

CHARTER APPLICATION

This application is submitted to Florida State University to convert the current Florida State University School/Florida High (FSUS) to a charter school for the 2000-2001 school year. This process has evolved over the past two years as the school has struggled with both future facility needs and new ways of delivering instruction. It is our belief that this process represents the most practical solution for the students, parents, faculty, staff and administrators involved at the local level. However, because of the statewide nature of the FSUS mission, great thought has also been expended to incorporate emerging technologies and research opportunities applicable to Florida's educational reform agenda in this conversion.

Over the past 30 months, the Board of Regents, legislature, governor's office, local postsecondary institutions, local school districts, Florida State University, private sector businesses and the school have met in an ongoing and collegial manner. These meetings have clarified issues and proposed solutions, but most importantly have drawn a clear picture of how and why this process should advance from a Developmental Research School as defined in both 228.053F.S. and 228.056F.S. This is an innovative way to combine the mission of the DRS with the flexibility and accountability inherent in a charter school.

We therefore urge the University's careful consideration of this application and ultimate approval.

INTRODUCTION

This application represents a request of the Florida State University School/Florida High, which is currently organized as a Developmental Research School under 228.053F.S. This application generally follows the "Florida Charter School Application – Standard Format" as published by the Florida Department of Education, 1999 and includes complete information for all sections and questions presented in the "Standard Format" document. Additionally, since this represents a conversion of an existing school with well-established processes and procedures, this application will contain copies of documents as attachments that provide substantive detail.

By way of general information, the current Florida State University School/Florida High (FSUS) is now located on the campus of Florida State University (FSU), as a K-12 public school established as a school district under Florida Statute (228.053 F.S.) and is affiliated with the FSU College of Education. The Florida State University School/Florida High was founded in 1857 as the primary department of the Florida Institute. FSUS has over 1125 students enrolled in the 1999-2000 school year.

Students are computer-selected to demographically represent the State of Florida in terms of gender, ethnicity, academic ability and family income. During 1997-98, FSUS enrolled 1040 students of which 657 (63.17%) were Whites, 260 (25.0%) were African-Americans, 58 (5.57%) were Hispanics, 37 (3.55%) were Asians, 4 (0.38%) were American Indians, and 24 (2.3%) were multi-cultural. The student population was 515 (49.51%) female and 525 (50.48%) male. As of August 28, 1998, 18 students or about 1.5% of FSUS students were children of FSUS Alumni, 28 students or 2.5% were children of FSU faculty, about 1% were children of FSUS faculty and

staff, and about 48% were siblings. The school received about 2500 applications for about 220 total openings in 1997-98. About 22% of all students in 1997-98 who began as kindergartners graduated from FSUS. There were 95 full-time faculty and staff with 67 (70.5%) female and 23 (29.5%) male, which included 72 (75.8%) Whites, 15 (15.8%) African-Americans, 4(4.2%) Hispanics, 3 (3.2%) American Indians, and 1 (1%) Asian.

During 1998-99, FSUS enrolled 1125 students of which 685 (60.9%) were Whites, 281 (25.0%) were African-Americans, 59 (5.1%) were Hispanics, 42 (3.8%) were Asians, 3 (0.3%) were American Indians, and 56 (5.1%) were multi-cultural. The student population was 554 (49.2%) female and 571 (50.48%) male. There were 80 full-time faculty and staff with 58 (72.5%) females and 22 (27.5%) males, which included 66 (82.5%) Whites, 7 (8.75%) African-Americans, 6 (7.5%) Hispanics, and 1 (1.25%) Asian.

The school operates as a distinct school district within the state and provides exceptional student education, free and reduced lunch, dropout prevention, Title I, Tech Prep, School to Work, after school care, and similar programs. The school also provides food, Management Information, and Library/Media services. Approximately 10 student applicants vie for each available school seat.

