309	309	309	309	309	309	309	309	309	\$	3,709.08
Travel				2,061									\$	2,060.60
Advertising and Promotion	22,323	22,323	22,323										\$	66,969.57
License Fees	206												\$	206.06
Uniforms	309												\$	309.09
Postage			577	577	577	577	577	577	577	577	577	577	\$	5,769.69
Printing	20,194	1,836	1,836	1,836	1,836	1,836	1,836	1,836	1,836	1,836	1,836	1,836	\$	40,387.80
Office Supplies	19,500	5,318	5,318	5,318	5,318	5,318	5,318	5,318	5,318	5,318	5,318	5,318	\$	78,000.00
Office Equipment	4,121												\$	4,121.20
Computer Equipment	5,152												\$	5,151.51
<b>Sub-Total School Administration</b>	132,187	89,859	90,436	70,173	68,113	68,113	68,113	68,113	68,113	68,113	68,113	68,113	\$	927,555.30
<b>Facilities Acquisition &amp; Construction</b>														
Building Lease / Rent (see budget summary for calculation)		250,664	250,664	250,664	250,664	250,664	250,664	250,664	250,664	250,664	250,664	250,664	\$	2,757,300.00
Remodeling & Renovations													\$	-
Purchase of Buildings & Fixed Equipment													\$	-
Land													\$	-
<b>Sub-Total Facilities Acquisition &amp; Construction</b>		250,664	250,664	250,664	250,664	250,664	250,664	250,664	250,664	250,664	250,664	250,664	\$	2,757,300.00
<b>Fiscal Services</b>														
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,263	3,263	3,263	3,263	3,263	3,263	3,263	3,263	3,263	3,263	3,263	3,263	\$	39,151.44
Fringe Benefits	718	718	718	718	718	718	718	718	718	718	718	718	\$	8,613.32
Fee to County School Board - up to 250 students	6,368	6,368	6,368	6,368	6,368	6,368	6,368	6,368	6,368	6,368	6,368	6,368	\$	76,412.98
Planning, Research, Development and Evaluation (50% 1st year, 75% 2nd year)													\$	-
Professional Services (payroll, accounting, auditing)	17,859	17,859	17,859	17,859	17,859	17,859	17,859	17,859	17,859	17,859	17,859	17,859	\$	214,302.61
<b>Sub-Total Fiscal Services</b>	28,207	28,207	28,207	28,207	28,207	28,207	28,207	28,207	28,207	28,207	28,207	28,207	\$	338,480.34
<b>Food Services</b>														
Salaries (Food Service Workers)			7,212	7,212	7,212	7,212	7,212	7,212	7,212	7,212	7,212	7,212	\$	72,121.07
Fringe Benefits			1,587	1,587	1,587	1,587	1,587	1,587	1,587	1,587	1,587	1,587	\$	15,866.64
Food													\$	-
Food, Materials & Supplies - Vendor provided meals 50% Participation			59,308	59,308	59,308	59,308	59,308	59,308	59,308	59,308	59,308	59,308	\$	593,082.47
Equipment Rental / Lease (provided by food vendor)													\$	-
Inspection fees			15	15	15	15	15	15	15	15	15	15	\$	154.55
<b>Sub-Total Food Services</b>			68,122	68,122	68,122	68,122	68,122	68,122	68,122	68,122	68,122	68,122	\$	681,224.72

**Franklin Academy - Middle High**

													YEAR 4	
													100 % Enrollment	
<b>Pupil Transportation Services</b>														
Salaries (Drivers & Transportation workers)														\$ -
Fringe Benefits														\$ -
Contracted Transportation Services - \$225 per bus 25% utilization			40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	\$ 405,000.00
Field Trip Expenses for competitions			500	500	500	500	500	500	500	500	500	500	500	\$ 5,000.00
Buses			-	-	-	-	-	-	-	-	-	-	-	\$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	-	\$ -
Fuel			-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Sub-Total Pupil Transportation Services</b>			<b>41,000</b>	<b>\$ 410,000.00</b>										
<b>Operation of Plant</b>														
Salaries (Custodian, crossing guards, security)	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	\$ 64,293.26
Fringe benefits	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	\$ 14,144.52
Purchased Service (Custodial, fire and alarm, etc)	13,463	13,463	13,463	13,463	13,463	13,463	13,463	13,463	13,463	13,463	13,463	13,463	13,463	\$ 161,551.20
Lawn Maintenance	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	\$ 57,696.86
Pest Control	385	385	385	385	385	385	385	385	385	385	385	385	385	\$ 4,615.75
Security Services	103	103	103	103	103	103	103	103	103	103	103	103	103	\$ 1,236.36
Property Insurance	10,097	10,097	10,097	10,097	10,097	10,097	10,097	10,097	10,097	10,097	10,097	10,097	10,097	\$ 121,163.40
Telephone Services	515	515	515	515	515	515	515	515	515	515	515	515	515	\$ 6,181.81
Water & Sewer	865	865	865	865	865	865	865	865	865	865	865	865	865	\$ 10,385.43
Electricity	12,982	12,982	12,982	12,982	12,982	12,982	12,982	12,982	12,982	12,982	12,982	12,982	12,982	\$ 155,781.51
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Sub-Total Operation of Plant</b>	<b>49,754</b>	<b>\$ 597,050.08</b>												
<b>Maintenance of Plant</b>														
Repairs & Maintenance		12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	\$ 135,200.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Sub-Total Maintenance of Plant</b>		<b>12,291</b>	<b>\$ 135,200.00</b>											
<b>Administrative Technology Services</b>														
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	7,212	7,212	7,212	7,212	7,212	7,212	7,212	7,212	7,212	7,212	7,212	7,212	7,212	\$ 86,545.28
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Sub-Total Administrative Technology Services</b>	<b>7,212</b>	<b>\$ 86,545.28</b>												
<b>After Care Programs</b>														
After Care Salary			-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Sub-Total After Care Programs</b>			<b>-</b>	<b>\$ -</b>										
<b>Debt Service</b>														
Redemption of Principal			-	-	-	-	-	-	-	-	-	-	-	\$ -
Interest (Interest Only at 6%)			-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Sub-Total Debt Service</b>			<b>-</b>	<b>\$ -</b>										
<b>Contingency</b>														
Operating expense contingency - 3% of FEFP - Considered restricted funds													536,821	\$ 536,820.77
<b>Sub-Total Contingency</b>													<b>536,821</b>	<b>\$ 536,820.77</b>
<b>Total Expenditures</b>	<b>\$ 341,490</b>	<b>\$ 1,567,653</b>	<b>\$ 2,008,487</b>	<b>\$ 1,997,110</b>	<b>\$ 1,348,408</b>	<b>\$ 1,348,408</b>	<b>\$ 1,367,448</b>	<b>\$ 1,348,408</b>	<b>\$ 1,414,408</b>	<b>\$ 1,367,448</b>	<b>\$ 1,348,408</b>	<b>\$ 2,336,156</b>	<b>\$ 17,793,830.68</b>	
<b>Excess of Revenues over Expenditures</b>	<b>\$ 1,305,713</b>	<b>\$ (243,162)</b>	<b>\$ (613,983)</b>	<b>\$ (458,161)</b>	<b>\$ 190,541</b>	<b>\$ 190,541</b>	<b>\$ 171,501</b>	<b>\$ 190,541</b>	<b>\$ 124,541</b>	<b>\$ 171,501</b>	<b>\$ 190,541</b>	<b>\$ (797,207)</b>	<b>\$ 422,906.08</b>	
<b>Fund Balance</b>	<b>\$ 1,305,713</b>	<b>\$ 1,062,551</b>	<b>\$ 448,568</b>	<b>\$ (9,594)</b>	<b>\$ 180,947</b>	<b>\$ 371,488</b>	<b>\$ 542,989</b>	<b>\$ 733,530</b>	<b>\$ 858,071</b>	<b>\$ 1,029,572</b>	<b>\$ 1,220,113</b>	<b>\$ 422,906</b>		





Franklin Academy - Middle High

<b>YEAR 5</b>
<b>100 % Enrollment</b>

Lawn Maintenance	4,856	4,856	4,856	4,856	4,856	4,856	4,856	4,856	4,856	4,856	4,856	4,856	4,856	\$ 58,273.82
Pest Control	388	388	388	388	388	388	388	388	388	388	388	388	388	\$ 4,661.91
Security Services	104	104	104	104	104	104	104	104	104	104	104	104	104	\$ 1,248.72
Property Insurance	10,198	10,198	10,198	10,198	10,198	10,198	10,198	10,198	10,198	10,198	10,198	10,198	10,198	\$ 122,375.03
Telephone Services	520	520	520	520	520	520	520	520	520	520	520	520	520	\$ 6,243.62
Water & Sewer	874	874	874	874	874	874	874	874	874	874	874	874	874	\$ 10,489.29
Electricity	13,112	13,112	13,112	13,112	13,112	13,112	13,112	13,112	13,112	13,112	13,112	13,112	13,112	\$ 157,339.33
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Operation of Plant</i>	50,252	50,252	50,252	50,252	50,252	50,252	50,252	50,252	50,252	50,252	50,252	50,252	50,252	\$ 603,020.58
<b>Maintenance of Plant</b>														
Repairs & Maintenance		12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	\$ 135,200.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Maintenance of Plant</i>		12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	\$ 135,200.00
<b>Administrative Technology Services</b>														
Internal Technology Support		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	\$ 87,410.74
Systems Planning & Analysis		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Administrative Technology Services</i>	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	\$ 87,410.74
<b>After Care Programs</b>														
After Care Salary			-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total After Care Programs</i>			-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Debt Service</b>														
Redemption of Principal			-	-	-	-	-	-	-	-	-	-	-	\$ -
Interest (Interest Only at 6%)			-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Debt Service</i>			-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Contingency</b>														
Operating expense contingency - 3% of FEFP - Considered restricted funds													541,799	\$ 541,798.97
<i>Sub-Total Contingency</i>													541,799	\$ 541,798.97
<b>Total Expenditures</b>	\$ 344,710.14	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	\$ 1,361,305.75
<b>Excess of Revenues over Expenditures</b>	\$1,415,932.44	\$ (255,059.11)	\$ (629,838.98)	\$ (474,215.44)	\$ 191,587.98	\$ 191,587.98	\$ 172,357.62	\$ 191,587.98	\$ 125,587.98	\$ 172,357.62	\$ 191,587.98	\$ (801,138.00)	\$	\$ 492,336.03
<b>Fund Balance</b>	\$1,415,932.44	\$1,160,873.33	\$ 531,034.35	\$ 56,818.91	\$ 248,406.88	\$ 439,994.86	\$ 612,352.48	\$ 803,940.45	\$ 929,528.43	\$1,101,886.04	\$ 1,293,474.02	\$	\$	\$ 492,336.03

Franklin Academy - Middle High

**District: Broward**

ESE Percent	12.00%					
ESOL Percent	20.00%					
Free & Reduced Lunch Percent	40.00%					
Occupancy		99%	99%	98%	98%	98%

Homeroom Classrooms

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade	16	16	16	16	16
7th Grade	12	16	16	16	16
8th Grade	9	12	16	16	16
9th Grade	16	16	16	16	16
10th Grade	8	16	16	16	16
11th Grade		8	16	16	16
12th Grade			8	16	16
<b>Total</b>	<b>61</b>	<b>84</b>	<b>104</b>	<b>112</b>	<b>112</b>

Student Teacher Ratio

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	22	22	22	22	22
7th Grade	22	22	22	22	22
8th Grade	22	22	22	22	22
9th Grade	25	25	25	25	25
10th Grade	25	25	25	25	25
11th Grade	0	25	25	25	25
12th Grade	0	0	25	25	25
<b>Total</b>	<b>0</b>	<b>1414</b>	<b>1968</b>	<b>2456</b>	<b>2656</b>

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	348	349	344	345	345
7th Grade	261	349	344	345	345
8th Grade	196	262	344	345	345
9th Grade	396	396	391	392	392
10th Grade	198	396	391	392	392
11th Grade	0	198	391	392	392
12th Grade	0	0	195	392	392
<b>Total</b>	<b>1400</b>	<b>1950</b>	<b>2400</b>	<b>2600</b>	<b>2600</b>

ESE Guaranteed Allocation:	Grade Level	Matrix Level	FTE
Additional Funding from the ESE Guaranteed Allocation.	K-3	251	0
<b>Enter the FTE from 111,112, &amp; 113 by grade and matrix level.</b> Students who do not have a matrix level should be considered 251. <i>The total should equal all FTE from programs 111, 112 &amp; 113 above.</i>	<b>K-3</b>	<b>252</b>	
	<b>4-8</b>	<b>251</b>	<b>97</b>
	4-8	252	
	4-8	253	
	<b>9-12</b>	<b>251</b>	<b>71</b>
	9-12	252	
	9-12	253	
<b>Total ESE</b>			<b>168.00</b>

**Revenue Estimate Worksheet for Franklin Academy - Middle High**  
Based on the First Calculation of the FEFP 2013-14

School District: **Broward**

**1. 2013-14 FEFP State and Local Funding**

Base Student Allocation \$3,752.30 District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTEx BSA x DCD (e)
101 Basic K-3	0.00	1.125	0.0000	\$ -
111 Basic K-3 with ESE Services	0.00	1.125	0.0000	\$ -
102 Basic 4-8	548.00	1.000	548.0000	\$ 2,104,583
112 Basic 4-8 with ESE Services	97.00	1.000	97.0000	\$ 372,526
103 Basic 9-12	404.00	1.011	408.4440	\$ 1,568,621
113 Basic 9-12 with ESE Services	71.00	1.011	71.7810	\$ 275,673
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)	161.00	1.145	184.3450	\$ 707,973
130 ESOL (Grade Level 9-12)	118.80	1.145	136.0260	\$ 522,405
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
<b>Totals</b>	<b>1399.80</b>		<b>1445.5960</b>	<b>\$ 5,551,781</b>

**2. ESE Guaranteed Allocation:**

	FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE	0.00	PK-3	251	\$ 1,058 \$ -
Guaranteed Allocation. Enter the		PK-3	252	\$ 3,418 \$ -
FTE from 111, 112, & 113 by		PK-3	253	\$ 6,974 \$ -
grade and matrix level. Students	97.00	4-8	251	\$ 1,187 \$ 115,139
who do not have a matrix level		4-8	252	\$ 3,546 \$ -
should be considered 251. This		4-8	253	\$ 7,102 \$ -
total should equal all FTE from	71.00	9-12	251	\$ 845 \$ 59,995
programs 111, 112 & 113 above.		9-12	252	\$ 3,204 \$ -
		9-12	253	\$ 6,760 \$ -
<b>Total FTE with ESE Services</b>	<b>168.00</b>			<b>Total from ESE Guarantee \$ 175,134</b>

**3. Supplemental Academic Instruction:**

District SAI Allocation	Per Student
divided by district FTE	\$ 206 \$ 288,359
(with eligible services)	

**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 \$ 6,015,274**

**5. Class size Reduction Funds:**

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	0.0000		1.0235	1320.15	= 0
4-8	829.3450		1.0235	900.48	= 764,359
9-12	616.2510		1.0235	902.65	= 569,331
<b>Total *</b>	<b>1445.5960</b>			<b>Total Class Size Reduction Funds</b>	<b>\$ 1,333,690</b>

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

<b>6A. Divide school's Weighted FTE (WFTE) total computed</b>					
in (d) above:	<u>1,445.5960</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.					0.5159%
<b>6B. Divide school's Unweighted FTE (UFTE) total computed</b>					
in (b) above:	<u>1,399.80</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.					0.5433%
<b>Letters Refer to Notes At Bottom:</b>					
<b>7. Other FEFP (WFTE share)</b>	(a)	<u>6,135,390</u>	x	0.5159%	\$ <u>31,652</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		6,135,390			
Lab School Discretionary		0			
<b>8. Discretionary Local Effort (WFTE share)</b>	(d)	<u>98,260,848</u>	x	0.5159%	\$ <u>506,928</u>
<b>9. Discretionary Millage Compression Allocation .748 mills (UFTE share)</b>	(b)	<u>0</u>	x	0.5433%	\$ <u>-</u>
<b>10. Proration to Funds Available (WFTE share)</b>	(a)	<u>0</u>	x	0.5159%	\$ <u>-</u>
<b>11. Discretionary Lottery (WFTE share)</b>	(a)	<u>0</u>	x	0.5159%	\$ <u>-</u>
<b>12. Instructional Materials Allocation (UFTE share)</b>	(b)	<u>19,884,665</u>	x	0.5433%	\$ <u>108,033</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
<b>13. Student Transportation</b>	(e)				
		<b>Enter All Riders</b>	<u>350.00</u>	x	##### \$ <u>121,450</u>
		<b>Enter ESE Student Riders</b>		x	##### \$ <u>-</u>
<b>14. Teacher Salary Allocation (WFTE share)</b>	(j)	<u>46,981,326</u>	x	0.5159%	\$ <u>242,377</u>
<b>15. Florida Teachers Lead Program Stipend</b>					
<b>16. Food Service Allocation</b>	(g)				
<b>17. Performance Pay Plan</b>					
				<b>Total</b>	\$ <u><u>8,359,404</u></u>

**18. Funding for the purpose of calculating the administrative fee for ESE Charters.** (h)  
 If you have more than a 75% ESE student population please place a 1 in the following box: \_\_\_\_\_ \$ -

**Average Revenue per Student:** \$ 5,972

**NOTES:**

- (a) District allocations multiplied by percentage from item 6A.
- (b) District allocations multiplied by percentage from item 6B.
- (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
- (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
- (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
- (i) As provided in the 2013 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(l)(i), Florida Statutes.
- (j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

*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 Section 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%.*

*For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 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 Section 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 2 percent.*

*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.*

**Revenue Estimate Worksheet for Franklin Academy - Middle High**  
Based on the First Calculation of the FEFP 2013-14

School District: **Broward**

**1. 2013-14 FEFP State and Local Funding**

Base Student Allocation \$3,752.30 District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	0.00	1.125	0.0000	\$ -
111 Basic K-3 with ESE Services	0.00	1.125	0.0000	\$ -
102 Basic 4-8	652.00	1.000	652.0000	\$ 2,503,992
112 Basic 4-8 with ESE Services	115.00	1.000	115.0000	\$ 441,655
103 Basic 9-12	674.00	1.011	681.4140	\$ 2,616,956
113 Basic 9-12 with ESE Services	119.00	1.011	120.3090	\$ 462,044
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)	192.00	1.145	219.8400	\$ 844,291
130 ESOL (Grade Level 9-12)	198.20	1.145	226.9390	\$ 871,554
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
<b>Totals</b>	<b>1950.20</b>		<b>2015.5020</b>	<b>\$ 7,740,492</b>

**2. ESE Guaranteed Allocation:**

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student
0.00	PK-3	251	\$ 1,058 \$ -
	PK-3	252	\$ 3,418 \$ -
	PK-3	253	\$ 6,974 \$ -
115.00	4-8	251	\$ 1,187 \$ 136,505
	4-8	252	\$ 3,546 \$ -
	4-8	253	\$ 7,102 \$ -
119.00	9-12	251	\$ 845 \$ 100,555
	9-12	252	\$ 3,204 \$ -
	9-12	253	\$ 6,760 \$ -
<b>Total FTE with ESE Services</b>	<b>234.00</b>	<b>Total from ESE Guarantee</b>	<b>\$ 237,060</b>

**3. Supplemental Academic Instruction:**

District SAI Allocation divided by district FTE (with eligible services) **257,637.67**

Per Student
\$ 206 \$ 401,741

**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 \$ 8,379,293**

**5. Class size Reduction Funds:**

	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	=	
PK - 3	0.0000		1.0235		1320.15	=	0
4-8	986.8400		1.0235		900.48	=	909,512
9-12	1028.6620		1.0235		902.65	=	950,342
<b>Total *</b>	<b>2015.5020</b>				<b>Total Class Size Reduction Funds</b>	<b>\$</b>	<b>1,859,854</b>

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

<b>6A. Divide school's Weighted FTE (WFTE) total computed</b>					
in (d) above:	<u>2,015.5020</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.				<u>0.7193%</u>	
<b>6B. Divide school's Unweighted FTE (UFTE) total computed</b>					
in (b) above:	<u>1,950.20</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.				<u>0.7570%</u>	
<b>Letters Refer to Notes At Bottom:</b>					
<b>7. Other FEFP (WFTE share)</b>	(a)	<u>6,135,390</u>	x	<u>0.7193%</u>	<u>\$ 44,132</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		6,135,390			
Lab School Discretionary		0			
<b>8. Discretionary Local Effort (WFTE share)</b>	(d)	<u>98,260,848</u>	x	<u>0.7193%</u>	<u>\$ 706,790</u>
<b>9. Discretionary Millage Compression Allocation</b>					
.748 mills (UFTE share)	(b)	<u>0</u>	x	<u>0.7570%</u>	<u>\$ -</u>
<b>10. Proration to Funds Available (WFTE share)</b>	(a)	<u>0</u>	x	<u>0.7193%</u>	<u>\$ -</u>
<b>11. Discretionary Lottery (WFTE share)</b>	(a)	<u>0</u>	x	<u>0.7193%</u>	<u>\$ -</u>
<b>12. Instructional Materials Allocation (UFTE share)</b>	(b)	<u>19,884,665</u>	x	<u>0.7570%</u>	<u>\$ 150,527</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
<b>13. Student Transportation</b>	(e)				
Enter All Riders		<u>350.00</u>	x	#####	<u>\$ 121,450</u>
Enter ESE Student Riders			x	#####	<u>\$ -</u>
<b>14. Teacher Salary Allocation (WFTE share)</b>	(j)	<u>46,981,326</u>	x	<u>0.7193%</u>	<u>\$ 337,937</u>
<b>15. Florida Teachers Lead Program Stipend</b>					
<b>16. Food Service Allocation</b>	(g)				
<b>17. Performance Pay Plan</b>					
<b>Total</b>					<u><u>\$ 11,599,983</u></u>
<b>18. Funding for the purpose of calculating the administrative fee for ESE Charters.</b> (h)					
If you have more than a 75% ESE student population please place a 1 in the following box:				\$	<u>-</u>
<b>Average Revenue per Student:</b>				\$	<b>5,948</b>
<b>Revenue Increase from Previous Year</b>					<b>1%</b>
<b>Adjusted Revenue Per Student</b>				\$	<b>6,007.58</b>

**NOTES:**

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 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.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

*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 Section 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%.*

*For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 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 Section 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 2 percent.*

*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.*

**Revenue Estimate Worksheet for Franklin Academy - Middle High**  
Based on the First Calculation of the FEFP 2013-14

School District: **Broward**

**1. 2013-14 FEFP State and Local Funding**

Base Student Allocation \$3,752.30 District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	0.00	1.125	0.0000	\$ -
111 Basic K-3 with ESE Services	0.00	1.125	0.0000	\$ -
102 Basic 4-8	702.00	1.000	702.0000	\$ 2,696,016
112 Basic 4-8 with ESE Services	124.00	1.000	124.0000	\$ 476,219
103 Basic 9-12	930.00	1.011	940.2300	\$ 3,610,934
113 Basic 9-12 with ESE Services	164.00	1.011	165.8040	\$ 636,767
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)	206.00	1.145	235.8700	\$ 905,854
130 ESOL (Grade Level 9-12)	273.56	1.145	313.2262	\$ 1,202,939
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
<b>Totals</b>	<b>2399.56</b>		<b>2481.1302</b>	<b>\$ 9,528,729</b>

**2. ESE Guaranteed Allocation:**

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student
0.00	PK-3	251	\$ 1,058
	PK-3	252	\$ 3,418
	PK-3	253	\$ 6,974
124.00	4-8	251	\$ 1,187
	4-8	252	\$ 3,546
	4-8	253	\$ 7,102
164.00	9-12	251	\$ 845
	9-12	252	\$ 3,204
	9-12	253	\$ 6,760
<b>Total FTE with ESE Services</b>			<b>Total from ESE Guarantee</b>
<b>288.00</b>			<b>\$ 285,768</b>

**3. Supplemental Academic Instruction:**

District SAI Allocation divided by district FTE (with eligible services) ##### 257,637.67 Per Student  
\$ 206 \$ 494,309

**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 \$ 10,308,806**

**5. Class size Reduction Funds:**

	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	=	
PK - 3	0.0000		1.0235		1320.15	=	0
4-8	1061.8700		1.0235		900.48	=	978,663
9-12	1419.2602		1.0235		902.65	=	1,311,201
<b>Total *</b>	<b>2481.1302</b>				<b>Total Class Size Reduction Funds</b>	<b>\$</b>	<b>2,289,864</b>

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



**Revenue Estimate Worksheet for Franklin Academy - Middle High**  
Based on the First Calculation of the FEFP 2013-14

School District: **Broward**

**1. 2013-14 FEFP State and Local Funding**

Base Student Allocation \$3,752.30 District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	0.00	1.125	0.0000	\$ -
111 Basic K-3 with ESE Services	0.00	1.125	0.0000	\$ -
102 Basic 4-8	703.00	1.000	703.0000	\$ 2,699,857
112 Basic 4-8 with ESE Services	124.00	1.000	124.0000	\$ 476,219
103 Basic 9-12	1065.00	1.011	1,076.7150	\$ 4,135,101
113 Basic 9-12 with ESE Services	188.00	1.011	190.0680	\$ 729,952
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)	207.00	1.145	237.0150	\$ 910,251
130 ESOL (Grade Level 9-12)	313.28	1.145	358.7056	\$ 1,377,601
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
<b>Totals</b>	<b>2600.28</b>		<b>2689.5036</b>	<b>\$ 10,328,981</b>

**2. ESE Guaranteed Allocation:**

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student
0.00	PK-3	251	\$ 1,058 \$ -
	PK-3	252	\$ 3,418 \$ -
	PK-3	253	\$ 6,974 \$ -
124.00	4-8	251	\$ 1,187 \$ 147,188
	4-8	252	\$ 3,546 \$ -
	4-8	253	\$ 7,102 \$ -
188.00	9-12	251	\$ 845 \$ 158,860
	9-12	252	\$ 3,204 \$ -
	9-12	253	\$ 6,760 \$ -
<b>Total FTE with ESE Services</b>	<b>312.00</b>	<b>Total from ESE Guarantee</b>	<b>\$ 306,048</b>

**3. Supplemental Academic Instruction:**

District SAI Allocation divided by district FTE (with eligible services)

#####	#####	Per Student
	257,637.67	\$ 206 \$ 535,658

**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 \$ 11,170,687**

**5. Class size Reduction Funds:**

	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	=	
PK - 3	0.0000		1.0235		1320.15	=	0
4-8	1064.0150		1.0235		900.48	=	980,640
9-12	1625.4886		1.0235		902.65	=	1,501,728
<b>Total *</b>	<b>2689.5036</b>				<b>Total Class Size Reduction Funds</b>	<b>\$</b>	<b>2,482,368</b>

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

<b>6A. Divide school's Weighted FTE (WFTE) total computed</b>					
in (d) above:	<u>2,689.5036</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.				<u>0.9598%</u>	
<b>6B. Divide school's Unweighted FTE (UFTE) total computed</b>					
in (b) above:	<u>2,600.28</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.				<u>1.0093%</u>	
<b>Letters Refer to Notes At Bottom:</b>					
<b>7. Other FEFP (WFTE share)</b>	(a)	<u>6,135,390</u>	x	<u>0.9598%</u>	<u>\$ 58,887</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		6,135,390			
Lab School Discretionary		0			
<b>8. Discretionary Local Effort (WFTE share)</b>	(d)	<u>98,260,848</u>	x	<u>0.9598%</u>	<u>\$ 943,108</u>
<b>9. Discretionary Millage Compression Allocation</b>					
.748 mills (UFTE share)	(b)	<u>0</u>	x	<u>1.0093%</u>	<u>\$ -</u>
<b>10. Proration to Funds Available (WFTE share)</b>	(a)	<u>0</u>	x	<u>0.9598%</u>	<u>\$ -</u>
<b>11. Discretionary Lottery (WFTE share)</b>	(a)	<u>0</u>	x	<u>0.9598%</u>	<u>\$ -</u>
<b>12. Instructional Materials Allocation (UFTE share)</b>	(b)	<u>19,884,665</u>	x	<u>1.0093%</u>	<u>\$ 200,696</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
<b>13. Student Transportation</b>	(e)				
Enter All Riders		<u>350.00</u>	x	#####	<u>\$ 121,450</u>
Enter ESE Student Riders			x	#####	<u>\$ -</u>
<b>14. Teacher Salary Allocation (WFTE share)</b>	(j)	<u>46,981,326</u>	x	<u>0.9598%</u>	<u>\$ 450,927</u>
<b>15. Florida Teachers Lead Program Stipend</b>					
<b>16. Food Service Allocation</b>	(g)				
<b>17. Performance Pay Plan</b>					
<b>Total</b>					<u><u>\$ 15,428,123</u></u>
<b>18. Funding for the purpose of calculating the administrative fee for ESE Charters.</b> (h)					
If you have more than a 75% ESE student population please place a 1 in the following box:				\$	<u>-</u>
<b>Average Revenue per Student:</b>				\$	<u>5,933</u>
<b>Revenue Increase from Previous Year</b>					<u>1%</u>
<b>Adjusted Revenue Per Student</b>				\$	<u>6,113.04</u>

**NOTES:**

- (a) District allocations multiplied by percentage from item 6A.
- (b) District allocations multiplied by percentage from item 6B.
- (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
- (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
- (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
- (i) As provided in the 2013 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.
- (j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

*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 Section 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%.*

*For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 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 Section 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 2 percent.*

*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.*

**Revenue Estimate Worksheet for Franklin Academy - Middle High**  
Based on the First Calculation of the FEFP 2013-14

School District: **Broward**

**1. 2013-14 FEFP State and Local Funding**

Base Student Allocation \$3,752.30 District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
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<b>Totals</b>	<b>2600.28</b>		<b>2689.5036</b>	<b>\$ 10,328,981</b>

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Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

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<b>Total FTE with ESE Services</b>			<b>Total from ESE Guarantee</b>
<b>312.00</b>			<b>\$ 306,048</b>

**3. Supplemental Academic Instruction:**

District SAI Allocation divided by district FTE (with eligible services) ##### 257,637.67 Per Student  
\$ 206 \$ 535,658

**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 \$ 11,170,687**

**5. Class size Reduction Funds:**

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to obtain school's WFTE share.				<u>0.9598%</u>	
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<b>Total</b>					<u><u>\$ 15,428,123</u></u>
<b>18. Funding for the purpose of calculating the administrative fee for ESE Charters.</b>					
If you have more than a 75% ESE student population please place a 1 in the following box:					<u>\$ -</u>
<b>Average Revenue per Student:</b>					<u>\$ 5,933</u>
<b>Revenue Increase from Previous Year</b>					<u>1%</u>
<b>Adjusted Revenue Per Student</b>					<u>\$ 6,174.17</u>

**NOTES:**

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- (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
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# Employee Handbook





Building Better People, Every Day

# **EMPLOYEE HANDBOOK**

## **INTRODUCTION**

This Employee Handbook is designed to acquaint you with Franklin Academy and to provide you with information concerning what to expect from Franklin Academy and what Franklin Academy expects from you. Franklin Academy believes that an honest, open relationship with each employee is vital to our mutual success.

No Employee Handbook can anticipate every circumstance or question about policy. This Handbook clarifies Franklin Academy/employee relationship and provides general information on the policies and procedures of Franklin Academy. Nothing in this Handbook is meant to imply, create, or constitute a contract of employment or limit Franklin Academy's discretion to discipline or terminate employment. Also, no employee, agent, or representative of Franklin Academy has the authority to authorize you to engage in any conduct or behavior that conflicts with Franklin Academy employment policies and procedures or to offer an expressed or implied contract of employment unless that authorization is set forth in writing and signed by a Principal/Administrator of Franklin Academy.

As Franklin Academy continues to grow, the need may arise and Franklin Academy reserves the right to revise, supplement, or rescind any policies or portion of the Handbook from time to time, as it deems appropriate, in its sole and absolute discretion. At this same time, Franklin Academy's employment-at-will policy dictates that the employee or Franklin Academy as the employer may end the relationship for any reason at any time.

Employees will be notified of any changes to the Handbook as they occur.

The inspiration for Franklin Academy is Benjamin Franklin, a founding father who personified the pursuit of excellence, discovery and creativity. Franklin Academy offers an outstanding and unique educational experience.

### **Our Mission Statement**

#### **Building Better People, Every Day**

*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 maintaining a culture of high expectations and individual purpose.*

### **Our Goals**

*The goal of Franklin Academy is to develop critical thinking skills and attain high levels of academic achievement where students utilize the Next Generation Sunshine State Standards. It is the intent that all students will engage in a rigorous curriculum promoting project-based learning, inquiry, technology, creativity, and teamwork while addressing each individual's learning style.*

*With an emphasis on character development, Franklin Academy students will explore a sense of community, integrity, and obligations to self and our world.*

*Utilizing a research-based single gender instructional model, methodologies are tailored to provide boys and girls with the most effective instructional programs.*

### **WORKING CONDITIONS:**

Franklin Academy believes that the work conditions, wages, and benefits it offers to you are competitive with those offered by other districts and schools in this area. If you have concerns about work conditions or compensation, you are strongly encouraged to voice these concerns openly to your Supervisor.

Our experience has shown that when you deal openly and directly with Supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that Franklin Academy amply demonstrates its commitment to you by responding effectively to employee concerns.

### **FRANKLIN ACADEMY GOALS TO EMPLOYEES**

- To provide equal employment opportunity and treatment regardless of race, religion, color, sex, marital status, disability, national origin, veteran status, or any other protected characteristic.
- To provide competitive salaries and employee benefits.
- To provide support for curriculum, faculty and administration needs.
- To monitor and comply with applicable Federal and State laws and regulations concerning employee safety.
- To provide training consistent with Franklin Academy's requirements for those whose needs, capabilities, and desires warrant such training.
- To accept constructive suggestions which relate to methods, procedures, working conditions, and the nature of the work performed.
- To establish appropriate procedures for you to discuss matters of interest or concern with your immediate supervisors.
- To provide training, development and career advancement opportunities.
- To ensure that management provides a spirit of harmony and teamwork with all employees as it relates to the total work experience.
- To provide an open door policy.

### **FRANKLIN ACADEMY EXPECTS YOU:**

- To arrive and begin work on time.
- To give a productive day's work.
- To demonstrate a considerate, friendly, and constructive attitude toward fellow faculty, co-workers, students and parents.
- To adhere to the policies adopted by Franklin Academy.
- To practice teamwork at all times to enhance a positive work environment.

- To adhere to Franklin Academy's Mission Statement at all times by all employees.
- To treat our students as our ultimate concern. We must instantly satisfy their needs by reacting quickly to correct any problems immediately.
- To know that A POSITIVE ATTITUDE AND SMILE, ARE A PART OF YOUR DAILY WARDROBE.
- To maintain positive contact and relationships with students, parents and colleagues.

### **EMPLOYMENT AT WILL:**

Employment with Franklin Academy is voluntary and the employee is free to resign at-will at any time, with or without cause. Similarly, Franklin Academy may terminate the employment relationship at-will at any time, with or without notice or cause, so long as there is no violation of applicable Federal or State law.

Policies set forth in this Handbook are not intended to create a contract, nor are they to be construed to constitute contractual obligations of any kind or a contract of employment between Franklin Academy and any of its employees. The provisions of the Handbook have been developed at the discretion of Franklin Academy's Administration, accepted by its Board of Directors and except for its policy of employment-at-will, may be amended or cancelled at any time, at the sole discretion of Franklin Academy.

These provisions supersede all existing policies and practices and may not be amended or added to without the express written approval of the Board of Directors of Franklin Academy.

### **EMPLOYMENT APPLICATIONS:**

Franklin Academy relies upon the accuracy of information contained in the employment application, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in Franklin Academy's exclusion of the individual from further consideration for employment or, if the person has been hired, immediate termination of employment. **All new employee paperwork, including benefit applications, must be fully executed and entered into the system by payroll before the employee will receive their first payroll check.**

### **EMPLOYMENT REFERENCE CHECKS:**

To ensure that individuals who join Franklin Academy are well qualified and have a strong potential to be productive and successful, it is the policy of Franklin Academy to check the employment references of all applicants. No further employment data will be released without a written authorization and release signed by the individual who is the subject of the inquiry.

### **EDUCATION BACKGROUND AND TEACHER CERTIFICATION:**

For Franklin Academy positions where proof of graduation from a college or university is necessary, employees will be required to provide documents supporting their degree upon employment with Franklin Academy. Additionally, all teaching positions will require documentation to support either a

Statement of Eligibility or Certification for the respective grade level or administration from the State of Florida.

It is the responsibility of the individual employee to achieve and maintain re-certification and/or renewal of licenses as appropriate and to provide copies of such documentation to the Franklin Academy Office Manager.

**DRUG AND ALCOHOL-FREE WORKPLACE POLICY:**

It is the policy of Franklin Academy 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 (i.e. hemp seed oil) in the workplace, on Franklin Academy premises or within its facilities, or when operating Franklin Academy vehicles on or off duty, or in the conduct of Franklin Academy-related work off Franklin Academy premises is strictly prohibited. The foregoing prohibitions apply at all times during the work day, including meal times and break periods.

Franklin Academy 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 cutoff levels applicable to Franklin Academy’s testing program.

Franklin Academy 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 their supervisor in such instances, but need not disclose the medication being used or the medical condition involved. Any violation of this policy will result in disciplinary action up to and including termination.

To enforce Franklin Academy’s drug and alcohol-free policies, candidates for employment and current employees may be required to submit to drug/alcohol testing in accordance with Franklin Academy’s Drug and Alcohol Free Workplace Testing Program. Refusal to submit to drug/alcohol testing will be considered a resignation of employment.

Each new employee will be required, as a condition of employment or a condition of continued employment, to sign the Drug Testing Consent Form, which will be provided. Pre-employment, reasonable suspicion, and/or post injury drug tests are mandatory.

**BACKGROUND INVESTIGATIONS:**

It is Franklin Academy's policy and in compliance with the Jessica Lunsford Act, to conduct thorough background investigations and FBI fingerprinting on all new hires. At a minimum, the following checks are completed:

**Education Verification:**

- We verify all post-secondary degrees or high school diploma

- We conduct a criminal records search at the highest court in all counties where the person has resided or worked, or attended school in the past seven (7) years.
- We verify any misdemeanor convictions, felony convictions, open arrest warrants, and/or related activities that have been reported.

**Mandatory Background/ Fingerprinting Check:**

- As a condition of employment and in compliance with the Jessica Lunsford Act, all employees are required to submit to fingerprinting which has been processed by the State Department of Law Enforcement and the Federal Bureau of Investigation. If your application or fingerprint report reflects an arrest record, your file will immediately be reviewed. Based upon the type of arrest, further action may be taken up to and including failure to hire or termination of employment.
  - The fingerprinting/background check is conducted at the County School District Offices.

**ANTI-HARASSMENT POLICY AND COMPLAINT PROCEDURE:**

**I. Discrimination/Harassment**

Franklin Academy recognizes its obligation to work towards a community in which diversity is valued, and affirms its commitment to ensure that every faculty, staff member and student of Franklin Academy works in an environment free from discrimination or harassment based on race, color, religion, age, disability, sex; national origin, marital status, and veteran status. Such discrimination and harassment is prohibited by a variety of Federal, State and local laws, including, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, 110.1221 Florida Statutes, the Older Workers Benefits Protection Act (OWBPA), the Pregnancy Act of 1978 or any other Federal, State or local law concerning discrimination. This policy is intended to comply with these anti-discrimination laws.

- (1) This policy applies to all employees and students of Franklin Academy. It also covers harassment involving patrons, vendors, and other individuals with whom employees of Franklin Academy have interaction as a condition of their employment.
- (2) Discrimination/harassment is defined as verbal or physical conduct that threatens, intimidates or coerces, or that impairs an employee’s ability to perform his or her job.
- (3) Filing groundless and malicious complaints of discrimination/harassment is prohibited.
- (4) Disciplinary action will be taken against any employee who violates this policy. Such action may include coaching, counseling, written warnings, suspension, or termination of employment.

**II. Anti-Harassment**

- (a) It is the policy of Franklin Academy that all employees should be able to enjoy a work environment free of disruptive elements (e.g. noise, scents, etc...), discrimination and

harassment. This policy refers to, but is not limited to, harassment in the following areas: race, color, religion, age, disability, sex; national origin, marital status, and veteran status. Discrimination/Harassment also includes display or circulation of written or electronic materials or pictures degrading to either gender or to racial, ethnic, or religious groups; and verbal abuse or insults directed at or made in the presence of members of a racial, ethnic, or minority group.

(b) Franklin Academy takes allegations of discrimination/harassment seriously and will respond promptly to complaints. In fulfilling their obligation to maintain a positive and productive work environment, managers and supervisors are expected to immediately halt any harassment or discrimination which comes to their attention and are expected to report such violations to the Human Resource Office. Where it is determined that such inappropriate conduct has occurred, Franklin Academy will act promptly to eliminate the conduct.

#### (c) Discrimination/ Harassment Training

As of October 1, 2011, all employees, both new as well as existing, are asked to complete an on-line discrimination/harassment/diversity training tutorial. The Supreme Court has indicated that it is highly advisable for all employers to provide training for its respective employees to ensure compliance with the requirements of discrimination/harassment laws. All employees are asked take the tutorial, pass the mastery test, and record their certificate of completion in the Human Resource Office. The tutorial can be accessed 7 days a week, 24 hours a day, from any computer that has internet access.

#### (d) Definition of Sexual Harassment

In Florida, the legal definition for sexual harassment is:

1. Sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when
2. submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.
3. Under these definitions, direct or implied requests by a supervisor for sexual favors for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.
4. The legal definition of sexual harassment is broad. In addition to the examples above, other sexually oriented conduct that, whether intended to be or not, is unwelcome and has the effect of creating a work place environment that is hostile, offensive, intimidating or humiliating to male or female employees may also constitute sexual harassment.

5. While it is not possible to list all of the circumstances that may constitute sexual harassment, the following are some examples of conduct that, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances, including the severity of the conduct and its pervasiveness:
  - (a) unwelcome sexual advances – whether or not they involve physical touching;
  - (b) sexual epithets, jokes, written or oral references to sexual conduct; gossip regarding one's sex life; comments on an individual's body; comments about an individual's sexual activity, deficiencies or prowess;
  - (c) displaying sexually suggestive objects, pictures, cartoons;
  - (d) unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
  - (e) inquiries into one's sexual experiences;
  - (f) discussion of one's sexual activities.

All employees should take special note that, as Stated above, retaliation against an individual who has complained about sexual harassment or who has cooperated with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by Franklin Academy.

6. Sexual harassment does not include verbal expression or written material that is relevant and appropriately related to the subject matter of a course/curriculum or to an employee's duties. This policy is not intended to abridge academic freedom or Franklin Academy's educational mission.

### **III. Prohibited Conduct. The following actions are prohibited:**

- (a) Sexual harassment by or between any faculty member, staff member or student, including individuals of the same sex.
- (b) Discrimination /harassment by any faculty member, staff member or student against any individual who is not a faculty member, staff member or student while assigned to duties or academic programs of Franklin Academy regardless of their work location;
- (c) Discrimination /harassment by any vendor or individual external to Franklin Academy against any faculty member, staff member or student during the transaction of business with Franklin Academy;
- (d) Retaliation by any faculty member, staff member or student against any individual who, in good faith, has made any allegation of Discrimination /Harassment, or who has testified, assisted, or participated in any way in any investigation, proceeding, or hearing conducted under this policy or any Federal or State law.
- (e) Knowingly making false accusations or allegations of discrimination /harassment, or making false statements in any inquiry or investigation of alleged Discrimination /Harassment

## IV. Complaint Procedure

Individuals who believe they have been subjected to harassment from either a co-worker or a Supervisor should make it clear to the offender that such behavior is offensive to them and unwelcome. If the individual does not feel comfortable approaching the offender, he/she is not required to do so. However, he/she should immediately bring the matter to the attention of the Principal, the Assistant Principal or Department Head or any individual Board Member with whom you may feel comfortable in discussing the matter. The Corporate Office will make an independent inquiry into any allegations. All allegations of harassment will be immediately investigated. It is important for employees who feel that they have been harassed to report incidents to administration/management.

Anyone found to have engaged in discrimination/harassment shall be subject to discipline, up to and including termination of employment.

## VI. Discrimination/Harassment Reporting and Investigation

When Franklin Academy receives notice of conduct which appears to be discrimination or sexual harassment, it will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in accordance with Franklin Academy's customary procedures and in such a way as to maintain confidentiality to the extent practicable under the circumstances and permissible by law. The investigation may, as appropriate, include private interviews with the person filing the complaint, with witnesses, and with the person alleged to have committed sexual harassment.