The school currently functions as the 73rd school district and will continue to retain that status and responsibility as a developmental research charter school. This status requires the school to submit student records electronically, collect and manage FEFP and other funds (both categorical and grant), to resolve disputes and to generally provide administration over all school processes and functions. All state accountability measures, safety reporting and curriculum structuring are also provided by the FSUS to the Department of Education. It is the intent of the chartering bodies to continue as the DRS Charter School District (73) and to comply in all matters with those state requirements to better serve as a “bridge” between the traditional public schools and the emerging charter schools.

One of the founding principles of the original DRS legislation was to define a situation to test and research educational innovations. Currently the charter school movement in Florida is an exponentially increasing innovation proliferating without adequate research and technical support. The conversion of the FSUS to a developmental research charter school holds great potential for extending the research and service component of the school’s mission.

I. ACADEMIC DESIGN

1) Mission, vision, and student to be served:

The current FSUS mission reflects the University Developmental Research School’s purpose as teaching, research and service. These will continue to be the focus of the converted charter school, Florida State University School, Inc. (FSUS, Inc.). Succinctly, this mission charges the school:

To Provide:

- * a quality education for all students enrolled in the school that ultimately prepares all graduates for success in postsecondary education and the workplace with committed involvement of post-secondary, business and community partners.
- * a setting where university faculty, school faculty, and graduate students can design, demonstrate, and analyze the effectiveness of new instructional materials, technological advances, and strategies under controlled conditions; and
- * an environment for the systematic research, evaluation, and development of commercial or prototype materials and techniques adaptable to other Florida public schools and supported by school and university researchers and/or private sector partners.

To Serve as:

- * a magnet to draw collaborating schools, districts, university and corporate partners into grant development and cooperative ventures benefiting grades K-12 education statewide.
- * a demonstration school for exploring and refining results-based innovative teaching techniques, “just in time” teacher training, teacher certification, and emerging technologies both on-site and using distance technologies.
- * a professional teacher development center where inservice and preservice teachers may observe and participate in exemplary teacher practices both on-site and through distance experiences.
- * a vehicle for the dissemination of research findings, which have proven effective, using on-site training, distance strategies and interagency/agency linkages.

The FSUS, Inc. mission will continue as stated above with the additional ongoing research into charter school effectiveness and efficiency.

The vision for the developmental research charter school will be based on the fact that the FSUS, Inc. must have a vision that will meet both its role as a public school and its role as part of a university committed to improving Florida’s K-12 education.

At the FSUS, Inc. student success at all levels is fostered in an environment of teaching, research and service. All FSUS, Inc. graduates are prepared for success in both postsecondary education and the emerging workplace while keenly aware of civic, community and family responsibilities in an era of global technology, economy, diversity and creativity. The FSUS, Inc. faculty and partners further support the university's mission through development and delivery of excellent on-site and distance instruction for elementary, middle, secondary and postsecondary students. The design, development, evaluation and dissemination of curriculum, instruction and assessment are key school components. Specialized statewide distance-developed and delivered courses, distance teacher inservice offerings, innovative instructional processes, and multimedia products provide global opportunities for exposure and enrichment of FSUS, Inc. students and faculty. On-Site the development, application and dissemination of applied, topical educational research in grades K-12 fosters FSUS, Inc. leadership in educational reform.

The students served by the FSUS, Inc. will eventually be capped at a number of approximately 1600 as opposed to the current 1140 students served. All current students will be extended an invitation to be students at the FSUS, Inc. Five hundred students from the developing, surrounding Southwood community will be included in the 1600 total population, but they will be enrolled in a balanced manner to retain the statewide demographic mix of the school as required for research. These students will be assigned grades kindergarten to twelve in the following grade groupings:

K-5	480 students
6-8	480 students
9-12	640 students

These increases are proportional to the current student population served.

2) Educational programs, instructional methodologies and special needs student support:

The current FSUS provides a wide variety of curricular innovations and services to promote excellent student achievement. FSUS, Inc. will propagate current initiatives and extend specific emerging others until necessary research on each has been completed.