(a) **Review of Complaints of Alleged Discrimination/Harassment:** Complaints of alleged Discrimination/Harassment shall be reviewed by the Director of Human Resources or his or her designee to determine if an investigation is required. If the Director of Human Resources or his or her designee determines to conduct an investigation, the complaint shall be investigated and resolved in accordance with appropriate procedures.

(b) **Time Deadline for Filing a Complaint of Alleged Discrimination/Harassment:** A written complaint must be filed with the Principal or the Board within ninety (90) days of the alleged incident of Discrimination/Harassment. The Board or the Board's designee shall render a decision sixty (60) days thereafter. The Board's decision shall constitute agency action for purposes of further proceedings.

When the investigation is completed, the person filing the complaint and the person alleged to have committed the conduct will be informed as to the results of the investigation.

- (1) If the employee was engaged in inappropriate conduct, appropriate action will be taken immediately, using Franklin Academy's established procedures, to fulfill its obligations under the law to promote a workplace that is free of discrimination or sexual harassment. Such action may range from counseling to termination of employment, and may include such other forms of disciplinary action as appropriate.
- (2) If after the completion of the investigation, any finding of discrimination is made, a record of the complete findings will be placed in the employee's personnel file. If no finding of

discrimination on any charge or complaint is made, no record of the charge or complaint will be placed in the employee's personnel file unless the employee requests in writing that the record of the completed investigation be placed in the employee's personnel file.

## **VII. Retaliation**

It is the policy of Franklin Academy that no one will be retaliated against for making a complaint of harassment or discrimination based upon an honest perception of the events or for cooperating in the investigation of a complaint.

- (a) No hardship, no loss of benefit, and no penalty may be imposed on you as punishment for:
1. Filing or responding to a bona fide complaint of discrimination or harassment or discrimination;
  2. Appearing as a witness in the investigation of a complaint; or
  3. Serving as an investigator.

Retaliation or attempted retaliation is a violation of this Policy and anyone who does so will be subject to severe sanctions up to and including termination.

## **VII. Other Agencies**

Complaints of alleged Discrimination/Harassment may also be filed with the following external agencies:

- (a) U.S. Equal Employment Opportunity Commission, Tampa, (813) 228-2310, TDD (813) 228-2003
- (b) U.S. Department of Education, Office for Civil Rights, Atlanta, (404) 562-6358, TDY (404) 562-6454
- (c) Office of Federal Contracts Compliance Programs, Orlando, (407) 648-6181
- (d) Florida Commission on Human Relations, Tallahassee, 1(800) 342-8170, TDD (904) 488-8696

## **NON-DISCRIMINATION AGAINST AND ACCOMMODATION OF INDIVIDUALS WITH DISABILITIES:**

Franklin Academy complies with the Americans with Disabilities Act and applicable State law providing for non-discrimination in employment against qualified individuals with disabilities. Franklin Academy also provides reasonable accommodation for such individuals in accordance with these laws. It is Franklin Academy's policy to, without limitation:

- 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.

- Keep all medical-related information confidential in accordance with the requirements of the ADA and retain such information in separate confidential files.
- Provide applicants and employees with disabilities necessary, reasonable accommodation, except where such an accommodation would create an undue hardship on Franklin Academy.
- Notify individuals with disabilities that Franklin Academy 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 Franklin Academy's facilities.

### **PROCEDURES FOR REQUESTING AN ACCOMMODATION:**

Qualified individuals with disabilities may make requests for reasonable accommodation to Franklin Academy's Office Manager. On receipt of an Accommodation Request, the Principal will meet with the requesting individual to discuss the potential accommodation that Franklin Academy might make to assist the applicant in the pre-employment process or for you in performing your essential tasks of the job.

### **INTRODUCTORY PERIOD OF EMPLOYMENT:**

New employees of Franklin Academy will be subject to close supervision for a period of ninety (90) calendar days. This time will allow Franklin Academy initially to evaluate your abilities and will allow you a period of time to decide whether the respective position is of the nature to which you are best suited. Within or after this "Introductory Period of Employment" you may quit your employment, be disciplined, suspended, and terminated for performance difficulties without prior warning.

All new and rehired employees work on an introductory basis for the first ninety (90) calendar days after the date of hire or rehire. If you are promoted or transferred within Franklin Academy, you must complete a secondary introductory period of the same length with each reassignment to a new position. Any significant absence will automatically extend an introductory period by the length of the absence. If Franklin Academy determines that the designated introductory period does not allow sufficient time to thoroughly evaluate your performance, the introductory period may be extended for a specified period.

In cases of promotions or transfers within Franklin Academy, if you, in the sole judgment of management, are not successful in the new position, you can be removed from that position at any time during the secondary introductory period. If this occurs, you may be allowed to return to your former job or to a comparable job for which you are qualified, depending on the availability of such positions and Franklin Academy's needs. Benefits eligibility and employment status is not changed during the secondary introductory period which results from a promotion or transfer within Franklin Academy.

Upon satisfactory completion of the initial introductory period, you must work a minimum of thirty (30) hours weekly to qualify for the "regular full time" employment classification.

During the initial introductory period, you may be eligible for some Franklin Academy-provided benefits, subject to the terms and conditions of each benefits program. Please read the information for each specific benefits program for details on eligibility requirements.

**PERSONNEL FILES:**

The employee personnel file is a record of employment with Franklin Academy and it is important that it be kept up to date. Promptly notify (in writing via e-mail and fax) the Business Manager if any of the following changes occur:

Name	Address
Telephone number	Emergency contact information
Children’s names	Number of dependents
Beneficiary	Educational accomplishments
Changes in family status	

Personnel files are the property of Franklin Academy, and access to the information they contain is restricted. Only Supervisors and management personnel of Franklin Academy who have a legitimate reason to review information in a file are allowed to do so.

Employees who wish to review their own file should contact the Human Resources Administrator. With reasonable advance notice, employees may review their own personnel files in the presence of an individual appointed by Franklin Academy to maintain the files. Employees are not entitled to copies from their personnel file at the time of their review.

**CONFLICTS OF INTEREST:**

Franklin Academy has established itself as a reputable Charter School of high ethical standards. This reputation has been earned by the demonstration of the personal integrity of its people and Franklin Academy’s policy that all actions taken on its behalf will be based on sound ethical principles. Since the actions of employees either enhance or detract from this reputation, it is essential that all personnel act appropriately professional when dealing with others.

Employment with Franklin Academy imposes a responsibility to act in its best interest. Transactions with individuals or organizations outside of Franklin Academy must be conducted within a framework established and controlled by the administration of Franklin Academy. As you are an employee of Franklin Academy, it is imperative that business dealings with outside firms or individuals will not result in unusual gains or personal gains for the employee, the individual or the said firm. Unusual gain refers to bribes, product bonuses, special fringe benefits, unusual price breaks, and other windfalls designed to ultimately benefit either party, or both. Personal gain may result not only in cases where you or your relative has a significant ownership in a firm with which Franklin Academy does business, but also when you or a relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving Franklin Academy. Promotional plans that could be interpreted to involve unusual or personal gain require specific executive-level approval. For the purpose of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No automatic conflict of interest is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is

imperative that they disclose to an administrator of Franklin Academy as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

### **OUTSIDE EMPLOYMENT:**

Employees may hold outside jobs as long as they meet the performance standards of their job with Franklin Academy; and the outside employment does not create a conflict of interest. All employees will be judged by the same performance standards and will be subject to Franklin Academy's scheduling demands, regardless of any existing outside work requirements.

If Franklin Academy determines that your outside work interferes with performance or the ability to meet the requirements of Franklin Academy as they are modified from time to time, the employee may be asked to terminate outside employment if he or she wishes to remain with Franklin Academy.

Outside employment that constitutes a conflict of interest is prohibited. Employees may not receive any income or material gain from individuals outside Franklin Academy for materials produced or services rendered while performing their jobs.

### **IMMIGRATION LAW COMPLIANCE:**

Franklin Academy is committed to employing United States citizens and aliens who are authorized to work in the United States. Franklin Academy does not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with Franklin Academy within the past three years, or if their previous I-9 is no longer retained or valid.

### **HIRING OF RELATIVES:**

The employment of relatives in the same department of an organization may cause serious conflicts and problems with favoritism and employee morale. In addition to claims of partiality in treatment at work, personal conflicts from outside the work environment can be carried into day-to-day working relationships. Therefore, these situations will be considered on a case by case basis and will be approved by the Principal.

Although Franklin Academy has no specific prohibition against hiring relatives of existing employees, we are committed to monitoring situations in which relatives work in the same area. In all cases, employees must disclose if a relative has been hired by the Franklin Academy and/or the relative (candidate) must disclose if they have a relative working for the Franklin Academy. In case of actual or potential problems, Franklin Academy will take prompt action. This can include reassignment or, if necessary, termination of employment for one or both of the individuals involved. Franklin Academy prohibits any principal/supervisor/manager from directly supervising a relative and any two relatives

working within the same department who may be responsible for the handling of cash. For the purposes of this policy, a relative is any person who is related by blood or marriage.

### **GIFTS AND GRATUITIES:**

Franklin Academy employees may not accept gifts, entertainment, favors or other types of gratuities from competitors, parents, students, clients or suppliers other than promotional or other items of any value. Employees may, however, accept items of insignificant value as holiday gifts and end-of- year gifts from students and parents.

Employees may not use their position to obtain favorable pricing on personal purchases. Any offers of gifts or special favors of a personal nature are to be reported to the employee's supervisor.

### **SOLICITATION:**

In an effort to assure a productive and harmonious work environment, persons not employed by Franklin Academy may not solicit or distribute literature in the workplace at any time for any purpose.

Employees may not solicit or distribute literature concerning the activities of the groups below during working time. (Working time does not include lunch periods, work breaks, or any other periods in which employees are not on duty.)

Examples of prohibited forms of solicitation include the collection of money, goods or gifts for:

- Community groups
- Religious groups
- Political groups
- Charitable groups
- The sale of goods, services, or subscriptions outside the scope of official organization business
- The circulation of petitions
- The distribution of literature not approved by the employer
- The solicitation of memberships, fees, or dues

In addition, the posting of written solicitations on Franklin Academy bulletin/bill boards or any type of mass communication is restricted. Bulletin boards display important information and employees should consult them frequently for:

- Employee announcements
- Job openings
- Payday notice
- State disability insurance/unemployment insurance information
- Workers' compensation insurance information
- Organizational announcements

If employees have a message of interest to the workplace, they may submit it to their Supervisor or Principal for approval.

## **POSITION CLASSIFICATIONS AND STATUS:**

Each Franklin Academy position is classified as either *Non-Exempt* or *Exempt* in compliance with the Fair Labor Standards Act (FLSA). These classifications do not guarantee employment for any specified period of time, but rather determine specific provisions as outlined in the FLSA laws. Additionally, employee status will be classified as *Full-time* or *Part-time* (see definitions below).

Exempt employees are salaried employees and are exempt from the payment of overtime. These are employees who serve in an executive, administrative or professional capacity and the exempt classification is dependent on the type of work the individual performs (please note, however, that not all salaried employees are exempt).

Non-exempt employees receive 1.5 times their regular hourly rate for all hours *physically* worked over 40 in Franklin Academy's scheduled work week, and detailed records must be kept of the employee's daily and weekly hours worked. Non-exempt salaried employees working on a fluctuating work week schedule will be paid .5 times their regular hourly rate for all hours physically worked over 40 in Franklin Academy's scheduled work week. Non-exempt salaried employees must keep a record of any overtime hours worked.

## **STATUS DEFINITIONS:**

- **REGULAR FULL-TIME:** Employees who are not in a temporary status and who are regularly scheduled to work Franklin Academy's full-time schedule of thirty (30) hours or more per week.
- **PART-TIME:** Employees who are not assigned to a temporary or introductory status and who are regularly scheduled to work twenty-nine (29) hours or less per week. While they do receive all legally mandated benefits (such as Social Security and Workers' Compensation Insurance), they are ineligible for all of Franklin Academy's other benefit programs including, but not limited to, paid holidays, and paid vacation and sick/personal time.
- **TEMPORARY:** Employees who are hired as interim replacements, to temporarily supplement the work force, or to assist in the completion of a specific project. Employment assignments in this category are of limited time duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain the status unless and until notified of a change. While temporary employees receive all legally mandated benefits (such as Worker's Compensation Insurance and Social Security), they are ineligible for all of Franklin Academy's other benefit programs.
- **DAILY SUBSTITUTES:** Employees who are hired on-call daily for the purpose of filling in for absent educators. While they do receive all legally mandated benefits (such as Social Security and Workers' Compensation Insurance), they are ineligible for all of Franklin Academy's other benefit programs including, but not limited to, paid holidays, insurance benefits and paid vacation and sick/personal//time.

Any temporary, part-time, or daily substitute who becomes full-time will be eligible for Franklin Academy benefits the first of the month after 30 days of employment after the effective date of the status change date.

## **EVALUATIONS:**

Leaders and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. A formal coaching program will be conducted at the end of each calendar quarter. These coaching sessions encourage both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

## **STIPENDS:**

For certain duties and responsibilities outside that of your normal duties, Franklin Academy may provide a stipend. The Principal is responsible for allocating such stipends within the annual operating budget and following the Stipend Approval Process outlined by the Finance Department. Examples of stipends, include but are not limited to, Department Chair's, Coaching, FCAT tutoring, etc.

## **PAY PERIODS:**

Franklin Academy currently operates on a bi-monthly pay cycle. The pay periods run from the 1st day of the month through the 15th day of the month and the 16th day of the month through the last day of the month. Paychecks are issued on a bi-monthly basis. A schedule of pay periods and pay dates is distributed to all employees each year.

If a regular payday falls during the employee's vacation, the employee's paycheck will be available upon his or her return from vacation.

Direct Deposit of Payroll: Franklin Academy offers a quick and convenient direct deposit option, which allows the employee to forgo the inconvenience of a manual paper check. This system is safe and secure, and it also offers the option of having pay contribution assigned to a maximum of three separate accounts, such as savings, checking, etc. Employees are encouraged to sign up for direct deposit. (Franklin Academy is not responsible for any fees charged to you for payroll errors resulting from miscommunication of address or direct deposit changes.)

Direct deposit is not available for final checks upon termination of employment.

## **ADMINISTRATIVE PAY CORRECTIONS:**

Franklin Academy takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday.

In the unlikely event there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of their respective Business Manager so that corrections can be made as quickly as possible.

**Underpayments:** In the event of an error resulting in an underpayment to you, you will be properly compensated on or before the next scheduled pay date.

**Overpayments and deduction adjustments of \$50.00 or less:** If you have been overpaid or deductions under-withheld by \$50.00 or less, an adjustment will be made on the next scheduled pay date. The Payroll Department will notify the employee before the adjustment is made.

**Overpayments and deduction adjustments greater than \$50.00:**

- Franklin Academy may rectify any overpayments to an affected employee.
- The Payroll Department will notify the affected employee via a “Payroll Adjustment Form” if an overpayment or under-withheld deduction of over \$50.00 has occurred. The form will contain two payback options for the employee’s consideration. If the employee finds one of the options acceptable, he/she will check the box on the form and return it to the Payroll Department within five (5) business days.
- If the employee does not find either option acceptable, he/she will check the appropriate box on the form requesting a meeting with the Payroll Department within five (5) business days.

**PAY DEDUCTIONS AND SETOFFS:**

Federal and State laws mandate that Franklin Academy make deductions from every employee's paycheck for certain items such as Federal income taxes and Social Security/Medicare. No deductions, other than those required by law or assigned by a court order, will be made from the employee’s paycheck without written authorization. Participation in Franklin Academy medical/dental, STD, LTD, life and 401(k) plans implies employee authorization of related payroll deductions, if applicable.

Pay setoffs are pay deductions taken by Franklin Academy usually to help pay off a debt or obligation to Franklin Academy or others. Questions concerning why deductions were made from the employee’s paycheck or how they were calculated should be directed to the Franklin Academy Office Manager.

**TIMEKEEPING:**

Accurately recording time worked is the responsibility of every non-exempt employee. Federal and State laws require that Franklin Academy keep an accurate record of time worked in order to calculate employee pay and benefits.

- Non-exempt employees should accurately record the time they begin and end their work, as well as the beginning and ending time of each meal period. They should also record the beginning and ending time of any split shift or departure from work for personal reasons. Overtime work must always be approved before it is performed.
- Non-exempt salaried employees should accurately record the time they begin and end their work. They should especially keep track of any Overtime Hours. These time sheets should be manually kept and submitted to the Office Manager at the end of each pay period.
- Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment.

- Non-exempt employees should not report to work no more than 15 minutes prior to their scheduled starting time nor stay more than 15 minutes after their scheduled stop time without expressed, prior authorization from their supervisor.
- It is the employees' responsibility to review their time records and to certify the accuracy of all time recorded. The Supervisor will review and then initial the time record before submitting it for payroll processing. In addition, if corrections or modifications are made to the time record, both the employee and the supervisor must verify the accuracy of the changes.
- The Office Manager at Franklin Academy is responsible for accurate reporting and maintaining documented time reports. Time reporting summaries will be submitted to Payroll electronically in accordance with pay period schedules.

### **MEALS AND BREAKS POLICY:**

It is the policy of Franklin Academy to comply with State and Federal laws regarding meals and breaks.

All full-time non-exempt employees are permitted a 15-minute rest break for each four-hour work period. Breaks generally will not be permitted at either the beginning or end of the work day to

offset arrival and departure times. At the Supervisor's discretion, both rest breaks may be combined with the lunch period, not to exceed 60 minutes.

All non-exempt employees who work an eight-hour day or more are permitted a non-compensable meal break of 30 minutes. Meal breaks are not counted toward worked hours. Employees are to be completely relieved from duty during their meal break. If the employee is required to perform any work duties while on his or her meal break period, the employee must be compensated for the time spent performing work duties. The time spent working during the meal break will be counted toward the total hours worked.

Failure to return on time from breaks or lunch will subject the employee to disciplinary action, up to and including termination.

### **OVERTIME:**

Overtime compensation is paid to all non-exempt employees in accordance with Federal and State wage and hour regulations. Overtime pay is based on actual hours worked. Time off on sick leave, vacation leave, paid holidays or any leave of absence will not be considered hours worked for purposes of performing overtime calculations. Non-exempt employees will be paid time and one-half for all hours *physically* worked in excess of 40 hours in any one work week. Non-exempt salaried employees on a fluctuating work week schedule will be paid one-half time for any hours *physically* worked in excess of 40 hours in any one work week.

Failure to work scheduled overtime or overtime worked without written prior authorization from the supervisor may result in disciplinary action, up to and including possible termination of employment.

**Fair Labor Standards Act (FLSA) guidelines prohibit the use of comp time as a substitute for overtime. Non-exempt employees must be paid overtime and must not be granted comp time for the time worked in excess of 40 hours per week**

## **HOURS AND ATTENDANCE:**

Your work schedule is arranged to give you the best possible schedule while meeting Franklin Academy's requirements of providing students with an outstanding education. You should notify the immediate supervisor if there is a question concerning the work schedule. You are responsible for reviewing your individual schedule.

In accepting this job, you are obligated to be on the job each and every day or night as scheduled. Failure to report to the job as scheduled for two (2) consecutive days without properly notifying your supervisor shall be considered an immediate resignation of employment.

- You are expected to be in the school ready to report for work exactly on time. Tardiness may result in disciplinary action, up to and including termination.
- You are expected to work for the full amount of time assigned. Leaving the assigned work area earlier than the assigned time may result in disciplinary action, up to and including termination.
- Time off for personal business may only be approved by your supervisor. It is important that your Supervisor is always informed of your status. Excessive absenteeism and/or tardiness may lead to disciplinary action, up to and including termination.
- In case of emergency or sudden illness, you must speak to your Supervisor or his/her designee at least two (2) hours prior to the scheduled starting time. If you are unable to speak to your Supervisor initially, you must contact your Supervisor personally within two (2) hours of the scheduled starting time, or as soon as possible thereafter.

## **PERSONAL APPEARANCE:**

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the professional image Franklin Academy presents to its students, parents, and visitors.

During business hours, employees are expected to present a clean and neat appearance and to dress in business professional attire. Employees who appear for work inappropriately dressed will be sent home and directed to return to work in proper attire. Under such circumstances, employees will not be compensated for the time away from work. Fridays are designated as business casual days; all employees may dress less formally as long as business appropriate standards are followed. You are encouraged to wear Franklin Academy logo polo shirts.

Franklin Academy is confident employees will use their best judgment in following this policy. If you violate the dress code policy, management may send you home to change into appropriate attire. Continued violations will result in disciplinary action, up to and including termination of employment.

## **USE OF EQUIPMENT AND VEHICLES:**

Franklin Academy equipment and vehicles essential in accomplishing job duties are expensive and may be difficult to replace. When using such items, you are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards, and guidelines.

Please notify your Supervisor if any equipment, machines, tools, or vehicles appear to be unsafe, damaged, defective, or in need of repair. Prompt reporting of damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to you or others. The Supervisor can answer any questions about your responsibility for maintenance and care of equipment or vehicles used on the job. Employees are expected to exercise due care in the use of Franklin Academy property and to utilize such property only for authorized purposes. Negligence in the care and use of such property will be considered cause for disciplinary action, which may result in termination. Unauthorized removal of Franklin Academy property from the premises or its conversion to personal use will be considered cause for disciplinary action, up to and including termination of employment.

### **USE OF PHONE AND MAIL SYSTEMS:**

Personal use of telephones for outgoing calls, including local calls, should be kept to a minimum. Employees may be required to reimburse Franklin Academy for any charges resulting from personal use of the telephone. Phones are available for personal outgoing calls during breaks, meal periods, or at other times, with the Supervisor's permission. Long distance calls are not permitted without permission from a Supervisor and must be reimbursed to Franklin Academy.

The mail system is reserved for business purposes only. The use of Franklin Academy paid postage for personal correspondence is not permitted.

To ensure effective telephone communications, employees should always speak in a courteous and professional manner. Employees should confirm information received from the caller, and hang up only after the caller has done so.

Cell phones: Faculty are prohibited from using their cell phone in the classroom during active teaching hours. Personal cell phone calls can be made on breaks, during meal time or during prep time, if applicable.

### **COMPUTER AND E-MAIL USAGE:**

As part of Franklin Academy's commitment to the utilization of new technologies, employees may have access to Franklin Academy computers, technology, electronic mail, telecommunications systems and the internet.

In order to ensure compliance with copyright law, and to protect Franklin Academy's computer system against computer viruses, security breaches (such as unauthorized intrusions by computer hackers) and other unauthorized use, all employees must read, acknowledge, and sign *Franklin Academy's Computer System and Internet Policy* as part of their new hire agreement.

Employees should notify their Leader or any Supervisor upon learning of violations of this Policy. Employees who violate this Policy will be subject to disciplinary action, up to and including termination of employment.

All of our electronic communications systems, including but not limited to computers (software and hardware), the internet, email, and voicemail, as well as all information transmitted, received, or stored in these systems, are the property of Franklin Academy. These electronic communications systems are provided for employee use **solely for Franklin Academy business purposes**. Thus, Franklin Academy needs to be able to access and/or disclose any information in the electronic communications systems, even those that might be protected by a personal password, at any time, with or without notice to the employee. **Employees should have no expectation of privacy** in connection with the use of these systems, or the transmission, receipt, or storage of information in such systems. Therefore, employees should not use the electronic communications systems to store or transmit any information that they do not want anyone else to see, hear or read. Nothing should be communicated through the electronic communications systems that would be inappropriate to communicate in any other manner in the workplace or that would violate any Franklin Academy Policy. Franklin Academy retains the right to monitor electronic communications to ensure compliance.

### **WORKPLACE MONITORING:**

- Workplace monitoring may be conducted by Franklin Academy to ensure quality control, employee safety, security, and customer satisfaction.
- Computers furnished to employees are the property of Franklin Academy. As such, computer usage and files may be monitored or accessed.
- Franklin Academy may conduct video surveillance of non-private workplace areas. Video monitoring may be used to identify safety concerns, maintain quality control, detect theft and misconduct, and discourage or prevent acts of harassment and workplace violence.
- Employees can request access to information gathered through workplace monitoring that may impact employment decisions. Access will be granted unless there is a legitimate business reason to protect confidentiality or an ongoing investigation.
- Because Franklin Academy is sensitive to the legitimate privacy rights of employees, every effort will be made to guarantee that workplace monitoring is done in an ethical and respectful manner.

### **MEDIA RELATIONS:**

At no time should you discuss Franklin Academy matters with a member of the news media regarding the property, operations or any incident occurring on the property. All information and media requests must be referred to the Principal's Office at Franklin Academy. All media inquiries will be handled by the Principal.

### **SMOKE FREE WORKPLACE:**

Franklin Academy is committed to the improvement of human health and well-being. Franklin Academy is particularly conscious of the health issues raised by the use of tobacco. There are several problems arising from smoking in the workplace: increased levels of illness for smokers that result in higher medical costs, absenteeism levels, nuisance and health hazards to others and you, higher maintenance costs, and lower productivity. In addition, second-hand smoke poses a health hazard to non-smokers in the workplace.

It is the intent of Franklin Academy to provide an environment free of the hazards of tobacco smoke. This policy is based on current medical data and the responsibility to provide a safe and healthful workplace for all employees.

In keeping with Franklin Academy's intent to provide a safe and healthful work environment, smoking is prohibited.

**ENVIRONMENTAL AWARENESS:**

Franklin Academy supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures.

The simple act of placing a piece of paper, a can, or a bottle in a recycling container is the first step in reducing demand on the earth's limited resources. Success of this program depends on active participation by one and all. Employees are encouraged to make a commitment to recycle and be a part of this solution.

Franklin Academy encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources through such workplace practices as:

- |                                |   |
|--------------------------------|---|
| Network with e-mail            | Posting memos for all employees           |
| Two-sided photocopying         | Computerized business forms               |
| Routing slips for reports      | Turning off lights when not in use        |
| Eliminating fax cover sheets   | Reusing paper clips, folders, and binders |
| Reusing packaging material     | Reusing wooden pallets                    |
| Communication through computer | Minimum packaging                         |
| Recycle photocopy paper        |   |

Whenever possible, employees of Franklin Academy are encouraged to purchase products for the workplace that contain recycled or easily recyclable materials. Buying recycled products supports recycling and increases the markets for recyclable materials.

By recycling, Franklin Academy is helping to solve trash disposal and control problems facing society today.

**EMERGENCY CLOSINGS:**

At times, emergencies such as severe weather, hurricanes, fires, power failures, or earthquakes, can disrupt Franklin Academy operations. In extreme cases, these circumstances may require the closing of a work facility.

When operations are officially closed due to emergency conditions, the time off from scheduled work will be paid. In the event a facility is required to be closed for a period that exceeds one day, the Principal will determine compensation. Only the Principal and/or the Chair of the Board has the authority

to close the school. Employees in essential operations may be asked to work on a day when operations are officially closed.

### **VISITORS IN THE WORKPLACE:**

To provide for the safety and security of students, employees and the facilities at Franklin Academy, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects students and faculty, guards against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

Because of safety and security reasons, family and friends of employees are discouraged from visiting. In cases of emergency, employees will be called to meet any visitor outside their work area.

Upon entering a Franklin Academy facility, all visitors should report to the Administration Office. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

If an unauthorized individual is observed on Franklin Academy's premises, employees should immediately notify their Supervisor or Principal or, if necessary, escort the individual to the Administrative Office or reception desk.

### **SAFETY:**

At Franklin Academy, the prevention of accidents and injuries to you, students, co-faculty and the general public shall be integrated totally into all aspects of the working environment. For this purpose, Franklin Academy has established a workplace safety program. This program is a top priority for Franklin Academy. The Office Manager has a responsibility for implementing, administering, monitoring, and evaluating the safety program. Its success depends on the alertness and personal commitment of all. All levels of management and supervisory 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 or the Human Resources Department. 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.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, you must notify the School Leader 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:**

Franklin Academy believes it is the responsibility of each employee to contribute to the safe operation of Franklin Academy.

A first aid kit and fire extinguishers are provided in various areas of the Franklin Academy facility. For information on emergency procedures, you should see your Supervisor.

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:

1. Provide aid to the injured person
2. For EMT call 911 and the Supervisor immediately
3. Eliminate the cause of the accident if possible
4. Take steps to prevent a second accident
5. Prepare a written accident report with the full details of the accident and submit it to the Office Manager on the day of the accident
6. 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 TERMINATION FROM EMPLOYMENT!**

Franklin Academy is proud of its safety record. To protect all employees and to safeguard students, employees, 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.

If you are injured or become ill while at work, report immediately to the Supervisor. 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.

If you are hurt or injured at work, or you observe another employee injured in the workplace, even if the injury seems to be a small injury, you must report the injury to your supervisor immediately. Franklin Academy 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.

### **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 all. Any suspected safety or health hazard should be brought to the attention of the Supervisor immediately.

### **EMPLOYEE CONDUCT AND WORK RULES:**

#### **WORKPLACE VIOLENCE:**

Franklin Academy emphasizes the necessity to provide a safe and peaceful workplace free from any violence. Violence in the workplace will not be tolerated. Acts of violence may subject you to disciplinary action, up to and including termination.

Reporting violence in the workplace will assist in the prevention and reduction of such acts. Those who have any knowledge of violence in the workplace or suspect any propensity for such violence should contact their Supervisor immediately. Such reports and the individuals reporting them will remain confidential as Franklin Academy seeks to counsel individuals who disrupt the workplace in this manner.

#### **PERSONAL CONDUCT AND CORRECTIVE ACTION:**

Guidelines for the acceptable conduct of employees are necessary for the benefit, protection and safety of all employees. From time to time, corrective action may be necessary for the efficient operation of Franklin Academy. Forms of improvement action shall include, but are not limited to, coach and counseling, Performance Action Plans, written warnings, suspensions, terminations, and/or reinstatements. The following list of Class A and B offenses is to serve as personal conduct guidelines for the benefit of Franklin Academy and its employees in order to enhance a safe, orderly and productive work environment. This list is not intended to be all inclusive, and does not include all possible violations of proper workplace conduct.

#### **Class A: The following offenses constitute grounds for immediate suspension with either a subsequent reinstatement or termination:**

1. Theft, including, but not limited to, the removal of Franklin Academy property or the property of another employee from Franklin Academy or office premises without prior authorization

2. Carrying any weapon on Franklin Academy property or while engaged in Franklin Academy work off of Franklin Academy premises, except as allowed by Florida Statute
3. Fighting or provoking a fight on Franklin Academy premises
4. Physically assaulting (hitting, pushing, etc.) a student, co-faculty, co-worker, or parent
5. Violating the Franklin Academy's Drug-Free Workplace Policy
6. Sabotaging or willfully damaging Franklin Academy equipment or property or the property of other Franklin Academy employees or visitors
7. Falsifying or altering Franklin Academy records
8. Making entries on time records of another employee or soliciting such conduct from another employee
9. Walking off the job without prior supervisory permission
10. Insubordination, including, but not limited to, defaming, assaulting or threatening to assault a Supervisor, or refusing to follow an instruction of a Supervisor
11. Absence for two (2) consecutive working days without notice to Franklin Academy, in which event the offending employee will be deemed to have abandoned his or her employment
12. Conviction of a crime that in any way relates to the employee's employment or adversely affects the Franklin Academy's reputation
13. Willfully violating any of the Franklin Academy's rules, regulations or policies
14. Engaging in any conduct which, in Management's judgment, is adverse or prejudicial to the best interests of the Franklin Academy
15. Violating the Franklin Academy's anti-harassment policy
16. Sleeping on the job, unless illness related that is verified by an M.D.
17. Any violation of the "Florida Department of Education Code of Ethics".

**Class B: The following offenses constitute grounds for appropriate discipline up to and including termination.**

1. Unexcused or excessive absenteeism or tardiness
2. Negligently destroying or damaging Franklin Academy property or the property of other employees or visitors
3. Failing to report work-related injuries to a Supervisor or Business Manager as soon as possible
4. Gambling on Franklin Academy premises
5. Failing to adhere to Franklin Academy safety rules and procedures
6. Creating or contributing to unsanitary, hazardous or poor working conditions
7. Intentionally violating any of the Franklin Academy's rules, regulations or policies
8. Disclosing privileged or confidential information to unauthorized persons
9. Failing to satisfactorily perform the duties of one's job

**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 keys, manuals or any other Franklin Academy property. The value of any Franklin Academy-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 leaving and address final pay and benefit issues, the Office Manager usually conducts exit interviews.

All insurance benefits will be canceled on the last day of the month of termination, although some conversion privileges may be available. The appropriate paperwork and a detailed explanation will be given by the Franklin Academy Human Resources Administrator at the time of your termination.

**IMPROVEMENT ACTION PROCESS:**

Most employees will enjoy the benefits that come from good job performance, and will only occasionally need to resolve minor job-related problems through a constructive discussion with their Supervisor. However, there may be occasions when a performance related issue has not been corrected after discussions with a Supervisor, and it becomes necessary to use a system of progressive discipline to attempt a change in behavior. Notwithstanding the above, Franklin Academy reserves the right to utilize the Improvement Action Processes in direct correlation to the severity of the offense.

The Improvement Action process includes:

- Coach and Counsel and/or Performance Action Plan
- First Written Notice
- Second Written Notice
- Suspension
- Termination Orreinstatement

The employee will be asked to review and sign each written notice. By signing, the employee does not imply that he/she agrees with the disciplinary action, only that he/she is aware of it. The written notices will be placed in the employee's personnel file. No record of any written notice will be placed in the employee's personnel file without employee's knowledge of the written notice and the fact that the written notice has been filed.

### **DISPUTE RESOLUTION/OPEN-DOOR POLICY:**

#### **Policy:**

Franklin Academy 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.

#### **Procedure:**

While all employees may talk with any members of Franklin Academy's administrative team, Franklin Academy expects employees to follow the open door process outlined below. This Policy is 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. 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 must be followed:

#### **Step 1**

The problem should be discussed with the immediate supervisor/manager and documented by the Supervisor/Manager.

#### **Step 2**

If the problem is not resolved between the employee and the immediate Supervisor, or if the Supervisor is the problem, the employee should request a meeting with the next level administrator..

### **Step 3**

If a satisfactory resolution is not attained, the employee must request a meeting with the Human Resource Consultant for Franklin Academy to seek resolution to the problem.

### **Step 4**

The final appeal process will be to the Board of Directors for Franklin Academy.

### **EMPLOYMENT TERMINATION:**

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstances under which employment is terminated:

- **RESIGNATION** - voluntary employment termination initiated by you.
- **DISCHARGE** - involuntary employment termination initiated Franklin Academy.
- **LAYOFF** - involuntary employment termination initiated by Franklin Academy for non-disciplinary reasons.
- **REDUCTION IN FORCE** - involuntary employment termination initiated by Franklin Academy as a result of position elimination.
- **RETIREMENT** - voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from Franklin Academy.
- 

Since employment with Franklin Academy is based on an At-Will Policy, both the employee and Franklin Academy have the right to terminate employment at will, with or without cause, at any time. Employees will receive their final pay in accordance with applicable State law.

Employee benefits will be affected by employment termination in the following manner.

All accrued vacation that is due and payable at termination will be paid.

Some benefits may be continued at the employee's expense if the employee so chooses.

The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

### **RETURN OF PROPERTY:**

Employees are responsible for all property, materials, or written information issued to them or in their possession or control. Employees must return all Franklin Academy property immediately upon request or upon termination of employment.

Where permitted by applicable laws Franklin Academy may withhold from the employee's check or final paycheck the cost of any items that are not returned when required. Franklin Academy may also take all action deemed appropriate to recover or protect its property.

## **BENEFITS CONTINUATION (COBRA):**

The Federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health, dental, and vision insurance coverage under Franklin Academy's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of you; a reduction in your hours or; your divorce or legal separation; and dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays 100% of the cost of coverage at Franklin Academy's group rates. Franklin Academy provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under Franklin Academy's Benefit Plan. The notice contains important information about the employee's rights and obligations.

## **SECURITY INSPECTIONS**

Franklin Academy strives to maintain a work environment that is free of illegal drugs, alcohol, firearms, explosives, or other improper materials. As such, Franklin Academy prohibits the possession, transfer, sale, or use of such materials on its premises. Franklin Academy requires the cooperation of all employees in administering this policy.

- Desks and other storage devices may be provided for the convenience and use of employees but remain the sole property of Franklin Academy.
- Accordingly, any agent or representative of Franklin Academy can inspect them, as well as any articles found within them, at any time, either with or without prior notice.
- Franklin Academy likewise strictly discourages theft or unauthorized possession of the property of employees, Franklin Academy, visitors, and customers.
- To facilitate enforcement of this policy, Franklin Academy or its representative may inspect not only desks but also persons entering and/or leaving the premises and any packages or other belongings.
- Any employee who wishes to avoid inspection of any articles or materials should not bring such items onto Franklin Academy's property.

## **BENEFITS**

### **MEDICAL / DENTAL INSURANCE;**

#### **ELIGIBILITY**

Eligible employees are able to participate in the Plan on the first of the month following the month of service as a regular full-time employee. Franklin Academy contributes 100% of the single employee cost of the employee's health insurance. Dependent insurance is available at an additional cost.

#### **MEDICAL:**

- All eligible employees may participate in the Franklin Academy Group Medical Plan.
- The GroupPlan provides a comprehensive medical insurance program for employees and their eligible dependents covering doctor visits, lab work, prescriptions, hospitalization, surgical and major medical expenses. This Plan protects employees from the high costs associated with catastrophic illness.
- The employee may enroll in the medical plan when they are first eligible (as Stated above) or they may enroll during "open enrollment" which occurs on an annual basis during the insurance open enrollment period. After the initial enrollment or the open enrollment period, changes cannot be made to the benefits until the next year's open enrollment period. This is an IRS Section 125 ruling. In some instances, including but not limited to, marriage, divorce, birth, adoption, spouse's termination of employment/loss of coverage, spouse's eligibility for insurance through a new employer, open enrollment for a spouse, dependent children no longer eligible for coverage, dependent children eligibility or loss of eligibility for Medicaid and changing from full to part time or part to full time status, the employee may be able to enroll in the Franklin Academy Plan at a time other than "open enrollment." To qualify under these conditions, enrollment must be requested within 30 days of the event. Proof of these events must be submitted to the Office Manager in writing. For further information, consult the employee insurance booklets or see the Franklin Academy Business Manager or the Director of Benefits.

### **LIFE, ACCIDENTAL DEATH AND DISMEMBERMENT INSURANCE:**

Franklin Academy pays the entire cost for life and accidental death and dismemberment insurance coverage for its eligible employees.

**Life Insurance benefit** is equal to two (2) times the employee's annual salary rounded to the next higher \$1000.

**Accidental Death & Dismemberment benefit** is an additional two (2) times salary.

## **SHORT AND LONG TERM DISABILITY**

Franklin Academy will offer both Short and Long Term Disability. Details provided separately.

## **EMPLOYEE ASSISTANCE PLAN (EAP):**

Franklin Academy will offer an Employee Assistance Program (EAP) for all employees. Details provided separately.

## **401 (k) RETIREMENT PLAN:**

Franklin Academy will offer a 401(k) Retirement Plan for all eligible employees. Franklin Academy will match 2.5% of salary. Details provided separately.

## **SECTION 125 PLAN:**

Franklin Academy has initiated a Section 125 Plan which allows the employee to have premiums for the selected benefits deducted from their paycheck on a pre-tax basis. This represents an advantage to the employee by reducing their taxable wages. However, Social Security benefits may be slightly reduced as a result of this election.

The Section 125 Plan also stipulates that the employee can increase or decrease coverage on open enrollment periods. However, the employee cannot withdraw from a program (see individual benefits description) at other times except under a few very limited circumstances.

## **WORKERS' COMPENSATION INSURANCE:**

Franklin Academy provides a comprehensive Workers' Compensation Insurance Program at no cost to you. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, Workers' Compensation Insurance provides benefits after a short waiting period or, if you are hospitalized, immediately.

If you sustain work-related injuries or illnesses you need to inform your Supervisor immediately. No matter how minor an on-the-job injury may appear, it is important that it is reported the same business day. This will enable you to qualify for coverage as quickly as possible. If you sustain an on-the-job injury, you are required to submit to a drug and alcohol test in accordance with Franklin Academy's Workers' Compensation policies. Failure to submit to this testing or to report an injury in a timely manner, shall disqualify you from benefits and may result in the immediate termination of employment.

Neither Franklin Academy nor the insurance carrier shall be liable for the payment of Workers' Compensation benefits for injuries that occur during your voluntary participation in any off-duty recreational, social, or athletic activity sponsored by Franklin Academy.

## **VACATION BENEFITS:**

Vacation time off with pay is available to eligible employees to provide opportunities for rest, relaxation, and personal pursuits. Employees eligible to earn and use vacation time are subject to the vacation guidelines as described in this policy. The amount of paid vacation time employees receives each year increases with the length of their employment. All new employees must complete thirty (30) calendar days of service to use vacation benefits.

Each fiscal year (July 1 through June 30), all full-time regular, twelve (12) month employees are eligible to earn up to 40 hours of vacation time.

- Paid vacation time can be used in minimum increments of one day. **To take vacation, employees MUST request advance approval from their Supervisors in writing by submitting a Request for Leave Form.** Requests will be reviewed based on a number of factors, including business needs and staffing requirements. ***Failure to submit appropriate paperwork may result in non-approval of vacation time.***
- Vacation time off is paid at the employee's base pay rate at the time of vacation. It does not include overtime or any special forms of compensation such as incentives, commissions, bonuses, or shift differentials.
- Vacation time should be used in the benefit period in which it is earned. If Franklin Academy requires, due to operational needs, that employees cannot take their planned vacation and their written vacation request has been denied, the employee may roll over vacation time with written authorization from their Supervisor. This “rollover” must also be approved by the Office Manager. If the original vacation request was not denied in writing, the employee will lose the opportunity to roll the hours over.
- Upon termination of employment, employees are eligible to receive pay for accrued, unused vacation time. If any vacation time was taken and not accrued, this may be deducted from employee's final paycheck.
- Earned vacation time should be taken when Franklin Academy is not in session. Therefore, earned vacation should be scheduled between the two weeks after the Franklin Academy year finishes and the two weeks before the new Franklin Academy year begins.
- Training dates in July, if applicable will be communicated to Franklin Academy by April. Vacation may not be scheduled during this period for affected employees.

## **SICK /PERSONAL TIME OFF BENEFITS:**

Franklin Academy provides paid sick and personal time off benefits to all eligible employees for periods of temporary absence due to personal illnesses/ injuries, illness in the immediate family, or to attend to pressing personal business.

- If the employee is absent for three (3) or more consecutive days due to illness or injury, a physician's Statement must be provided verifying the disability and its beginning and expected ending dates. After three (3) days absence and with proper medical certification, you may be eligible for the Family Medical Leave Act, if applicable. Employees must apply for FMLA through the Office Manager. Such verification may be requested for other sick leave absences as well and may be required as a condition to receiving sick leave benefits.

- Before returning to work from a sick leave absence of three (3) calendar days or more, you must provide a physician's verification that you may safely return to work. You will not be able to return to work without the physician's verification.
- As an additional condition of eligibility for sick leave benefits, anyone on an extended absence must apply for any other available compensation and benefits, such as workers' compensation. Sick leave benefits will be used to supplement any payments that the employee is eligible to receive from State disability insurance, workers' compensation, or Franklin Academy provided disability insurance programs. The combination of any such disability payments and sick leave benefits cannot exceed the employee's normal weekly earnings.

	<b>Franklin Academy Employees</b>
<b>Benefit Period</b>	<ul style="list-style-type: none"> <li>• August 1<sup>st</sup> to July 31<sup>st</sup> of each year</li> </ul>
<b>Eligibility</b>	<ul style="list-style-type: none"> <li>• 10 or 12 month full-time employees are entitled to five (5) sick days per school year. You may only carry over 5 sick days to the next school year. At no time can the maximum amount of sick days exceed ten (10) days.</li> </ul>
<b>Requirements</b>	<ul style="list-style-type: none"> <li>• Must submit an approved "Time off Work Request Form".</li> <li>• Employees who are unable to report to work due to illness or injury should notify their Supervisor before the scheduled start of the workday</li> <li>• Personal days may not be taken just prior to or following a Franklin Academy holiday, during the first or last two weeks of Franklin Academy</li> <li>• Upon termination, any time not used will be forfeited. If you have exceeded your accrual, the amount may be deducted from your final paycheck.</li> </ul>

## **HOLIDAYS**

Franklin Academy will grant holiday time off to all employees for the holidays listed below:

- New Year's Day (January 1)
- Martin Luther King Jr. Day (3<sup>rd</sup> Monday in January)
- President's Day
- Memorial Day (last Monday in May)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Veterans Day
- Day Before Thanksgiving
- Thanksgiving (fourth Thursday in November)

- Day after Thanksgiving
  - Christmas Eve (December 24)
  - Christmas Day (December 25)
  - New Year's Eve (December 31)
- Franklin Academy will grant paid holiday time off to all eligible employees immediately upon assignment to an eligible employment classification.
  - Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day.
  - Eligible employee classification(s):
    - Regular full-time employees
  - To be eligible for holiday pay, employees must work the last scheduled day immediately preceding and the first scheduled day immediately following the holiday, unless the employee's Supervisor has approved vacation or personal time off in advance.
  - Paid time off for holidays will not be counted as hours worked for the purposes of determining overtime.
  - If a holiday falls on a Saturday, Franklin Academy will observe the preceding Friday. If a holiday falls on a Sunday, Franklin Academy will observe the following Monday.