All students are structured into a rigorous, articulated program of study from grades K-12 to meet the demands of the school's Graduate Guarantee. This innovative endpoint for graduating high school seniors provides that:

Every graduate of the year 2002 from the Florida State University School/Florida High will be *guaranteed* to receive a *career certificate* and be *college-ready* or the school will *pay* for the *first* required *college remediation course* in mathematics, reading and writing. This *graduating class*, and the school, will continue to be *demographically representative* of Florida.

- ◆ **Career-Certified** – This requires a minimum three-course program in , Business Technology, Engineering Technology, Health, or Food and Hospitality Management with a corresponding state, federal or corporate license or certificate.
- ◆ **College-Ready** – This demands completion of courses required in Florida statute and rule, suitable grade point average and adequate college admission test scores.

With this endpoint in mind, curriculum, technology and counseling are aimed to achieve results. Additionally, each child having academic difficulty as indicated by teacher evaluations, state assessments and/or standardized normative referenced tests is provided an individualized Academic Improvement Plan which defines additional services to be provided by the school to enable struggling students to succeed. These services will continue to be provided and may include before and after school support, summer sessions, tutoring, electronic systems, special targeted pull-out situations or modified schedules. The school also has a rich tradition in the arts and with the international community which will continue to be supported and will expand as the school converts and grows. A current example of this is a national Annenberg-Getty

“Transforming Education Through the Arts” initiative, which integrates traditional subject matter with concepts and products from the arts in, grades K-12. FSUS is one of 36 schools across the country and the only grades K-12 school to receive the grant. As one requirement of this grant, teachers produce innovative units (CHATs) which after testing are released to other teachers around the world from the school’s website (www.fsus.fsu.edu). These core initiatives and direction will continue to be a centerpiece of the converted FSUS, Inc. However, the school also has a proud academic tradition, which stresses students at all levels and all types making significant gains in core areas of mathematics, reading, writing, science, social studies, and foreign languages. This tradition will be clearly reflected in the FSUS, Inc. curriculum while using innovative technologies, instructional methods and staffing patterns.

In addition to core learning, additional current and planned initiatives by grade groupings for FSUS, Inc. are as follows:

K-5 Current

- a. Connections Math – A hands-on highly challenging series.
- b. Accelerated Reader – Computer-based system that builds reading comprehension skills (grades 3-6).
- c. Counseling – A comprehensive elementary guidance program incorporating conflict resolution, character development and personal development.
- d. Foreign Language – Spanish instruction is provided two to three times weekly.
- e. Art – Art enrichment is provided two to three times weekly.
- f. Music – Music enrichment is provided two to three times weekly.

Planned

- a. Revamped Inclusive Gifted Education
- b. Expanded Accelerated Reader (grades K-5)
- c. Accelerated Math (grades K-5)

6-8 Current

- a. Core area subjects with grade level teams of teachers and students in language arts, math, science and social studies in all grades.
- b. Accelerated Reader – Computer-based system building reading comprehension skills.
- c. Computer-Assisted Learning Systems – Computer-based instruction.

- d. Team Time – A curriculum designed by faculty for grades 6-8 to teach study, personal and transition skills.
- e. Foreign language – As eighth graders, students may opt for a high school credit course in either Latin or Spanish.
- f. Music – At all grade levels (6-8) instruction is provided each day for all students in band, chorus or strings.
- g. Art – At all grade levels (6-8) instruction is provided each day for all students.
- h. Accelerated Math Courses – A seventh grade pre-algebra course is offered for 25% of the seventh graders who will take high school Algebra I in the eighth grade. All other eighth graders complete pre-Algebra.
- i. Integrated math, physical science and technology education – Eighth grade teachers integrate the same “difficult to understand” math concepts in three courses with three perspectives and methods but one concept learning objective.

Planned

- a. Integrated sixth grade language arts, social studies, and business education units that make extensive use of computers and the Internet to research and write more proficiently.
- b. Integrated seventh grade life science, family and consumer science units to reinforce common concepts in any two content areas.