**SERVICE AWARD / RETIREMENT RECOGNITION POLICY**

**OBJECTIVE:**

Service Awards and retirement gifts are provided to recognize and reward employees for service with the Franklin Academy.

**SCOPE OF POLICY:**

Full-time active employees are eligible for a service award in the year in which they achieve 5, 10, 15, 20 years of service and continuing in five (5) year increments..

**SERVICE AWARD PROCEDURES:**

The School Administration will be responsible for selecting any gifts awarded for service to employees for their tenure.

**TYPES OF LEAVES**

## **JURY DUTY:**

Franklin Academy encourages employees to fulfill their civic responsibilities by serving jury duty when summoned.

- Compensation while the employee is on Jury duty will consist of actual pay from the court with the difference in the employee's regular pay paid by Franklin Academy.
- Employees must show the jury duty summons to their Supervisor immediately when it is received so that arrangements may be made to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

## **WITNESS DUTY:**

Franklin Academy supports employees who must appear in court for witness duty when subpoenaed to do so.

- If employees have been subpoenaed or otherwise requested to testify as witnesses by Franklin Academy, they will receive paid time off for the entire period of witness duty.
- Employees will be granted a maximum of three (3) days of paid time off to appear in court as a witness at the request of a party other than Franklin Academy. Employees will be paid at their base rate and are free to use any remaining paid leave benefits (such as vacation leave) to receive compensation for any period of witness duty absence that would otherwise be unpaid.
- The subpoena should be shown to the employee's Supervisor immediately after it is received so that operating requirements can be adjusted, where necessary, to accommodate the employee's absence. A copy of the subpoena must be supplied to the Human Resources Department. The employee is expected to report for work whenever the court schedule permits.

## **BEREAVEMENT LEAVE:**

- Employees who need to take time off due to the death of an immediate family member should notify their Supervisor immediately.
- Up to two (2) days of paid bereavement leave will be provided to eligible employees in the following classification(s):
  - Regular full-time employees
- Bereavement pay is calculated based on the base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, or shift differentials.
- Bereavement leave will be granted unless there are unusual business needs or staffing requirements. Employees may, with their Supervisors' approval, use any available paid leave for additional time off as necessary.

- Franklin Academy defines "immediate family" as the employee's spouse, partner, parent, child, stepchild, sibling, mother/father-in-law, brother/sister-in-law, daughter/son-in-law, grandparents or grandchildren. Proof of the family member's passing will be required to receive Bereavement Leave.

## **LEAVES OF ABSENCE:**

### **Family and Medical Leave Act (FMLA) Leave**

Franklin Academy complies fully with the Family and Medical Leave Act of 1993 ("FMLA") and recognizes certain conditions under which you may request time off without pay for a limited period with job protection and no loss of accumulated service, provided you return to work.

Additionally, Franklin Academy provides leaves of absences for employees that are not eligible for FMLA. Accordingly, all employees should consult Franklin Academy's Employee Handbook to determine their leave entitlement under other Franklin Academy policies.

#### **(1) ELIGIBILITY**

If you have worked for Franklin Academy a minimum of twelve (12) months and have provided Franklin Academy with at least 1,250 hours of service during the twelve (12) month period preceding the commencement of your FMLA leave, then you are eligible for leave under the FMLA.

#### **(2) AMOUNT OF LEAVE**

##### 12 Weeks

If you are a FMLA-eligible employee, you are normally entitled to twelve (12) weeks (480 hours) of FMLA unpaid leave during each applicable twelve (12) month period.

##### 26 Weeks

One exception to this twelve (12) week entitlement is if you are taking leave pursuant to the Military Caregiver Leave provisions of the FMLA (See Section 17.6.1(e) below). In that case, an eligible employee is entitled to take a *total* of twenty-six (26) weeks of FMLA unpaid leave during a single 12-month period. However, no more than twelve (12) weeks (480 hours) of this combined total of twenty-six (26) weeks can be for non-Military Caregiver Leave.

##### Spouses Employed by Franklin Academy

Spouses who are both employed by Franklin Academy and are both eligible for FMLA leave are entitled to a combined total of twelve (12) weeks (480 hours) of leave (rather than twelve (12) weeks (480 hours) 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 (480 hours) and the husband is entitled to twelve (12) weeks (480 hours). Likewise, if

spouses, who are both employed by Franklin Academy and are both eligible for FMLA leave, require Military Caregiver Leave, they are entitled to a combined total of twenty-six (26) weeks of leave (rather than twenty-six (26) weeks each) for the birth of a child, the placement of a child with the employees for adoption or foster care, the care of a parent with a "serious health condition", or to care for a covered service member with a serious injury or illness.

### **(3) MEASURING 12-MONTH PERIOD**

The twelve (12) month period within which twelve (12) weeks (480 hours) of unpaid leave may be taken is a rolling twelve month period, which measures backward from the date your FMLA leave commences. The total FMLA leave used during the prior twelve (12) months is deducted from your twelve (12) week allotment. You may then use the remaining FMLA leave.

One exception to this method of measuring the twelve (12) month period is if you are taking Military Caregiver Leave. For this type of leave, the applicable period is a single twelve (12) month period, which begins on the first day you take Military Caregiver Leave and ends 12 months after that date.

## **PURPOSES FOR WHICH LEAVE CAN BE TAKEN**

Eligible employees may take FMLA leave for the following reasons:

- (a) the birth or adoption of a child and to take care of the newborn<sup>1</sup>;
- (b) the placement of a child with you for adoption or foster care<sup>2</sup>;
- (c) to take care of the employee's spouse, child, or parent who has a serious health condition
- (d) your own "serious health condition" which renders you unable to perform your job. This would cover either on or off the job illnesses or injuries that meet the FMLA definition of "serious health condition".
- (e) to care for your child, spouse, parent or next of kin who is a covered service member.<sup>3</sup> (This type of leave is known as Military Caregiver Leave.); or

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<sup>1</sup> Employees utilizing FMLA leave for this reason may be entitled to additional leave pursuant to the Parental Leave Policy in section 17.6.9.

<sup>2</sup> Employees utilizing FMLA leave for this reason may be entitled to additional leave pursuant to the Parental Leave Policy in section 17.6.9.

<sup>3</sup> A covered service member is:

(A) a member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

(b) a veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of 5 years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

- (f) for a “qualifying exigency” arising out of the fact that your child, spouse or parent is on covered active duty or called to covered active duty status.

Examples of a “qualifying exigency” include: (1) short term deployment, (2) military events, (3) childcare-school related activities, (4) financial and legal arrangements, (5) counseling, (6) rest and recuperation, (7) post-deployment activities, and (8) other activities as are agreed upon by Franklin Academy and the employee.

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) weeks (480 hours) after the event. Leave may begin prior to birth or placement, as circumstances dictate.

## **SERIOUS HEALTH CONDITION**

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee’s job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three (3) consecutive calendar days combined with at least two (2) visits to a health care provider or one (1) visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

For the official definition of “serious health condition,” please contact Human Resources at \_\_\_\_\_.

## **INTERMITTENT LEAVE/ REDUCED HOURS**

If medically necessary, in the case of your own "serious health condition" or that of your spouse, child, or parent, or to care for a covered service member with a serious illness or injury, you may take FMLA leave intermittently (e.g., one (1) week per month) or on a reduced hour schedule (e.g., four (4) hours a day).

Additionally, if necessary, leave taken due to a qualifying exigency may be taken on an intermittent or reduced hour schedule. When your leave is taken for other non-medical reasons (e.g., 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 Franklin Academy agrees to such arrangement.

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 Franklin Academy agrees to such arrangement or if such leave is medically necessary.

Since the FMLA leave is unpaid, Franklin Academy will adjust your compensation based on the hours you take as intermittent or reduced hours leave within a work week.

If you request intermittent leave or reduced hours status, Franklin Academy may temporarily transfer you to another position of equivalent pay and benefits in order to better accommodate your recurring periods of absence.

## **USE OF PAID TIME OFF BENEFITS**

Franklin Academy requires:

- (a) Concurrent utilization of any accrued but unused annual and personal leave during all FMLA leaves.
- (b) Any accrued but unused paid sick leave must also be used concurrently during any FMLA leave for your own “serious health condition” or the “serious health condition” of your spouse, child or parent.
- (c) In respect to FMLA leaves that involve Workers’ Compensation or disability, concurrent utilization of paid accrued leave is not required. However, you may, at your discretion, concurrently use any accrued but unused leaves during these two (2) types of FMLA leaves.
- (d) Usage of any paid leave does not add to the total length of your FMLA leave. However, you may be entitled to additional non-FMLA leave under other Franklin Academy policies, as set forth in Franklin Academy’s Employee Handbook.

Upon exhausting all available and applicable paid leave, the remainder of your FMLA leave time will be unpaid.

## **JOB RESTORATION**

Except as noted below, employees granted FMLA leave will be returned to the same or equivalent position held prior to the leave. 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 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 form from your physician. Employees failing to provide a return-to-work medical certification from the attending physician will not be permitted to resume work until it is provided.

If you are a salaried employee and are among the highest paid ten percent (10%) of employees and keeping your job open would result in substantial economic injury to Franklin Academy, then you are not guaranteed restoration to your position if you choose to take FMLA leave. If you are such a “key employee,” Franklin Academy will notify you of your status as such in response to your notice of intent to take FMLA leave.

## **EMPLOYEE BENEFITS**

- (a) 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.
- (b) If paid leave is substituted for unpaid leave, Franklin Academy 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.
- (c) Any failure by you during FMLA leave to timely pay your portion of the insurance premiums or to timely pay for dependent coverage, may result in the termination of such coverage or Franklin Academy may make payment on your behalf. If Franklin Academy makes such payment on your behalf, such payments may be recovered by Franklin Academy from you through payroll deductions upon your return to work. In the event you elect not to return to work upon completion of approved FMLA leave, under most circumstances, Franklin Academy may recover from you the cost of any payments made to maintain your benefit coverage, unless your failure to return to work is the result of (1) the continuation, recurrence, or onset of a serious health condition which would entitle you to FMLA leave; (2) the continuation, recurrence, or onset of a covered service member's serious injury or illness which would entitle you to FMLA leave; or (3) other circumstances 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.
- (d) If any insurance coverage lapses due to your nonpayment, such coverage will be fully and completely reinstated when you return to work, provided you resume paying the required premiums. If your payment is more than thirty (30) days late, Franklin Academy will send you a letter notifying you of such fact. If Franklin Academy does not receive your payment within fifteen (15) days thereafter, your coverage may cease.

## **NOTIFICATION OF NEED FOR LEAVE/PERIODIC REPORTS**

You must provide Franklin Academy 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 Franklin Academy as soon as possible. For leave taken on the basis of planned medical treatment, you should seek to schedule the treatment so as to avoid unduly disrupting the operations of Franklin Academy.

Notification of the need for leave should be made to Franklin Academy through FMLA forms which are available from Franklin Academy's Benefits Coordinator. The relevant forms should be completed in detail, signed by you, and then submitted to the Benefits Coordinator 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 for a covered

family member with a “serious health condition,” contact the Benefits Coordinator 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.

## **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 Franklin Academy 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 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 your 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 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.
- Healthcare provider certification forms are available at Franklin Academy from the Benefits Coordinator and will be provided for your use.

Franklin Academy may require you to provide subsequent medical certification during your leave. Failure to provide requested certification within fifteen (15) days, if practicable, may result in delay of further leave until it is provided.

## **UNPAID PARENTAL LEAVE**

Pursuant to Florida Administrative Code Rule 6C-5.902(13), employees may be provided with up to six (6) months’ unpaid parental leave when the employee becomes a biological or adoptive parent. Paid time off may be used during this leave. Parental leave shall begin two weeks prior to the expected date of the child’s arrival unless otherwise approved by the Director of Human Resources. Parental Leave runs concurrent with FMLA leave (if applicable).

## **TRANSITIONAL DUTY (LIGHT DUTY) ASSIGNMENTS**

Franklin Academy, at its discretion, taking into account the facts and circumstances of the particular case, including the needs of Franklin Academy, may offer Transitional Duty Assignments (TDA) [also known as light duty assignments] for eligible employees who have been restricted by their physician due to an on-the-job injury or job-related illness covered by workers' compensation insurance. Each such TDA will last no more than six (6) weeks. If the employee is still unable to perform all the duties of his/her regular position at the end of the six (6) week TDA, he/she may be placed on workers' compensation leave, which may or may not be an approved FMLA leave, depending on the circumstances at the time. A TDA will not be offered in every case. It is offered solely at the discretion of and for the benefit of Franklin Academy. A physician may be asked to reevaluate the status of an employee on workers' compensation leave, or in a TDA every thirty (30) days. Employees in a TDA may be assigned to any department and on any shift. Employees in a TDA are bound by the same work conditions and requirements as any other employee. Only employees capable of performing all of the essential job functions of the TDA will be considered for that position. Employees in a TDA will be paid for the assigned hours actually worked.

If the employee is eligible for FMLA leave, and is offered a TDA with duties he/she is able to perform, he/she may choose to exercise their right to take FMLA leave instead of returning to work in the TDA. However, such employees may lose their temporary (wage loss) workers' compensation benefits because they declined available work. An employee with a workers' compensation injury who reaches maximum medical improvement (MMI) will no longer be considered for TDA.

The period of time employed in a TDA will not count against the employee's FMLA leave entitlement or an employee's right to job restoration. However, the right of a FMLA eligible employee, who is performing TDA, to restoration to the same or an equivalent position based on the FMLA terminates upon expiration of the twelve (12-) month period used to determine the amount of available FMLA leave.

Employees on workers' compensation leave who are not eligible under the FMLA may be offered a TDA at the sole discretion of Franklin Academy. In such a case, if a TDA is offered, an employee's failure or refusal to accept the position will be deemed to be a voluntary resignation. However, an employee may use any accrued paid leave if a TDA ends or if no TDA has been offered, or in lieu of taking a TDA.

### **MILITARY LEAVE:**

A military leave of absence will be granted to you, except for those occupying temporary positions, to attend scheduled drills or training or if called to active duty with the U.S. armed services. The leave will be unpaid. However, you may use any available paid time off for the absence.

Subject to the terms, conditions and limitations of the applicable plans for which you are otherwise eligible, health insurance benefits will be provided by Franklin Academy until the end of the month in

which the military 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 military leave, benefits will again be provided by Franklin Academy according to the applicable plans.

The accrual of benefits, such as vacation, wellness, or holiday benefits, will be suspended after the first twelve (12) weeks of the leave and will resume upon return to active employment.

Every reasonable effort will be made to return eligible employees to their previous position or a comparable one. They will be treated as though they were continuously employed for purposes of determining benefits.



## **EMPLOYEE ACKNOWLEDGEMENT**

The employee handbook describes important information about Franklin Academy, and I understand that I should consult with a Human Resources representative regarding any questions not answered in the handbook. I have entered into my employment relationship with Franklin Academy voluntarily and acknowledge there is no specified length of employment. Accordingly, either I or Franklin Academy can terminate the relationship at will, with or without cause, at any time so long as there is no violation of applicable Federal or State law.

Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the handbook may occur, except to Franklin Academy's policy of employment-at-will. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. Only the Board of Directors of Franklin Academy has the ability to adopt any revisions to the policies set forth in this handbook.

Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I have received the handbook and understand it is my responsibility to read and comply with the policies contained herein and any revisions that may follow.

Employee Name (printed): \_\_\_\_\_

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Witness Name (printed): \_\_\_\_\_

Witness Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Registration and Application Form





## Registration Checklist

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

### Proof of Residency (one of the following)

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

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

### And (One of the Following):

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

### Evidence of Proper Age (one of the following)

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

### Evidence of Medical Examination

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

### Evidence of Immunization

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

### Evidence of Custody /Guardianship

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

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

- v Parent Contract
- v Registration Form
- v Photo Release
- v Dress Code Acknowledgement
- v Transportation Survey
- v Transcript Request
- v Parent Service Form
- v Home Language Survey
- v After Care Survey



## Parent Contract

At Franklin Academy we believe that safety and an orderly environment is a 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. Each parent must take an active role in supporting this plan. In order for students to learn to be responsible citizens, parents and school staff must work together to ensure a safe, conducive and productive learning environment and set the example with actions and behaviors.

As the parent/guardian of \_\_\_\_\_ in grade \_\_\_\_\_,  
Student Name

I agree to the following rules and guidelines in order that my child may attend Franklin Academy:

- ❖ Stay informed about my child's education and communicate with the school by promptly reading all notices from the school either received by my child, by mail or email and responding as appropriate.
- ❖ Monitor my child's academic progress and communicate with the teacher as appropriate.
- ❖ Monitor my child's attendance and tardies.
- ❖ Participate in the school service program. I will contribute 20 hours of service to the school over the course of the academic school year. I will contribute an additional 10 hours of service for each sibling.
- ❖ Provide transportation to and from school for my child if the schools limited transportation does not serve my area.
- ❖ Adhere to school operations guidelines, i.e. drop off and pick-up rules and procedures, early dismissal, dress code requirements.
- ❖ Purchase required school uniforms for my child from the specified vendor.
- ❖ Provide lunch or purchase, from the school approved service provider each day.
- ❖ I understand there is a code of conduct and that I am responsible for ensuring my child understands the guidelines and expectations of being respectful, courteous, and polite to the entire Franklin Academy community. Disruptive behavior or actions posing a threat or any danger to themself or anyone else will result in dismissal.

I understand that Franklin Academy is a school of choice. I have elected to send my child to the school. If I do not fulfill my contractual obligation to the school I may lose the opportunity to recommit my child for the following school year or my child may be withdrawn. I further understand that falsifying documents or not providing accurate information may forfeit my child's offer of admission.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date



## Registration Form

### Student Information:

Academic Year \_\_\_\_\_ Grade Entering \_\_\_\_\_

1. Student (Legal Name)

Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

2. Address \_\_\_\_\_ Apt. \_\_\_\_\_ City \_\_\_\_\_ Zip code \_\_\_\_\_

3. Home Phone \_\_\_\_\_ 4. Student S.S.N. (optional) \_\_\_\_\_

5. Ethnicity: Is the student of Hispanic, Latino or Spanish origin? Yes \_\_\_\_\_ No \_\_\_\_\_

6. Race: W \_\_\_\_\_ B \_\_\_\_\_ A \_\_\_\_\_ AM/IND \_\_\_\_\_ HAW/PI \_\_\_\_\_  
(White) (Black or African American) (Asian) (American Indian/Alaskan Native) (Native Hawaiian/other Pacific Islander)

7. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_ 8. Current Grade Level \_\_\_\_\_ 9. Birth Date \_\_\_\_/\_\_\_\_/\_\_\_\_

10. Previous School \_\_\_\_\_

Private School? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, School \_\_\_\_\_

Florida Public? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, School \_\_\_\_\_ County \_\_\_\_\_

Outside of Florida? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, School \_\_\_\_\_ City \_\_\_\_\_

State \_\_\_\_\_ Country \_\_\_\_\_ Check One: Public \_\_\_\_\_ Private \_\_\_\_\_ Other \_\_\_\_\_

11. Has the student ever been: Retained? Yes \_\_\_\_\_ No \_\_\_\_\_ Grade (s) \_\_\_\_\_

12. In a Home Education Program? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, Dates of attendance: From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

13. In Exceptional Student Education (ESE)? Yes \_\_\_\_\_ No \_\_\_\_\_ 12. In a Magnet Program? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, name of Magnet Program \_\_\_\_\_

14. Expelled from school? Yes \_\_\_\_\_ No \_\_\_\_\_ convicted of a felony? Yes \_\_\_\_\_ No \_\_\_\_\_

### Parent Information:

Mother \_\_\_\_\_ Father \_\_\_\_\_  
Last, First Last, First

15. Student lives with: Both Parents \_\_\_\_\_ Father \_\_\_\_\_ Mother \_\_\_\_\_ Other (relationship to student) \_\_\_\_\_

16. Marital Status of parents: (optional) Married \_\_\_\_\_ Divorced \_\_\_\_\_ Separated \_\_\_\_\_ Widow(er) \_\_\_\_\_ Other \_\_\_\_\_

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

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_



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

### Video/Photo Release

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

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

Yes, I give permission. \_\_\_\_\_

No, I do not give permission. \_\_\_\_\_

---

Student's Name

---

Parent or Guardian's Signature

Date



### Dress Code

At Franklin Academy uniforms are required and our dress code is enforced. Please review this information and sign to acknowledge your agreement and understanding.

#### Shirts

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

#### Slacks, Shorts, Skorts and Jumpers

- ❖ Only properly fitted uniform bottoms may be worn.
- ❖ Shorts and skorts must be at least fingertip length, but no longer than 1 inch below the knee.

#### Outerwear

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

#### Belts

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

#### Socks

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

#### Shoes

- ❖ Athletic shoes and leather shoes are permitted.
- ❖ Open-toed shoes, open-backed shoes, Crocs, sandals, **boots** or **flashing** shoes or sneakers are **prohibited**.

#### Hats

- ❖ Hats may **not** be worn in school building.
- ❖ Hats may be worn during outdoor PE and/or recess.

#### Physical Education Uniform

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

#### Other

- ❖ Jewelry must not pose a threat to safety, and must not be distracting. Earrings cannot be larger than the size of a quarter.
- ❖ Distracting hair color and style will be treated as a dress code violation.
- ❖ Visible body piercing, other than ears, will be considered a dress code violation.
- ❖ Torn or tattered clothing is prohibited.
- ❖ Sunglasses may not be worn in class.

A student who wears an improperly fitted uniform will be considered in violation of the uniform policy and will not be allowed to attend class until appropriate clothing can be acquired.

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Student Name

Grade

---

Parent/Guardian Signature

Date

---

This form is required to complete your child's registration.

[www.Franklin-Academy.org](http://www.Franklin-Academy.org)



**Transportation Request**

Franklin Academy will be providing limited bus service for those students who are eligible for the 2012-2013 academic year. The bus transportation provided is designed in accordance with the School Board and county transportation guidelines. All public schools have limited transportation boundaries set according to these guidelines.