9-12 Current

- a. College and Career Ready Curriculum – A sequence of courses and experiences designed to “guarantee” that students at graduation will not need remediation upon entering a community college and will have an industry-recognized certificate, state or federal license at graduation. This means all students must complete a rigorous sequence of courses including Algebra I, Algebra II, Geometry, Biology, Chemistry, Physics, two years of a foreign language, three sequential career courses, and other state requirements for English, Social Studies, etc., but not more than two physical education credits for graduation (attachment A).
- b. Expanded Course Offerings – Attached, the reader will find a course catalogue for grades 9-12. This catalogue provides the courses anticipated to be taught by the FSUS, Inc. in 2000-01 (attachment B).
- c. Advanced Placement and Dual Enrollment – Challenging courses intended for the superior student or the student requiring a specialized program of study will continue to be increased at FSUS, Inc. for college and university credit and to complete career

certifications at a postsecondary institution. Articulation agreements with universities, community colleges and vocational-technical centers continue to be refined to offer even broader opportunities for more diverse students.

- d. Integrated Curriculum – Common standards of two or more “courses” or disciplines are taught together to increase retention, application, transference and relevancy. The innovative facility planned for the FSUS, Inc. is designed to facilitate the current FSUS integration team’s work in this area. Much of the core and career instruction can be teamed with substantial benefit to all types of students.
- e. Computer-Assisted Learning Systems – These proprietary systems currently are used for remediation and to provide course offerings or to accelerate coursework not available in a conventional way at FSUS. FSUS, Inc. will continue to expand its research and development efforts in distance learning by increasing student access to such systems, partnering with additional appropriate vendors and producing additional distance learning products.
- f. Career Area Programs – Currently the school offers high school students four career areas, one of which they must choose to pursue through a three-course sequence. The four areas are:

- Business Technologies
- Engineering Technologies
- Health Occupations
- Restaurant, Hospitality and Tourism Management

These programs are briefly detailed in the attached brochures (attachments C, D, E and F) and form the core of effort for the next few years by the FSUS, Inc.

All special needs students attending the current FSUS and the proposed FSUS, Inc. will have access to the following programs:

- 1. Specific Learning Disabilities
- 2. Speech and Language Therapy
- 3. English as a Second Language
- 4. Individual Academic Improvement Programs

Elementary gifted students will continue to access inclusive gifted services with some periodic pullouts to facilitate high achiever peer interaction.

3) Student Assessment, Progression and Graduation:

FSUS currently has in effect an approved, rigorous and defined Pupil Progression Plan, which is updated and re-approved annually (attachment G). This plan communicates clearly to everyone the terms for promotion, retention and remediation. It sets forth standards for entrance to the school, programs of study, diploma requirements (including required senior “capstone” projects

and community service hours), remediation conditions, provisions for special needs students, grading policies and required records and reports. Although this plan is designed for all grades K-12 students at FSUS, it is particularly specific to the graduation requirements of 232.246 F.S. In fact, the current FSUS Pupil Progression Plan and that proposed for FSUS, Inc. exceed the requirements set forth in 232.246 F.S. in several ways including required courses, number of credits, senior project and required community service hours.

II. GOVERNANCE AND MANAGEMENT

1) Profile of the Founding Board and/or Initial Incorporators:

- A. The existing Developmental Research School (DRS) board members as constituted in section 228.053 F.S. in addition to the existing school director shall serve as the initial incorporators of the FSUS, Inc. Articles of Incorporation have been drafted (see attachment H) and submitted for approval, as have the necessary Bylaws (see attachment I).