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

**Will you require bus service? Yes \_\_\_\_\_ No \_\_\_\_\_**  
If yes, please complete the following information. (Please Print)

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

Registration Date: \_\_\_\_\_ Grade Entering: \_\_\_\_\_

Student Name: \_\_\_\_\_

Home Address: \_\_\_\_\_ Apt: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Parent/Legal Guardian: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Do you have a sibling attending the school? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, sibling name and grade level: \_\_\_\_\_

If more than one sibling, please list names and grade levels: \_\_\_\_\_

Round Trip       AM Only       PM Only

\*\*\*\*\*

**For Office Use Only:** Bus # \_\_\_\_\_ Student ID#: \_\_\_\_\_

Franklin A       Franklin B



**Request for Records and Transcripts**

In order to request your child's records from their previous school we must have your written authorization. Please complete and sign this form.

**Student Name:** \_\_\_\_\_

**Current Grade level:** \_\_\_\_\_

**To:** \_\_\_\_\_  
(Print the Name of the last school attended)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(City) (State) (Zip)

I authorize the release of records to Franklin Academy upon receipt of this letter. Please include:

1. Cumulative folder including grades up to the date of withdrawal and attendance records.
2. Explanation of grading system.
3. Academic/Standardized Test results.
4. Certificate of Immunization (HRS Form 680) and health records.
5. ESE program enrollment (IEP or 504 plan, specific learning disability, gifted, etc.) and psychological evaluation records if applicable.

**Parent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Thank you,

Franklin Academy  
Registrar

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**This form is required to complete registration**

**Franklin Academy**  
**18800 Pines Blvd., Pembroke Pines, FL 33029**  
**Phone (954) 703-2294 Fax (954)436-2861**  
**www.Franklin-Academy.org**





## Home Language Survey

**Student Name:**

---

Last \_\_\_\_\_ First \_\_\_\_\_ MI. \_\_\_\_\_

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

Race: W \_\_\_\_\_ B \_\_\_\_\_ A \_\_\_\_\_ AM/IND \_\_\_\_\_ HAW/PI \_\_\_\_\_

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

**Previous School** \_\_\_\_\_

**Private School?** Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, School \_\_\_\_\_

**Florida Public?** Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, School \_\_\_\_\_

**County** \_\_\_\_\_ **Outside of Florida?** Yes \_\_\_\_\_ No \_\_\_\_\_

**If yes, School** \_\_\_\_\_ **City** \_\_\_\_\_

**State** \_\_\_\_\_ **Country** \_\_\_\_\_ **Check One: Public** \_\_\_\_\_ **Private** \_\_\_\_\_ **Other** \_\_\_\_\_

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

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

Yes \_\_\_\_\_ No \_\_\_\_\_

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

Yes \_\_\_\_\_ No \_\_\_\_\_

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

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes what language? \_\_\_\_\_

Parent/Guardian signature \_\_\_\_\_ Date \_\_\_\_\_

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

# Application for Free or Reduced Lunch Price



Dear Parent/Guardian:

Children need healthy meals to learn. Franklin Academy offers healthy meals every school day. Breakfast costs **\$2:00**; lunch costs **\$3:00**. Your children may qualify for free meals or for reduced price meals. Reduced price is **\$0.30** for breakfast and **\$0.40** for lunch.

1. **DO I NEED TO FILL OUT AN APPLICATION FOR EACH CHILD?** No. Complete the application to apply for free or reduced price meals. *Use one Free and Reduced Price School Meals Application for all students in your household.* We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to: Franklin Academy 18800 Pines Blvd., Pembroke Pines, FL 33029.
2. **WHO CAN GET FREE MEALS?** All children in households receiving benefits from Florida SNAP, the Food Distribution Program on Indian Reservations or Florida TANF, can get free meals regardless of your income. Also, your children can get free meals if your household's gross income is within the free limits on the Federal Income Eligibility Guidelines.
3. **CAN FOSTER CHILDREN GET FREE MEALS?** Yes, foster children that are under the legal responsibility of a foster care agency or court, are eligible for free meals. Any foster child in the household is eligible for free meals regardless of income.
4. **CAN HOMELESS, RUNAWAY, AND MIGRANT CHILDREN GET FREE MEALS?** Yes, children who meet the definition of homeless, runaway, or migrant qualify for free meals. If you haven't been told your children will get free meals, please call or e-mail Franklin Academy's, homeless liaison or migrant coordinator information to see if they qualify.
5. **WHO CAN GET REDUCED PRICE MEALS?** Your children can get low cost meals if your household income is within the reduced price limits on the Federal Eligibility Income Chart, shown on this application.
6. **SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE APPROVED FOR FREE MEALS?** Please read the letter you got carefully and follow the instructions. Call the school at (954) 703-2294 if you have questions.
7. **MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT ANOTHER ONE?** Yes. Your child's application is only good for that school year and for the first few days of this school year. You must send in a new application unless the school told you that your child is eligible for the new school year.
8. **I GET WIC. CAN MY CHILD(REN) GET FREE MEALS?** Children in households participating in WIC may be eligible for free or reduced price meals. Please fill out an application.
9. **WILL THE INFORMATION I GIVE BE CHECKED?** Yes and we may also ask you to send written proof.

10. IF I DON'T QUALIFY NOW, MAY I APPLY LATER? Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free and reduced price meals if the household income drops below the income limit.

11. WHAT IF I DISAGREE WITH THE SCHOOL'S DECISION ABOUT MY APPLICATION? You should talk to school officials. You also may ask for a hearing by calling or writing to: Franklin Academy, (954) 703-2294.

MAY I APPLY IF SOMEONE IN MY HOUSEHOLD IS NOT A U.S. CITIZEN? Yes. You or your child(ren) do not have to be U.S. citizens to qualify for free or reduced price meals.

12. WHO SHOULD I INCLUDE AS MEMBERS OF MY HOUSEHOLD? You must include all people living in your household, related or not (such as grandparents, other relatives, or friends) who share income and expenses. You must include yourself and all children living with you. If you live with other people who are economically independent (for example, people who you do not support, who do not share income with you or your children, and who pay a pro-rated share of expenses), do not include them.

13. WHAT IF MY INCOME IS NOT ALWAYS THE SAME? List the amount that you normally receive. For example, if you normally make \$1000 each month, but you missed some work last month and only made \$900, put down that you made \$1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.

14. WE ARE IN THE MILITARY. DO WE INCLUDE OUR HOUSING ALLOWANCE AS INCOME? If you get an off-base housing allowance, it must be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income.

15. MY SPOUSE IS DEPLOYED TO A COMBAT ZONE. IS HER COMBAT PAY COUNTED AS INCOME? No, if the combat pay is received in addition to her basic pay because of her deployment and it wasn't received before she was deployed, combat pay is not counted as income. Contact your school for more information.

16. MY FAMILY NEEDS MORE HELP. ARE THERE OTHER PROGRAMS WE MIGHT APPLY FOR? To find out how to apply for [State SNAP] or other assistance benefits, contact your local assistance office or call **866-762-2237**.

If you have other questions or need help, call: IVY BENARDO, ASSISTANT PRINCIPAL (954)703-2294.

*Si necesita ayuda, por favor llame al teléfono:* IVY BENARDO, ASSISTANT PRINCIPAL (954)703-2294.

*Si vous voudriez d'aide, contactez nous au numero:* IVY BENARDO, ASSISTANT PRINCIPAL (954)703-2294.

Sincerely,

**Franklin Academy**

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# INSTRUCTIONS FOR APPLYING

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*A HOUSEHOLD MEMBER IS ANY CHILD OR ADULT LIVING WITH YOU.*

IF YOUR HOUSEHOLD RECEIVES BENEFITS FROM **FLORIDA SNAP, OR FLORIDA TANF OR THE FOOD DISTRIBUTION PROGRAM ON INDIAN RESERVATIONS FDPIR**, FOLLOW THESE INSTRUCTIONS:

**Part 1:** List all household members and the name of school for each child.

**Part 2:** List the case number for any household member (including adults) receiving **Florida SNAP** or **Florida TANF** or **FDPIR** benefits.

**Part 3:** Skip this part.

**Part 4:** Skip this part.

**Part 5:** Sign the form. The last four digits of a Social Security Number are **not** necessary.

**Part 6:** Answer this question if you choose to.

IF NO ONE IN YOUR HOUSEHOLD GETS **Florida SNAP** OR **Florida TANF** BENEFITS AND IF ANY CHILD IN YOUR HOUSEHOLD IS HOMELESS, A MIGRANT OR RUNAWAY, FOLLOW THESE INSTRUCTIONS:

**Part 1:** List all household members and the name of school for each child.

**Part 2:** Skip this part.

**Part 3:** If any child you are applying for is homeless, migrant, or a runaway check the appropriate box and call Franklin Academy's homeless liaison, migrant coordinator.

**Part 4:** Complete only if a child in your household isn't eligible under Part 3. See instructions for All Other Households.

**Part 5:** Sign the form. The last four digits of a Social Security Number are not necessary if you didn't need to fill in Part 4.

**Part 6:** Answer this question if you choose to.

IF YOU ARE APPLYING FOR A FOSTER CHILD, FOLLOW THESE INSTRUCTIONS:

**If all children in the household are foster children:**

**Part 1:** List all foster children and the school name for each child. Check the box indicating the child is a foster child.

**Part 2:** Skip this part.

**Part 3:** Skip this part.

**Part 4:** Skip this part.

**Part 5:** Sign the form. The last four digits of a Social Security Number are **not** necessary.

**Part 6:** Answer this question if you choose to.

**If some of the children in the household are foster children:**

**Part 1:** List all household members and the name of school for each child. For any person, including children, with no income, you must check the "No Income" box. Check the box if the child is a foster child.

**Part 2:** If the household does not have a case number, skip this part.

**Part 3:** If any child you are applying for is homeless, migrant, or a runaway check the appropriate box and call Franklin Academy's homeless liaison, migrant coordinator. If not, skip this part.

**Part 4:** Follow these instructions to report total household income from this month or last month.

- **Box 1—Name:** List all household members with income.
- **Box 2—Gross Income and How Often It Was Received:** For each household member, list each type of income received for the month. You must tell us how often the money is received—weekly, every other week, twice a month or monthly. For earnings, be sure to list the **gross income**, not the take-home pay. Gross income is the amount earned *before* taxes and other deductions. You should be able to find it on your pay stub or your boss can tell you. For other income, list the amount each person got for the month from welfare, child support, alimony, pensions, retirement, Social Security, Supplemental Security Income (SSI), Veteran's benefits (VA benefits), and disability benefits. Under *All Other Income*, list Worker's Compensation, unemployment or strike benefits, regular contributions from people who do not live in your household, and any other income. Do not include income from SNAP, FDPIR, WIC, Federal education benefits and foster payments received by the family from the placing agency. For **ONLY** the self-employed, under *Earnings from Work*, report income after expenses. This is for your business, farm, or rental property. If you are in the Military Privatized Housing Initiative or get combat pay, do not include these allowances as income.

**Part 5:** Adult household member must sign the form and list the last four digits of their Social Security Number (or mark the box if s/he doesn't have one).

**Part 6:** Answer this question, if you choose.

ALL OTHER HOUSEHOLDS, INCLUDING WIC HOUSEHOLDS, FOLLOW THESE INSTRUCTIONS:
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**Part 1:** List all household members and the name of school for each child. For any person, including children, with no income, you must check the "No Income" box.

**Part 2:** If the household does not have a case number, skip this part.

**Part 3:** If any child you are applying for is homeless, migrant, or a runaway check the appropriate box and call Ivy Benardo Assistant Principal - (954)703-2294. If not, skip this part.

**Part 4:** Follow these instructions to report total household income from this month or last month.

- **Box 1–Name:** List all household members with income.
- **Box 2 –Gross Income and How Often It Was Received:** For each household member, list each type of income received for the month. You must tell us how often the money is received—weekly, every other week, twice a month or monthly. For earnings, be sure to list the **gross income**, not the take-home pay. Gross income is the amount earned *before* taxes and other deductions. You should be able to find it on your pay stub or your boss can tell you. For other income, list the amount each person got for the month from welfare, child support, alimony, pensions, retirement, Social Security, Supplemental Security Income (SSI), Veteran's benefits (VA benefits), and disability benefits. Under *All Other Income*, list Worker's Compensation, unemployment or strike benefits, regular contributions from people who do not live in your household, and any other income. Do not include income from SNAP, FDPIR, WIC, Federal education benefits and foster payments received by the family from the placing agency. For **ONLY** the self-employed, under *Earnings from Work*, report income after expenses. This is for your business, farm, or rental property. Do not include income from SNAP, FDPIR, WIC or Federal education benefits. If you are in the Military Privatized Housing Initiative or get combat pay, do not include these allowances as income.

**Part 5:** Adult household member must sign the form and list the last four digits of their Social Security Number (or mark the box if s/he doesn't have one).

**Part 6:** Answer, this question if you choose.

## FREE AND REDUCED PRICE SCHOOL MEALS FAMILY APPLICATION

**PART 1. ALL HOUSEHOLD MEMBERS**

Names of <u>all</u> household members (First, Middle Initial, Last)	Name of school for each child/or indicate "NA" if child is not in school	Check if a foster child (legal responsibility of welfare agency or court)  * If all children listed below are foster children, skip to Part 5 to sign this form.	Check if NO income
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

**Part 2. BENEFITS**

IF ANY MEMBER OF YOUR HOUSEHOLD RECEIVES **Florida SNAP, FDPIR OR Florida TANF Cash Assistance**, PROVIDE THE NAME AND CASE NUMBER FOR THE PERSON WHO RECEIVES BENEFITS AND **SKIP TO PART 5. IF NO ONE RECEIVES THESE BENEFITS, SKIP TO PART 3.**

NAME: \_\_\_\_\_ CASE NUMBER: \_\_\_\_\_

**PART 3. IF ANY CHILD YOU ARE APPLYING FOR IS HOMELESS, MIGRANT, OR A RUNAWAY CHECK THE APPROPRIATE BOX AND CALL (954)703-2294.**  
HOMELESS  MIGRANT  RUNAWAY

**PART 4. TOTAL HOUSEHOLD GROSS INCOME.** You must tell us how much and how often.

1. NAME (List only household members with income)	2. GROSS INCOME AND HOW OFTEN IT WAS RECEIVED			
	Earnings From Work before deductions	Welfare, child support, alimony	Pensions, retirement, Social Security, SSI, VA benefits	All Other Income
<i>(Example) Jane Smith</i>	<u>\$199.99/weekly</u>	<u>\$149.99/every other week</u>	<u>\$99.99/monthly</u>	<u>\$50.00/monthly</u>
	\$___/___	\$___/___	\$___/___	\$___/___
	\$___/___	\$___/___	\$___/___	\$___/___
	\$___/___	\$___/___	\$___/___	\$___/___
	\$___/___	\$___/___	\$___/___	\$___/___
	\$___/___	\$___/___	\$___/___	\$___/___

**PART 5. SIGNATURE AND LAST FOUR DIGITS OF SOCIAL SECURITY NUMBER (ADULT MUST SIGN)**

An adult household member must sign the application. **If Part 4 is completed, the adult signing the form also must list the last four digits of his or her Social Security Number or mark the "I do not have a Social Security Number" box.** (See Privacy Act Statement on the back of this page.)

*I certify (promise) that all information on this application is true and that all income is reported. I understand that the school will get Federal funds based on the information I give. I understand that school officials may verify (check) the information. I understand that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted.*

Sign here: \_\_\_\_\_ Print name: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Last four digits of Social Security Number: \*\*\* - \* \* - \_ \_ \_ \_  I do not have a Social Security Number

**PART 6. CHILDREN'S ETHNIC AND RACIAL IDENTITIES (OPTIONAL)**

*Choose one ethnicity:*

- Hispanic/Latino
- Not Hispanic/Latino

*Choose one or more (regardless of ethnicity):*

- Asian
- American Indian or Alaska Native
- Black or African American
- White
- Native Hawaiian or other Pacific Islander

**DO NOT FILL OUT THIS PART. THIS IS FOR SCHOOL USE ONLY.**

Annual Income Conversion: Weekly x 52, Every 2 Weeks x 26, Twice A Month x 24 Monthly x 12

Total Income: \_\_\_\_\_ Per:  Week,  Every 2 Weeks,  Twice A Month,  Month,  Year Household size: \_\_\_\_\_

Categorical Eligibility: \_\_\_ Date Withdrawn: \_\_\_\_\_ Eligibility: Free \_\_\_ Reduced \_\_\_ Denied \_\_\_

Reason: \_\_\_\_\_

Temporary: Free \_\_\_ Reduced \_\_\_ Time Period: \_\_\_\_\_ (expires after \_\_\_ days)

Determining Official's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Confirming Official's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Verifying Official's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Your children may qualify for free or reduced price meals if your household income falls at or below the limits on this chart.

INCOME ELIGIBILITY GUIDELINES												
		Effective from						to				
		July 1, 2011						June 30, 2012				
HOUSEHOLD SIZE	FEDERAL POVERTY GUIDELINES	REDUCED PRICE MEALS - 185 %						FREE MEALS - 130 %				
	ANNUAL	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY	
<b>48 CONTIGUOUS STATES, DISTRICT OF COLUMBIA, GUAM, AND TERRITORIES</b>												
1 .....	10,890	20,147	1,679	840	775	388	14,157	1,180	590	545	273	
2 .....	14,710	27,214	2,268	1,134	1,047	524	19,123	1,594	797	736	368	
3 .....	18,530	34,281	2,857	1,429	1,319	660	24,089	2,008	1,004	927	464	
4 .....	22,350	41,348	3,446	1,723	1,591	796	29,055	2,422	1,211	1,118	559	
5 .....	26,170	48,415	4,035	2,018	1,863	932	34,021	2,836	1,418	1,309	655	
6 .....	29,990	55,482	4,624	2,312	2,134	1,067	38,987	3,249	1,625	1,500	750	
7 .....	33,810	62,549	5,213	2,607	2,406	1,203	43,953	3,663	1,832	1,691	846	
8 .....	37,630	69,616	5,802	2,901	2,678	1,339	48,919	4,077	2,039	1,882	941	
For each add'l family member, add	3,820	7,067	589	295	272	136	4,966	414	207	191	96	
<b>ALASKA</b>												
1 .....	13,600	25,160	2,097	1,049	968	484	17,680	1,474	737	680	340	
2 .....	18,380	34,003	2,834	1,417	1,308	654	23,894	1,992	996	919	460	
3 .....	23,160	42,846	3,571	1,786	1,648	824	30,108	2,509	1,255	1,158	579	
4 .....	27,940	51,689	4,308	2,154	1,989	995	36,322	3,027	1,514	1,397	699	
5 .....	32,720	60,532	5,045	2,523	2,329	1,165	42,536	3,545	1,773	1,636	818	
6 .....	37,500	69,375	5,782	2,891	2,669	1,335	48,750	4,063	2,032	1,875	938	
7 .....	42,280	78,218	6,519	3,260	3,009	1,505	54,964	4,581	2,291	2,114	1,057	
8 .....	47,060	87,061	7,256	3,628	3,349	1,675	61,178	5,099	2,550	2,353	1,177	
For each add'l family member, add	4,780	8,843	737	369	341	171	6,214	518	259	239	120	
<b>HAWAII</b>												
1 .....	12,540	23,199	1,934	967	893	447	16,302	1,359	680	627	314	
2 .....	16,930	31,321	2,611	1,306	1,205	603	22,009	1,835	918	847	424	
3 .....	21,320	39,442	3,287	1,644	1,517	759	27,716	2,310	1,155	1,066	533	
4 .....	25,710	47,564	3,964	1,982	1,830	915	33,423	2,786	1,393	1,286	643	
5 .....	30,100	55,685	4,641	2,321	2,142	1,071	39,130	3,261	1,631	1,505	753	
6 .....	34,490	63,807	5,318	2,659	2,455	1,228	44,837	3,737	1,869	1,725	863	
7 .....	38,880	71,928	5,994	2,997	2,767	1,384	50,544	4,212	2,106	1,944	972	
8 .....	43,270	80,050	6,671	3,336	3,079	1,540	56,251	4,688	2,344	2,164	1,082	
For each add'l family member, add	4,390	8,122	677	339	313	157	5,707	476	238	220	110	

Privacy Act Statement: This explains how we will use the information you give us.

The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

Non-discrimination Statement: This explains what to do if you believe you have been treated unfairly. "In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer."

# Financial Letter of Commitment





buildinghope

QUALITY/RESULTS/GROWTH FOR PUBLIC CHARTER SCHOOLS

July 25, 2013

Subject: Franklin Academy Middle High Charter School

To whom it may concern;

Building Hope, is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects.

Building Hope is committed to supporting Franklin Academy Middle High Charter School in developing a long-range plan for the opening of the above-referenced charter school. In order to ensure that the charter school is able to secure working capital for opening, Building Hope may offer a number of different services including facility and working capital financing. Building Hope has provided such financial assistance to charter schools by:

- Lending funds for facilities acquisitions and/or improvements at below-market rates.
- Guaranteeing, insuring, and reinsuring debt used to assist charter schools to acquire, renovate, or construct school facilities.
- Guaranteeing or insuring leases of personal or real property that are needed to begin or continue the operation of the charter schools.
- Facilitating financing by potential lenders.
- Facilitating the issuance of bonds by charter schools or other public entities for the benefit of charter schools.

In addition, Building Hope provides loan guarantees to make facilities financing more affordable for public charter schools throughout the United States. Guarantees range in size from \$250,000 to \$1 million. They have a five-year term with a 1% commitment fee and a 1% annual guaranty fee.

Sincerely,

Richard Moreno  
Executive Director - CSSC

# Accounting Policies

ACCOUNTING

POLICIES

&

PROCEDURES

MANUAL

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## Introduction

**Franklin Academy** is a not for profit corporation, organized under the laws of the State of Florida.

**Franklin Academy** is exempt from federal income tax under section 501 (c) (3) of the Internal Revenue Code, effective **07/01/2010**.

The Employer Identification Number is **27-2123983**.

Title: GENERAL OFFICE PROCEDURES

Purpose: To explain the procedures for performing general office duties.

1.0 Handling of Mail

1.1 The office manager, or designee, will be responsible for checking the mailbox on a daily basis and receiving all incoming mail. All incoming mail will be date stamped before distribution.

1.2 A copy of all outgoing correspondence will be maintained in the appropriate office file.

2.0 Property and Supplies

2.1 Office equipment and supplies are to be used for official business only. All property and supplies should be stored in a secure location.

2.2 The clerical support staff will maintain an inventory of basic office supplies used. Request for supplies should be submitted to the office manager for approval through the Principal or designee.