The names and backgrounds of the incorporators are listed below:

Dr. Robert Clark, Acting Dean, College of Education, Florida State University
Dr. Michael Biance, Associate Professor, Educational Leadership, Florida State University
Dr. Ken Brewer, Professor, Educational Research, Florida State University
Dr. Diana Scott-Simmons, Professor, Ed Theory/Practice, Florida State University
Ms. Delores Downing, Parent Representative, Florida State University School
Mr. John Govans, Tallahassee Parks and Recreation, Community Representative
Mr. Robert Broome, Turner Supply Company, Community Representative
Ms. Brandi Capers, Parent Representative, Florida State University School
Mr. Glenn Thomas, Director, Florida State University School
Ms. Eileen McDaniel, Research Director, Florida State University School
Ms. Susan Martelli, Elementary Principal, Florida State University School
Mr. Jesse Jackson, Secondary Principal, Florida State University School

References and supporting materials for each is contained in attachment J.

- B. The current DRS have and the reorganized DRS Charter School will have a number of partnerships. Some of these organizations and relationships are displayed below:

Florida State University	Collaborative grant, research and dissemination activity, student dual enrollment, pre-service teacher development, technology collaboration, operational service options
Tallahassee Community College	Collaborative grant, research and dissemination activity, student dual enrollment, curriculum consultation for postsecondary readiness
Leon County Schools	Collaborative grant, research and dissemination

	activity, community and cross-school experiences, vocational dual enrollment
Wakulla County Schools	Collaborative grant, research and dissemination activity
Florida Chamber of Commerce	Collaborative grant, development and dissemination activity
DRS Alliance	Collaborative grant, development and dissemination activity, programmatic and operational consultation
Various Art Organizations	Collaborative grant, development and dissemination activity, Teacher professional development activity, technical support
Various School Districts	Collaborative development and dissemination activity, technical support, teacher professional development (Leon, Gadsden, Madison, etc.)
Various Business Organizations	Collaborative program development, teacher training, student internships and curriculum development and industry-recognized certificates. (Florida Restaurant Association, Tallahassee Memorial Medical Center, Intelligent Internet Solutions)
Various Not-For-Profit Organizations	Collaborative program development, collaborative events and community service (volunteer, tutorial, etc.) support

See the current and draft Research and Grant Activity reports (attachment K) for details. These relationships are critical to the continuance of the mission of the DRS as a charter school. The DRS garnered over \$1,008,000 in grants in 1998-99 to support a variety of research and development activities. That value will be substantially higher in 2000-01 with a greater breath of educational reform focused activity.

2) School Governance:

- A. The Development Research Charter School is organized as a Florida Corporation, not-for-profit, and has elected to be a public employer.

The school site administrator will be a Chief Executive Officer (CEO)/Director, who for the purposes of continuity of vision and implementation of planning, is currently Director at FSUS.

A Charter School Board of Directors whose members serve staggered terms as provided in the Bylaws will be comprised of:

- Two parents of DRCS students (voting members)
- Two community members (voting members)
- Three university faculty members (voting members)
- CEO/Director (non-voting members)

School Advisory Council member (non-voting member)
Administrative Council faculty member (non-voting member)

The board for the 2000-2001 school year will be the current FSUS Developmental Research School Board.

- B. The FSUS, Inc. Charter School will be administered by a CEO who serves at the discretion of the Board. A Chief Operating Officer (COO) will manage each school, elementary and secondary. The faculty in turn will report to the appropriate COO. A Chief Financial Officer (CFO) will be responsible for all FSUS, Inc. business operation. All non-teaching staff will report directly to the CFO, except those reporting directly to the CEO (executive assistant, etc.) or the Chief Research Officer (CRO). A CRO will be responsible for the grant, research, development and dissemination activities of FSUS, Inc. The CRO is envisioned as a self-supporting administrator who may need to staff up or down as required and as grant funds permit. This is a self-supporting position, independent of the CFO except for accounting, procurement and fiscal reporting functions. All research staff shall report to the CRO. Please see the FSUS, Inc. Organizational Chart (attachment L) for additional clarity.
- C. Article III of the attached Bylaws describes the selection of the Board of Directors. During the initial year of FSUS, Inc. the existing DRS Board shall function as not only the incorporating board, but also as a transitioning group. This DRS Board has a working relationship presently with the Director (CEO) and has been influential in developing and sustaining continuity of vision and mission over the last few years. As the new board is transitioned in June, 2001, it is anticipated that a series of board workshops including both the old and new boards will serve to promote understanding and continuity. Additionally, the terms of the various Board members exceed one year and are staggered so the experienced members can support those less experienced.
- D. The Board of Directors shall act to set policy and similar board organizational direction. The Board shall empower the CEO/Director to act on its behalf to administer the school, its policies, resources and personnel. The CEO/Director shall make reports to the Board as stipulated in the bylaws, by the Charter and by statute. The Board may also commission studies, request additional reports or direct procedural reviews as required. Non-voting board members (CEO/Director, SAC Chair, Administrative Council Faculty Member) may be called upon to provide information or insight as requested by the Board. Procedural reviews may be initiated by non-voting members and reported at the Board's convenience with the intent of improving instructional effectiveness, organizational efficiencies and customer satisfaction.
- E. It is proposed that conflicts arising by either party to this Charter be resolved by a progressive set of actions:
 - Step 1: An informal meeting between the CEO/Director of FSUS, Inc. and the University's Charter Contract Manager will be called to identify issues, clarify

solutions and resolve if possible: If not, the CEO/Director will report the results to the Board of Directors and escalate to step 2;

Step 2: A formal meeting between a Board of Director's member who has been duly elected to serve as the Board's representative shall meet with the FSU vice-president responsible for the Charter to clarify and resolve the issue: if not, the representative will report the results to the Board and escalate to step 3;

Step 3: A formal hearing with an independent third party shall be conducted with the Board's representative and the University's representative. The third party's decision shall be the basis for resolution.

F. Parents will have input both as voting and non-voting members of the Board. Article III of the Bylaws prescribes that two parents shall serve as voting Board members and that the chair of the School Advisory Committee (SAC) shall serve as a non-voting member. Parents will also receive various surveys and participate in open meetings with various school personnel and board members. The FSUS sponsors a parent-teacher organization, various clubs and booster organizations, which also increase broad parental involvement.

G. FSUS, Inc. will comply with all Florida statutes relating to public records and public meetings as defined by Chapter 119, Florida statutes and section 286.011, Florida Statutes and subsequent legislation. FSUS, Inc. will also provide for confidentiality of student, faculty, staff and administrator records as provided in state and federal statute and appropriate administrative rule, code and regulation. This includes the prompt recording of Board minutes and providing such minutes as a matter of public record.

3) Length of Contract and Implementation Timetable:

A. The initial term of this Charter will be 15 years as defined by CS for SB1574 as amended for a developmental research school chartered by a university. Section 228.056F.S. contains necessary provisions for periodic review, charter renewal and charter termination. The Charter between the Florida State University, acting as sponsor with the approval of the Board of Regents, and FSUS, Inc. provides for annual reviews, periodic renewals and terminations of the Charter as specified in statute. These provisions are discussed in detail in the Charter Agreement between FSU and FSUS, Inc. (attachment M).

B. The Charter shall be awarded pursuant to the approval by the Board of Regents that this concept is worthy and approved. It is anticipated that the Charter will be awarded on or before June 1, 2000. This will be contingent upon the completion of incorporation and the satisfaction of other conditions specified in section 228.056F.S. including consultation with the local school board, concurrence of parents and staff and other requirements of law and rule. Administrative and fiscal procedures will be transitioned from FSU to FSUS, Inc. from July 1, 2000 to June 30, 2001. It is anticipated that a CFO will be hired in early July, 2000 to oversee this process. Current faculty, staff and administrators will be transitioned effective July 1, 2000 as contracted personnel through FSU. On or before July 1, 2001, FSUS, Inc. will hire employees as a public

employer. Current (2000-01) employees of record may choose to serve as contracted personnel of FSU or as FSUS, Inc. employees. After July 1, 2001, all newly hired employees shall be employees of FSUS, Inc.