3.0 Purchasing

3.1 All office supplies must be ordered through the Principal or designee. Once a purchase has been approved, the requisite documentation required by specific grantors and/or the bookkeeper will be prepared and executed by the Principal or designee.

3.2 Purchase orders will include:

Date  
Purchase order numbers  
Vendor Name  
Vendor Telephone Number  
General Description  
Amount (Estimated)  
Preparer's Signature and Date

4.0 Telephone Use

4.1 The office telephones are for official business. Occasional local personal calls are acceptable, but employees are urged to keep them to a minimum.

4.2 Any employee making long distance calls on behalf of the organization shall keep a record of such calls. An employee shall not utilize the telephone for personal calls.

Title: ACCOUNTS PAYABLE, CASH DISBURSEMENTS AND ACCRUED EXPENSES

Policy: Proper internal control will be followed to ensure that only valid and authorized payables are recorded and paid. Accounting procedures will be implemented to ensure the accuracy of amounts, coding of general ledger accounts and appropriate timing of payments.

Purpose: To explain the procedures for documenting, recording and issuing payments for accounts payable transactions.

Scope: This procedure applies to all purchases including COD amounts and reimbursement of travel and expense reports.

Procedures:

1.0 Documenting accounts payable

1.1 After being stamped with the "date received" stamp, all:

Purchase Orders with purchase requisition, if applicable and Vendor invoices will be placed in an accounts payable file.

2.0 Recording of Invoices and Check Request

2.1 The invoices will be matched to the purchase order request from each campus.

2.2 All invoices will identify the bank account and other special instructions for payment, if applicable.

2.3 The Principal will approve all invoices before being delivered to the administration office.

2.4 The Check Request Form will follow the same procedure 2.1-2.3 except purchase orders maybe omitted subject to Principal approval.

2.5 Approved invoices and check request will be entered into the accounting system for proper coding and payment

3.0 Payment of accounts payable

3.1 Weekly, accounts payable invoices will be selected for payment according to their payment terms unless otherwise determined by the Principal or designee. Any credit balances (amounts owed to the Charter School) should be applied to the invoice amount when determining payment.

3.2 After the checks are printed, a copy will be made to attached to each invoice.

3.3 The original checks will be paper clipped to the copied check and invoice.

3.4 The original checks and all backup will be sent to the Board Chair or designee for final

approval and signature.

3.5 Original checks will be mailed as assigned by CSSC.

#### 4.0 Accrued expenses

- 4.1 CSSC will be responsible for preparing records of accrued expenses at the end of each month. Accrued expenses represent amounts due for services or benefits that the charter school has received but are not yet payable.
- 4.2 CSSC will determine the proper amount of each expense that should be accrued.
- 4.3 Once all amounts have been determined, the accrued expenses will be recorded in the accounting system.

Title: BAD/NSF CHECKS

Policy: Checks returned by the bank and designated uncollectible are to be processed in a method to avoid confronting or embarrassing clients/donors while ensuring that the funds will be collected.

Purpose: To establish guidelines to be followed for bad checks.

Scope: This procedure applies to all checks returned that are designated uncollectible such as "insufficient funds" or "uncollected funds."

Procedures:

1.0 RETURNED CHECKS

- 1.1 A returned check for less than \$1,000 or stamped "uncollected funds," should be re-deposited the following day, or when the next deposit is made.

For returned checks in amounts greater than \$1,000, the bank that the check is drawn against should be telephoned and requested to provide if the check amount will clear the client/donor's account. (Note: The bank account number should be the second number series located at the bottom center of the check.) If sufficient funds exist the check should be re-deposited.

2.0 REDEPOSITED CHECKS

- 2.1 In the event a re-deposited check is returned or if sufficient funds do not exist to cover the check, the check should be turned over to the Principal or treasurer immediately.

Further, when more than one bad check is issued by the same party within any three-month period, notify the Principal. Do not redeposit the check unless instructed to do so.

The Principal should contact the issuer by phone to report the problem and discuss how the matter will be resolved.

- 2.2 At the Principal's discretion, a check may be re-deposited. Whenever a check is re-deposited more than once, a handling fee of \$25.00 should be charged to the issuer.

Title: BANK ACCOUNT RECONCILIATIONS

Policy: Errors or omissions can be made to the cash records due to the many transactions that occur. Therefore, it is necessary to prove periodically the balance shown in the general ledger. Cash on deposit with a bank or other financial institution is not available for count and is therefore proved through the preparation of a reconciliation of the charter school's record of cash in the bank/financial institution and the bank/financial institution's record of the charter school's cash that is on deposit.

Purpose: To outline the procedures for preparation of a monthly bank reconciliation and record keeping of any adjustments.

Scope: This policy statement applies to all bank/financial institution accounts maintained by the charter school.

Procedures:

#### 1.0 FORMAT:

1.1 The charter school's format for monthly bank/financial institution reconciliations, entitled Reconciliation of Bank/Financial Institution and Book Balances to Corrected Balance (See Exhibit 1), is composed of two distinct sections. One section begins with the balance as shown on the bank/financial institution statement and works to a corrected balance. That is the balance the bank/financial institution statement would show if all transactions were recorded by the bank (e.g. outstanding checks, deposits in transit, etc.)

The second section starts with the balance shown by the charter school records and also works to a corrected balance, the balance that should be shown in the charter school's records after all transactions are properly recorded (e.g. bank charges, interest, etc.).

#### 2.0 PREPARATION AND RECONCILING ITEMS:

2.1 Upon receipt of the monthly bank/financial institution statement including cleared checks, deposit slips and any other transaction notifications, the monthly bank/financial institution reconciliation will be prepared by the accountant, bookkeeper or designee.

2.2 The first section of the monthly reconciliation will be started with the ending balance per the bank/financial institution statement.

## BANK ACCOUNT RECONCILIATIONS (cont.)

Next, any deposits in transit that were made by the charter school, but were not yet recorded by the bank/financial institution will be listed and added to the bank/financial institution balance.

Next, any checks that were written on the account prior to month-end but which have not yet cleared the bank/financial institution, will be listed and deducted from the bank/financial institution balance.

From these steps, the "corrected" ending balance will be derived for the first section.

- 2.3 The second section of the monthly reconciliation will be started with the ending balance per the charter school's books.

Next, any interest or any other bank/financial institution credit items will be listed and added to the balance.

Next, any bank/financial institution charges, transfer fees, etc. will be listed and deducted from the balance.

From these steps, the "corrected" ending balance will be derived for the second section and should equal the "corrected" balance for the first section.

- 2.4 Any discrepancies between these two balances will require research by the accountant, bookkeeper, or designee to determine the cause, such as recording errors, omissions, mispostings, etc. This can also include recalculation of the bank/financial institution statement for any possible errors made by the bank/financial institution.

## 3.0 ADJUSTMENTS AND JOURNAL ENTRIES

- 3.1 Any book reconciling items such as interest, bank/financial institution charges and any recording errors will be summarized and drafted in journal entry form for recording in the general ledger.
- 3.2 Further, any outstanding checks over six months old will be reviewed for disposition including write-off by journal entry.

## BANK ACCOUNT RECONCILIATIONS (cont.) 4.0

### REVIEW AND APPROVAL

- 4.1 The monthly bank/financial institution reconciliation for each account should be reviewed and approved by the Treasurer or designee (an individual who did not prepare it), via signature and date on the completed forms.

Title: BANK LOAN APPLICATIONS

Policy: The financial management function is responsible for developing the charter school's financing plan for capital needs. To expedite loan approval processes, prepare for loan officer questions and as an aid in negotiating loan rates and other terms with multiple lenders, the treasurer or designee will prepare loan proposals according to established procedures.

Purpose: To provide guidelines for determination of suitable lending requirements and format and preparation of loan proposals.

Scope: This procedure applies to bank loan applications and can be used for alternate forms of financing. Proposals can be used for loan applications for one or more banks or lending institutions.

Procedures:

## 1.0 ASSESSMENT OF CAPITAL REQUIREMENTS

1.1 The board president will be responsible for directing the treasurer in developing borrowing and financial plans to meet the needs of the charter school's operations. These plans shall take into account current and projected business conditions and can include the following criteria:

- Capital requirements to satisfy the charter school growth in relation to risk.
- Ability of the charter school to meet present obligations as well as new debt under worse case conditions.
- Appropriateness of capital or debt structure.
- Level or type of debt does not preclude future borrowing or funding capacity.
- Cost of capital in relation to return on investment from use of funds obtained.

The board president will designate which institutions are to be contacted for borrowing purposes and will prepare loan applications with all required supporting analyses and documentation.

## 2.0 PREPARATION OF LOAN APPLICATIONS

2.1 Loan proposals will be drafted with the following information, if applicable:

- Date: The proposal for each bank should be dated with the current date the proposal will be given to the bank.

## BANK LOAN APPLICATIONS (cont.)

- Borrower: The specific legal name of the intended borrowing entity should be listed. This will avoid confusion with other organization subsidiaries and personal loans to officers.
- Type of Loan: The specific type of loan requested should be listed (i.e. equipment loan, line of credit, etc.) This eliminates any guessing or assumptions by the loan officer.
- Amount: The amount of the loan requested should be determined and listed. It is very important to establish credibility with the loan officer and committees. All numbers should be carefully forecasted and supported with documentation. Asking for too much or too little money can convey uncertainty or doubt about the charter school's ability to implement successfully the plans for the loan proceeds.
- Use of Proceeds: As above, the use of proceeds should be listed and well supported by documentation in the charter school's business plan and forecasts.
- Term: The desired term of the loan should be listed. If deemed possible, longer terms should be requested to avoid the process of having to renew the loan frequently.
- Closing Date: Set a closing date. For renewals, approximately 30 days after application; for new bank or loan applications, approximately 60 days after application. This communicates a bit of negotiating edge for the charter school by conveying the message that the matter is to be resolved or the charter school will use other banks willing to work within this schedule.
- Takedown at Closing: The amount of funds to be drawn immediately at closing of the loan should be listed. As above, this should reflect the business plan and conveys that the charter school understands its business and financial requirements.
- Collateral: Any assets (i.e., equipment, inventory, accounts receivable, etc.) to be used as collateral for the loan should be listed and appropriately reflect the type of loan.
- Guarantees: This should normally be completed with "none." The charter school should always propose loans based upon the charter school's credit worthiness. However, in certain situations, personal guarantees by the officers may be necessary.

## BANK LOAN APPLICATIONS (cont.)

- Rate: For negotiating purposes, rather than have the bank "suggest" the interest rate, it is better to state a reasonable but fair rate for the charter school. The rate should reflect the type of loan and the level of risk we think the charter school represents to the bank.
- Repayment Schedule: A realistic repayment schedule should be determined and should correspond to the charter school's business plan and financial forecasts.
- Source of Funds for Repayment: The specific source of cash flow to be used for repayment should be identified.

Alternate Source of Funds for Repayment: To satisfy concerns by banks that in the event the charter school does not meet financial projections, the plans on how the charter school would meet the repayment schedule should be listed. For example, liquidating assets, etc., could be used to repay the loan.

Title: BANKING POLICY AND RELATIONS

Policy: The treasurer or designee can arrange with several financial institutions to provide for the operational requirements of the charter school and can invest excess capital funds in certificates of deposit, money market funds, Treasury Notes, Bonds and bills, equities, mutual funds and professionally managed accounts. Further, the treasurer or designee will maintain positive relations with all sources of capital and banking service providers.

Purpose: To outline operational banking and investment procedures and maintaining positive relations with the charter school's selected financial institutions.

Scope: This procedure applies to all banking activities of the organization.

Procedures:

## 1.0 BANKING RELATIONS

1.1 The treasurer or designee will be the charter school's primary representative in dealing with financial institutions. The treasurer or designee will be responsible for meeting with personnel of the charter school's primary financial institutions on a quarterly basis to provide consistent financial information reporting and updates on the charter school's operations to financial institution officials. The treasurer or designee will be responsible for promoting a positive working relationship between the charter school and the financial institutions. The treasurer or designee will also provide institution officials with the charter school's anticipated capital needs or financial service requirements to provide institution officials adequate time to understand, approve and prepare for the charter school's needs.

1.2 The treasurer or designee will also perform an ongoing evaluation of the institution's abilities to satisfy the needs of the charter school and will make appropriate changes whenever necessary. Criteria to be used in the evaluating institutions can include:

- Institution Size (appropriate size to meet charter school needs while being small enough to be responsive) - - -
  - Financial safety and capital structure
  - Reputation
  - Location
  - Flexibility and lending philosophy/attitudes
- Operating efficiency and accuracy (computerization, employee training, etc.)

## BANKING POLICY AND RELATIONS (cont.)

- 1.3 The treasurer or designee will also determine and document an information profile on qualified institutions with the above information and shall include, knowing how the institution makes its credit decisions, who is responsible or involved in the decision, and how long the process takes.

## 2.0 BANKING POLICY AND ARRANGEMENTS

- 2.1 The charter school shall establish a separate account for each fund and/or account group which will be used for all deposits and disbursements related to the fund.

The charter school shall negotiate the following arrangements with all banks/financial institutions:

No service charges for checks, deposits or statements.

No charges for stop payments.

No holdbacks on deposits so funds are available immediately.

Title: CAPITALIZATION & DEPRECIATION OF FIXED ASSETS

Policy: Assets acquisitions with a useful life expectancy of greater than one year and with a material unit cost will be capitalized by the charter school and depreciated.

Purpose: The purpose of this procedure is to delineate the capitalization and depreciation methods for various asset groups.

Scope: All acquisitions of capital assets for the charter school.

Definitions: Capitalization - Capitalization is the process of recording the purchase of a fixed asset that is generally recorded individually on an asset schedule. Examples of capital expenditures are purchases of land, buildings, machinery, office equipment, leasehold improvements, computer software and vehicles.

Depreciation - Depreciation represents the write-down or write-off of the cost of the asset over its estimated useful life.

Procedures:

### 1.0 CAPITALIZATION

- 1.1 All assets with a useful life of greater than one year and a material unit cost will be capitalized and (except for land) will be recorded in the depreciation records. Any asset that does not meet the above criteria will be expensed such as small tools and equipment or repairs and maintenance.
- 1.2 The cost basis of furniture and equipment assets will include all charges relating to the purchase of the asset including the purchase price, freight charges and installation if applicable.
- 1.3 Leasehold improvements are to be capitalized if they relate to the occupancy of a new location or a major renovation of an existing location. Expenditures incurred in connection with maintaining an existing facility in good working order should be expensed as a repair.
- 1.4 The cost of buildings should include all expenditures related directly to their acquisition or construction. These costs include materials, labor and overhead incurred during construction and fees, such as attorney's and architect's and building permits.

## CAPITALIZATION & DEPRECIATION OF FIXED ASSETS (cont.) 2.0

### DEPRECIATION

- 2.1 In general, the depreciation methods/lives for assets should be selected for consistent financial reporting and tax purposes.

The following depreciation methods and useful lives should be used for the following asset classifications for financial reporting purposes:

<u>Asset Class</u>	<u>Useful Life</u>	<u>Method</u>
Vehicles	Five Years	Straight Line
Office Equipment and Computers	Five Years	Straight Line
Furniture and Machinery	Seven Years	Straight Line
Leasehold Improvements	Remaining life of lease term including Option renewals	Straight Line
Buildings	Thirty Years	Straight Line

- 2.2 The lowest life permitted by tax regulations for asset classes should be selected to optimize depreciation deductions.

- Title:** FIXED ASSET CONTROL
- Policy:** Proper control procedures will be followed for all capital asset acquisitions, transfers and dispositions in order to provide internal control of capital equipment and to assist in reporting. Management is responsible and accountable for furniture, equipment, machinery and any other capital assets and will maintain some type of control over capital assets. The accountant or designee will assist and evaluate the capital asset control procedures.
- Purpose:** To outline the procedures for acquiring, disposing and maintaining control of capital assets.
- Scope:** This procedure applies to all tangible assets and supplies with a cost basis or fair market value (FMV) of \$50.00 or greater and with a useful life of greater than one year.

## 1.0 ACQUISITIONS

- 1.1 All purchases of assets costing more than \$50 and less than \$1000 will be approved by the Principal and treasurer. Assets with a cost greater than \$1000 will also require the approval of the Board Chairman.

A Capital Asset Requisition form (Exhibit 1) must be completed and approved for all purchases. This form is to be attached to all purchase orders or check authorization forms submitted to the bookkeeper. Management may source the vendor for the purchase of the capital asset or can submit the request to solicit bids to the board of directors for assets costing \$1000 or more.

- 1.2 Any internally constructed or donated equipment will be reported to the bookkeeper if the item cost or has a FMV of \$100 or more. A complete description of the property, date manufactured or received, number of items, cost or estimated value and a statement that it was internally constructed or donated will be included in the report.

## 2.0 DISPOSITIONS

- 2.1 Capital assets may be sold or traded-in on new equipment. An Asset Disposition form (Exhibit 2) is to be completed and approved by the Principal. Any assets with an original value greater than \$1,000 will also require the treasurer or designee's approval.

Upon approval, the charter school may advertise the property for sale or submit a list to the bookkeeper for sale and disposition.

## FIXED ASSET CONTROL (cont.)

After completion of the sale, the Asset Disposition form will be submitted to the accountant. The accountant will delete the item from the asset records and record any gain or loss on the disposition.

2.2 Worn-out or obsolete property with no cash value will be reported to the bookkeeper on the Asset Disposition form with description, serial number and condition. The bookkeeper will inspect all worn-out or obsolete property before it is removed from the charter school and discarded. The asset will then be removed from the asset records.

2.3 Any asset that is missing or has been stolen will be reported in writing as soon as possible. The description, serial number, and other information about the lost item should be included in the report.

The Principal or treasurer will determine the proper course of action and will notify the charter school's insurance carrier and any outside authorities if deemed appropriate. If not recovered, the asset will then be removed from the asset records.

## 3.0 ASSET RECORDS

3.1 Upon any asset acquisition, the bookkeeper or designee is responsible for assigning and attaching asset number labels to the property where it can be readily located.

The bookkeeper will then maintain a detailed Tangible Asset Log. Each asset that receives an asset label will be recorded on the log. This log will display the asset label number assigned to the asset, the date the asset was purchased, the date the *asset* was *labeled*, the cost or FMV of the asset, the location of the asset, *the* description of the asset and the date the asset was disposed of, if applicable.

3.2 On an annual basis, the Tangible Asset Log should be reviewed to verify the accuracy of the log. Any discrepancies noted should be reported to the bookkeeper to be resolved.

Title: CHECK REQUEST

Policy: To ensure efficient processing and record keeping. All manual check requests will be prepared on a written check request form.

Purpose: To describe the process for completing a check request form.

Scope: All manual check requests.

Procedures:

## 1.0 ORIGINATION

- 1.1 Whenever an employee requires a manual check to be issued, such as picking up items or for cash on delivery items, a Check Request form (Exhibit 1) should be obtained from the forms area. The Check Request form should be completed with all pertinent information and receive appropriate approval.

## 2.0 PROCESSING

- 2.1 The form should then be forwarded to the bookkeeper for check preparation and signature by the authorized check signers.

If a check is to be mailed directly to the vendor, any applicable documentation, such as order forms, etc., should be attached to the form.

Title: CHECK SIGNING AUTHORITY

Policy: A limited number of employees and board officers will be authorized to sign checks, and there shall be no fewer than three individuals at all times.

Purpose: To outline "dollar limits" and check signing authority levels.

Scope: This procedure applies to all regular checking accounts of the charter school.

Procedures:

#### 1.0 AUTHORIZED CHECK SIGNERS

- 1.1 Authorized check signers must be approved in writing and require Board of Directors authorization. Board Chair will have check signing authority. Additional individuals with or without dollar limitations may be authorized as necessary.
- 1.2 The chairman may revoke check-signing authority. Any person who is no longer entitled to sign charter school checks will be notified in writing. The treasurer will oversee the proper notification of the charter school's financial institutions whenever authorized signature changes are made.

#### 2.0 SIGNATURE LEVELS REQUIRED

- 2.1 The following signature levels will be required according to the dollar amount of the check:
  - Less than \$10,000 -A check issued for an amount less than \$10,000 requires two different authorized signatures.
  - Greater than \$10,000 - A check issued for greater than \$10,000 requires two signatures, one of which must be that of the charter school's treasurer. The second signature can be that of any authorized employee or board officer.

Title: PAYROLL RECORDS AND PROCEDURES

Policy: Payroll will be processed to ensure accuracy, validity of transactions and proper internal control procedures will be maintained to assure that all disbursements are for valid services performed.

Purpose: To outline the steps for payroll processing activities.

Scope: This procedure applies to all accounting personnel involved with payroll processing.

Procedures:

## 1.0 PERSONNEL RECORDS, MANAGEMENT AND CHANGES

- 1.1 Personnel records for hiring, classification, rate changes and termination are explained in the personnel policies manual. Payroll processing will be performed in conjunction with the following related personnel procedures.
- Employee Hiring and New Employee Orientation
  - Paid and Unpaid Time Off - Pay and Payroll matters
  - Performance Appraisals and Salary/Wage Adjustments - Resignations and Terminations

## 2.0 PAYROLL PROCESSING

- 2.1 The bookkeeper will receive completed and approved timesheets from department managers according to the procedures outlined in the personnel policies.
- 2.2 Once timesheets have been received, the bookkeeper or designee will review for completeness and then perform calculations for payroll, payroll deductions and other accruals. The bookkeeper or designee will then prepare summary worksheets of payroll information and present along with supporting documentation to the Principal for review and approval.
- 2.3 Once the summary has been approved, the bookkeeper or designee will enter the information into the computer for processing.
- 2.4 A payroll report will be printed before printing checks to verify accuracy and completeness. If correct, checks should be printed. If incorrect, the necessary corrections should be made and reviewed (validated). Validated payroll checks will then be presented for signing and distribution.

## PAYROLL RECORDS AND PROCEDURES (cont.)

- 2.5 Payroll tax deposits will be determined and timely submitted to the Department of Treasury (IRS), as required, using Form 8109 "Federal Tax Deposit Coupon" or the Electronic Tax Payment System.
- 2.6 All payroll related returns will be prepared by the accountant or designee, and approved/signed by the Principal or any board officer.

### 3.0 PAYROLL RETURNS

- 3.1 Quarterly prepare Form 941 - Employers Quarterly Federal Tax Return and file with the Internal Revenue Service, which is due on the last day of the month following the end of the quarter being filed (i.e. the first report Form 941 is for the period January 1 through March 31 and is due April 30).
- 3.2 If the charter school has four (4) or more employees, then Form UCT-6, Employer's Quarterly Tax Report is required to be filed with the Florida Department of Labor, and is due on the last day of the month following the end of the quarter being filed.
- 3.3 At the end of the calendar year, Forms W-3, Transmittal of Wage and Tax Statement and Form W-2, Wage and Tax Statement are to be completed for all employees and submitted to the Social Security Administration.

Title: PETTY CASH

Policy: To facilitate minor business expenses, a petty cash fund will be available to employees.

Purpose: To outline the disbursement and reimbursement of petty cash. Scope: These procedures apply to all employees of the charter school. Procedures:

## 1.0 FUND CONTROL

- 1.1 The secretary (cashier) will maintain control of the cash box, petty cash journal and all petty cash transactions. The petty cash fund will be set up in the amount of \$100 for authorized out-of-pocket expenses and advances for minor business expenses.

Advances or reimbursements from petty cash will be limited to amounts of \$25.00 or less. If an employee requires funds in a greater amount, they should request a charter school check. (See Check Request Procedures).

## 2.0 DRAWS

- 2.1 When an employee requests a petty cash draw, the cashier will record the amount disbursed, date of disbursement, reason for the disbursement and the name of the employee receiving the disbursement.

The employee should, by the next business day, return the receipt(s) and any change to the cashier. A petty cash voucher will then be completed with the receipt(s) attached.

## 3.0 REPLENISHMENT

- 3.1 At the end of each month or whenever the petty cash fund drops below a balance of \$25.00, the cashier will complete the reimbursement paperwork from the journal with itemized descriptions of expenses and attach all vouchers. The cashier will then be issued a check in the amount of the reimbursement and will be responsible for obtaining cash from the bank to replenish the cash box.

- Title: PROPERTY TAX ASSESSMENTS
- Policy: All non-exempt property tax assessments will be reviewed for accuracy and proper assessed valuations to ensure minimum property tax costs to the charter school.
- Purpose: To ensure annual filing of exemption for all eligible properties; to outline the areas for review in assessments and methods for appealing overstated assessments on taxable properties.
- Scope: This statement applies to property tax assessments for all property owned by the charter school.

Procedures:

### 1.0 REVIEW OF ASSESSMENTS

- 1.1 All assessments are to be promptly reviewed. Any qualified properties used by the charter school for its exempt purpose should apply for exemption annually. Many jurisdictions only allow a challenge to an assessment within 30 days after the annual notice as assessed value is sent. If the charter school misses the deadline, it loses the chance to reduce the year's property tax. There are normally no refunds for prior years' property taxes even if successfully challenged in the future. Often, it may be advisable to begin the analysis process prior to receiving the assessment notice.
- 1.2 When reviewing an assessment, the first step is to find out how the property was assessed. Ask for a full explanation of how the assessed value was derived. Assessors are usually cooperative in providing this information.

### 2.0 APPEALING OF ASSESSMENTS

- 2.1 If upon review of the assessment and all other factors, the charter school believes a downward adjustment to the property assessment is appropriate, an appeal should be prepared.
- 2.2 Once a sound case is prepared, an appeal can be sought by simply calling the local assessor's office and asking for an appointment to discuss the assessment. The meeting with the local assessor will generally be informal. It is important not to be adversarial with the assessor but to present the attitude that the charter school is helping the assessor to reach a more accurate valuation for the property by presenting additional information.

Title: RECORDING TRANSACTIONS IN THE GENERAL LEDGER

Policy: The accountant or designee is responsible for the proper posting of journals and entries to the general ledger and for the maintenance of the accounts to ensure accuracy, validity and reliability of financial records.

Purpose: To describe the functions for recording transactions and maintaining the general ledger.

Scope: This policy applies to all accounting personnel with involvement in recording accounting transactions.

Procedures:

## 1.0 POSTING TRANSACTIONS AND JOURNALS

1.1 The computerized accounting system aids in the maintenance of journals and posting of transactions to general ledger accounts. The following functions should be performed on a monthly basis to update the general ledger for the month's activities:

a. All activities recorded in journals will be posted to the general ledger using the computerized posting feature. These journals include:

- General Journal
- Purchases Journal
- Cash Receipts Journal
- Cash Disbursements Journal -  
Payroll Journal

b. The recurring adjusting journal entries will be posted via the general journal. Recurring journal entries will be established for adjustments that occur equally each monthly accounting period. Recurring journal entries can include the following:

Accruals of interest expense not paid during the accounting period.  
Amortization of prepaid expenses Depreciation of fixed assets

Recurring journal entries will be reviewed monthly and adjusted accordingly.

c. Adjusting journal entries will be prepared for transactions that have not been recorded in other journals or to correctly restate account balances to accurate amounts. The need to make adjusting journal entries may be due to the following:

## RECORDING TRANSACTIONS IN THE GENERAL LEDGER (cont.)

- Accrual of income and expense items -  
Correction of errors - Recording non-cash  
transactions

- 1.2 All journal entries will be reviewed and authorized by the treasurer or designee before being posted. Adequate supporting documentation will be prepared for each journal entry.

### 2.0 TRIAL BALANCE

- 2.1 After posting all journals and adjusting entries, a trial balance will be printed. The trial balance will be reviewed to ensure that the general ledger is in balance. Next, all control accounts in the general ledger will be reconciled to subsidiary ledgers. Any differences will be investigated and appropriate adjustments will be made.
- 2.2 The treasurer or designee will make final review of the trial balance for accuracy and proper reflection of account balances before printing financial statements.

Title: RELEASE OF FINANCIAL OR CONFIDENTIAL INFORMATION

Policy: The release of financial, personnel, statistical or other information that may be of a confidential nature will be controlled and every request will be referred to the Principal or treasurer.

Purpose: To provide a means for the control of information to banks, media, credit bureaus, or other agencies and organizations.

Scope: Any requests by an outsider to an employee regarding financial, personnel, students or other information of the charter school. If in doubt, verify with the Principal or treasurer.

Procedures:

1.0 WRITTEN REQUEST

- 1.1 Typical requests are for additional information concerning details of the published financial statements, litigation progress, insurance coverage, personnel, students, etc.

If the request is by letter or written correspondence, the materials shall be forwarded to the Principal or treasurer who will review the information to be released and who will be authorized to reply.

2.0 TELEPHONE/PERSONAL REQUEST

- 2.1 If the request is by telephone or a personal visit to our office, the requester will be referred to the Principal or designee. If either one is unavailable, the requester should be asked to provide their name, organization, telephone number and address, if possible. Also they should be asked the reason for the request and a brief description of the information desired. This information should be written down and forwarded to the Principal or designee for follow-up.

Title: YEAR-END CLOSING

Policy: An orderly, timely and comprehensive closing of all accounts will be performed by the accountant or designee to assure an accurate representation of the charter school's financial statements and to provide the necessary documentation for the charter school's independent auditors.

Purpose: To provide a general overview of the process to be completed for closing the accounting records at year-end.

Scope: This procedure applies to all accounting personnel and covers all accounts.

Procedures:

1.0 ASSETS

- 1.1 Assets should be fairly stated, generally at realizable amounts. Work papers should show the basis and when required, how the amounts were calculated.
- 1.2 Cash - Prepare bank reconciliations for year-end of balance per bank to the balance per books for each account. Show original dates and descriptions of each reconciling item. Prepare necessary journal entries and adjust the reconciliations.  
  
Prepare a summary of all petty cash and change funds. Totals must agree with the general ledger.
- 1.3 Investments - Prepare a list of all securities on hand at year-end by location held such as broker or bank. Use full names and show the face amount or number of shares and date of acquisition. Determine cost and market values. Calculate accrued interest.
- 1.4 Accounts Receivable - Obtain aged trial balances and reconcile to general ledger. Calculate possible allowance for uncollectible accounts and obtain approval of treasurer. Adjust allowance to calculated amount. Write off any unallocated differences.
- 1.5 Other Receivables - Prepare schedule of grants and other miscellaneous receivables and reconcile to general ledger. Comment on collectibility, if material.
- 1.6 Inventories - Prepare a summary of all properties held in inventory. Reconcile inventories from physical inventory to year-end balances. Explain significant variations from prior year.

## YEAR-END CLOSING (cont.)

- 1.7 Fixed Assets - Prepare a schedule of assets and related allowances for depreciation. Reconcile allowance additions to total depreciation expense. Trace disposals to capital gain and loss schedule or to expense if items were scrapped or discarded.

## 2.0 LIABILITIES AND NET ASSETS

- 2.1 Liabilities are shown as the amount to be paid in the subsequent period. Overstatement rather than understatement is the rule for liabilities. If in doubt, record the liability.
- 2.2 Accounts Payable - Determine that all items paid through year-end are not shown on the accounts payable list. Accounts payable shall be kept open for 45 days after year-end in order to receive invoices and record in the accounts payable list. After this 45 day period, maintain a list of any items over \$1,000 that are received or paid that are not included in accounts payable but relate to that year-end period.
- 2.3 Accrued Payroll - Calculate accrued payroll and vacation pay due by the number of days outstanding at year-end. Include any incentive bonuses or other special payroll payments.
- 2.4 Other Accrued Expenses - Review accruals for payroll taxes, payroll deductions payable, interest expense on short term borrowings and long term debt. Determine cost of audit and legal services through year-end and record.
- 2.5 Income Taxes Payable - The Federal tax payable schedule will be prepared with the assistance of the auditors. (This is applicable only if the charter school has unrelated trade or business income, which does not relate to its exempt purpose).
- 2.6 Current Liabilities - Prepare a schedule of debt and calculate and record the current portion due within one year and accrued interest.
- 2.7 Contingent Liabilities and Commitments - Prepare a schedule of any outstanding litigation and possible loss. Prepare a schedule of all long-term rental agreements.
- 2.8 Net Assets - Bring permanent file of all net asset accounts up to date.

## YEAR-END CLOSING (cant.) 3.0

### REVENUES

- 3.1 Prepare a schedule of all revenues and compare amounts to prior year. Evaluate and comment on any significant differences. Prepare a memorandum on new revenue accounts. Also prepare a schedule of revenues by program for inclusion in the annual report.

### 4.0 EXPENSES

- 4.1 Each expense total should be compared to the prior year and unusual variances reviewed and explained. Several expense items are directly related to asset or liability accounts and the worksheets for the related accounts should be prepared at the same time and shown on one schedule.
- 4.2 Payroll - Prepare a schedule of all payroll and employer taxes and reconcile to payroll expense. Prepare a schedule of annual payroll and benefit levels for each charter school employee for the auditors and annual report.
- 4.3 Legal and Professional Fees - Prepare a schedule of all legal invoices with the amount and brief description of services rendered. Reconcile total to Legal expense.
- 4.4 Bad Debt Expense - Prepare a list of all accounts written off during the year. Note specifically any additions to the allowance for uncollectable accounts.
- 4.5 Interest Expense - Prepare a schedule of interest expense by source. Reconcile amounts to short term borrowing and long-term debt.

Title: FILES AND RECORD MANAGEMENT

Policy: The charter school will retain records in an orderly fashion for time periods that comply with legal and governmental requirements and as needed for general business requirements.

Purpose: To outline the methods for filing, retaining and destroying business records.

Scope: This procedure applies to all business documentation generated by the charter school. However, this does not necessarily cover internal or certain day-to-day business correspondence.

Procedures:

### 1.0 CURRENT FILING SYSTEM

- 1.1 To ensure efficient access, filing centers will be established. To reduce the amount of duplicate and unnecessary record retention, individual desk files should be avoided unless they are used in daily operations. All other records should be filed in central filing areas.
- 1.2 Unless necessary, records should usually only be kept by the originator or sender and not by the receiver to avoid duplicate filing systems.
- 1.3 The following guidelines should be adhered to optimize filing efficiency and records access:

- All file cabinets and files will follow recognized rules of order, such as Left to Right, Top to Bottom, Front to Back and in the case of chronological records, newest to oldest.
- File markers and label headings will always be placed at the beginning or front of a file or group of files.

Alphabetical files should always be filed under broad topical categories. Files should never be filed under individual employee names (except personnel) to avoid confusion and refiling in the event of turnover. Files should always be filed under the "proper" or charter school's name whenever appropriate. In the case of individuals, files should be maintained according to the persons "Last name", then "First name and Middle initial".

## FILES AND RECORD MANAGEMENT (cont.)

### 2.0 RECORD RETENTION AND LONG TERM STORAGE

- 2.1 Storage of archived records will be maintained in the locked storage area of the charter school or designated public storage facility. Access to this area will be limited to the Principal, treasurer, officers of the charter school and the File Manager.
- 2.2 Non-permanent files will be stored in cardboard file boxes. Each file box will be labeled on the front with the contents, dates covered, and destruction date if applicable. Permanent records will be maintained in metal fire-resistant file cabinets.
- 2.3 Files should be stored in boxes with similar items, dates and retention periods. This will allow for easier access and purging of records. A general rule to keep in mind is that it is better to only half fill a file box than to file dissimilar types of files in the same box. The file manager will be responsible for categorizing and maintaining a listing of records maintained and the location (i.e. by wall unit and shelf row number).
- 2.4 These holding periods will be maintained for the document listed below. Any questions regarding documents not listed should be directed to the File Manager.

<u>Document</u>	<u>Holding Period in Years</u>
Accident Reports After Settlement	8
Accounts Payable (Vouchers & Invoices)	6
Bank Statements and Reconciliations	6
Canceled Checks	6
Cash Receipt Books	6
Claim Files (Against Us)	6
Claim Files (By Us)	6
Contracts, Agreements & Leases after Expiration	6
Credit Files	6
Employee Records (Terminated)	6
Financial Statements (internal)	5
Financial Statements (External)	6
General Ledgers and Journals	6
Income and Other Tax Returns	6
Insurance Claims After Settlement	6
Patents and Licenses	17
Payroll Registers and Time Sheets	6
Payments and Reports to Government Agencies	6
Physical Inventory Records	6
Purchasing Correspondence	6
Sales/Reimbursement Correspondence	2
Sales/Reimbursement Invoices	6
Student Records	12
Travel and Expense Reports	6

## FILES AND RECORD MANAGEMENT (cont.) 3.0

### RECORD DESTRUCTION

- 3.1 Three to six months after each year-end, the file manager will proceed with the destruction of all files that have exceeded their recognized holding period.
- 3.2 A listing of file categories to be destroyed will be circulated to all the officers thirty days prior to destruction for review and comment. The actual listing of records destroyed will be maintained permanently for future reference.
- 3.3 Destruction of the files will be by shredding. Disposal of records into the charter school's general trash service is not allowed.

Title: TRAVEL AND ENTERTAINMENT

Policy: All reservations required for business travel and entertainment are to be made through the Principal or designee. Expenses are to be within established charter school guidelines and will be reimbursed with proper documentation.

The charter school recognizes that employees who travel far from home to represent the charter school's business interests must forego their living accommodations and may forfeit personal time. Accordingly, the charter school will make efforts to provide comfortable and secure accommodations for lodging, meals and travel for employees. However, these items are not intended to be perquisites and the charter school reserves the right to deny reimbursement of expenses that are considered lavish or extravagant.

Purpose: To provide guidelines relative for travel and entertainment expenses and the procedures for reimbursement.

Scope: This procedure applies to all individuals who travel and entertain for the charter school.

Procedures:

#### 1.0 TRAVEL ARRANGEMENTS

- 1.1 All arrangements required for business travel are to be made by that individual.
- 1.2 To arrange for travel, complete the Travel Arrangements form (Exhibit 1) with all pertinent information and receive approval. The form should then be forwarded to the Principal. For maximum savings on airfares, this form should always be completed at least 30 days in advance unless an emergency trip is required.
- 1.3 Cash Advances - To help ensure accurate and timely expense report preparation and reduce the additional paperwork required to process and track expenses, the charter school generally discourages cash advances unless special circumstances apply. Employees are encouraged to use credit cards with a grace period to provide float time between incurring the expense and receiving reimbursement from the charter school.

If an employee requires a cash advance, the amount should be completed on the travel arrangements form with a supporting explanation for the advance. The advance request will then be forwarded for processing.

## TRAVEL AND ENTERTAINMENT (cont.)

When a cash advance is received, the employee will reduce their expense reimbursement by the amount of the cash advance. In the case where the cash advance exceeds the expenses for the report submitted, the remaining cash must be turned in with the expense report. Amounts owed to the charter school cannot be carried forward to future expense reports. Any advance outstanding will be deducted from the employee's paycheck.

- 1.4 Direct Billings - Direct billings to the charter school from motels, restaurants, etc. are not permitted.

## 2.0 EXPENSE GUIDELINES

- 2.1 Air Travel - Make airline reservations based on the following criteria:

- Expediency: Getting the employee to their destination in an expedient way. (Direct flights when possible or connecting flights if necessary for faster flight schedules).
- Cost: Employees will fly coach class.
- Carrier: An employee's preferred airline can be utilized as long as expediency and cost factors are equal.
- Employees must use regularly scheduled airlines and obtain the lowest (discount) fare available. This may mean that the employee will fly at times that is not always the most convenient for them.

- 2.2 Lodging - Employees are expected to use sound business judgment in selecting accommodations. In many cases a corporate rate is available and the employee should request this rate when registering at the hotel.

- Suite accommodations are not permitted; the charter school pays only for single rooms. An upgrade to a security room is a personal expense unless the hotel is in a place or a city that is designated to be a risk to all travelers.

If late arrival is guaranteed and the reservation must be canceled, the cancellation must be made within the time allowed. The charter school will not pay for no-shows. All charges shown on the expense report form should be itemized to show hotel charges, meals, telephone charges, etc. In-room movies and use of mini-bars are considered personal expenses and therefore not reimbursable.

## TRAVEL AND ENTERTAINMENT (cont.)

- The employee will be reimbursed, less any travel advance for bills paid. The original detailed hotel bill as to be attached to the expense report. Photocopies of receipts will not be accepted. The employee will use the charter school's sale tax exemption certificate; Florida sales taxes will not be reimbursed.
  - Employees will not be reimbursed for overnight travel within fifty (50) miles (one way) of the charter school's office or their residence unless the circumstances necessitating the overnight stay is fully explained by the employee and approved by the Principal.
- 2.3 Meals - For out of county travel, employees shall be allowed reimbursement for subsistence. Subsistence allowances for meals shall be paid at the following current rates:
- BREAKFAST: When travel begins before 6:00a.m. and extends beyond 8:00a.m., the traveler is entitled to an allowance for breakfast of \$3.00.
  - LUNCH: When travel begins before 12:00 noon and extends beyond 2:00p.m., the traveler is entitled to an allowance for lunch of \$6.00.
  - DINNER: When travel begins before 6:00p.m. and extends beyond 8:00p.m., the traveler is entitled to an allowance for dinner of \$12.00.

In lieu of receiving subsistence allowances for meals and actual expenses for lodging at the single occupancy rate, employees who are traveling may elect to receive a per diem rate of \$50.00 for over night travel.

- 2.4 Car rentals - The use of a rental car is permitted ONLY when it is in the interest of the charter school to do so. Personal medical insurance should NOT be purchased from the car rental agency since employees are already covered under worker's compensation insurance.
- For fewer than three (3) employees traveling together, the charter school will reimburse for the cost of a compact car. Upgrades to midsize are permissible if three (3) or more employees travel together.

If rental cars are retained over a weekend, such expenses are personal except when used to travel on a weekend to another location on charter school business.

## TRAVEL AND ENTERTAINMENT (cont.)

- 2.5 Personal Vehicles - An employee required to use their own automobile for business will be reimbursed at the prevailing rate per tax guidelines for per-mile deductions. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip.

The charter school assumes no responsibility for personal automobiles used for business. Further, any parking or speeding violation is the sole responsibility of the employee.

- 2.6 Telephone - Business related telephone charges on an itemized lodging receipt and/or telephone charge card should be itemized under telephone expense.
- 2.7 Entertainment - In order to be reimbursable, entertainment expenses must be ordinary and necessary expenses directly related or associated with the active conduct of business. It is very important to properly document entertainment expenses and substantiate the following elements:

- The date
  - The place (name and location)
  - Description or type of entertainment
- The business purpose and the nature of the business benefit expected to be gained by the charter school. The business relationship to the charter school of the persons entertained (name, occupation, title, etc.).

- 2.8 Miscellaneous Expenses - Any additional business expenses that are not categorized above should be listed under miscellaneous expenses and documented with all pertinent information to substantiate the expense.

Unexplained items labeled "miscellaneous" are not allowable items of expense. Some examples of items not considered allowable are: newspapers, magazines, movies, shoe shines, personal expenses incurred for household services due to an employee's absence on a business trip, etc.

## 3.0 EXPENSE REPORT PREPARATION AND REIMBURSEMENT

- 3.1 All business travel and entertainment expenditures incurred by employees of the charter school are reimbursed through the use of the Travel and Miscellaneous Expense Report (Exhibit 2) and the Entertainment and Business Gift Expense Report (Exhibit 3). Expense reports should be completed and turned in within two (2) weeks of return or incurrence of expenses.

## TRAVEL AND ENTERTAINMENT (cont.)

Expense report forms must be filled out and totaled completely. Use the appropriate headings and total on a daily basis. Required receipts for items charged must be attached to the report. Any questions regarding completion of the report should be directed to the Principal or bookkeeper.

- 3.2 Upon completion, the expense report along with all attachments should be turned into the employee's supervisor for approval. After approval, the expense report is submitted to the bookkeeper or designee for processing and reimbursement. In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented.

Authorized expense reports will be reimbursed by a charter school check, normally within two weeks after receipt by the bookkeeper or designee.

### 4.0 LOCAL TRAVEL REIMBURSEMENT REPORT PREPARATION

- 4.1 All local travel expenditures incurred by employees of the charter school are reimbursed through the use of the Local Travel Reimbursement Report (Exhibit 4) and the related instructions (Exhibit 5).
- 4.2 Upon completion, the expense report along with all attachments should be turned into the employee's supervisor for approval. After approval, the expense report is submitted to the bookkeeper or designee for processing and reimbursement. In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented.

Title: CHART OF ACCOUNTS

Policy: To facilitate the record keeping process for accounting. All ledger accounts will be assigned a descriptive account title and account number consistent with the Financial and Program Cost\_ Accounting and Reporting for Florida Schools manual (The Red Book).

Purpose: To provide the method for assignment and maintenance of the charter school's chart of accounts.

Scope: This procedure applies to all ledger accounts used by the bookkeeper or designee.

Definition: Chart of Accounts - A listing of all the account titles and numbers being used by an organization is called a chart of accounts.

Procedures:

1.0 DESIGN OF ACCOUNTS 1.1