During the 2000-01 school year and through December, 2001, the FSUS, Inc. will lease the current FSUS/FH buildings for a nominal amount from the university. During this time, construction on a new school in a planned community (Southwood) will occur as a result of a public/private partnership (attachment N). It is anticipated that the new school buildings will be complete for elementary students by August, 2001 and for all other students by December, 2001. The anticipated title transfer and lease arrangements are described and diagrammed on attachment O. Lease payment funds flow is likewise described and diagrammed on attachment P.

4) Evidence of Support:

Parents have been contacted to collect evidence of support. Letters were sent home to all parents on April 24, 2000 for a response to the charter school reorganization. Additionally, teachers and staff have been similarly contacted. This information is provided in attachment Q. The results demonstrate commitment as follows:

Respondents	Total Number	Responses		
		Yes	No	Undecided
Parents	850	611	2	2
Faculty	85	50	0	0
Staff	22	17	0	0

Additionally, a letter of support from Leon County Schools is attached within attachment Q.

III. FINANCE AND FACILITIES

1) Facilities:

- A. During school year 2000-01, the FSUS, Inc. will use the current FSUS/FH buildings under a lease through the university and make a nominal lease payment for this occupancy. After July 1, 2001 as the new school buildings in the Southwood Development are ready for occupancy, the school will transition first the elementary children then the secondary ones. The school anticipates re-using much of the existing cabinetry, furniture and equipment. So the vacated elementary space at the current school will be used for surge space, as the transition dictates. This will also provide classroom space for the planned expansion of the student population from 1140 students currently to some 1400 students by Fall, 2001. A summary of this location and the buildings is attached (attachment N).
- B. The school site is located in the Southeastern portion of Tallahassee within a planned community of some 5,000 homes, 12,000 state offices, light industrial space and

various retail establishments. This planned community is designed to be self-sustaining and is wired for internet/intranet access. The school campus is located on 50 acres and anchors an “education village” complex. It borders a community park, wildlife area and parochial school site. An adjacent parcel is available to the local school board. The buildings housing the school will be new and incorporate all relevant building codes including those required specifically of public schools. The Haskill Corporation has been involved in this design-build project and has extensive experience in school construction. They have contracted with local architects Elliot, Marshall and Innis, P.A. to complete the construction documents.

- C. This new school project represents a partnership of FSU, St. Joe/Arvida (Southwood), Haskill Corporation and FSUS, Inc. It is a part of a larger Southside initiative that proposes the improvement of educational and economic conditions in southern Tallahassee (attachment R). As proposed, the new school would serve as a “hub” for technological and professional development support for the Southside schools. The school also will “grow” its present relationships with the state agencies located in Southwood, most notably the Department of Management Services (DMS). This growth will not only include additional working relationships with students, but also the high-speed telecommunication links between the school and DMS. Other agencies and vendors are being solicited to provide services and products to the school as a “pilot” or “showplace”. These conversations have included major corporations and small, niche companies.

- D. The intent of all parties is to finance through a combination of land purchases, bonds, donations and lease-purchase arrangements a new school operated by FSUS, Inc. as generally described in attachment O. This arrangement involves FSU purchasing approximately 50 acres of improved property in Southwood from St. Joe/Arvida for five million dollars. St. Joe/Arvida will then donate the five million dollars to the FSUS, Inc. The FSUS, Inc. will also sell municipal bonds to private investors through the City of Tallahassee valued at about 23 million dollars. These relationships have been previously discussed, but a sample spreadsheet is provided in attachment S to demonstrate the fiscal viability of the concept. The final projections may vary from this example because of fluctuating interest rates. As projected in the attachment, it is anticipated that the capital income from the charter legislation will be approximately 1.7 million dollars after the second year of operation. St. Joe/Arvida has committed to provide additional capital coverage for the debt service on the lease-purchase arrangement between the Haskill Corporation and the FSUS, Inc. Haskill has subordinated \$850,000 of its costs to the primary debt service, but the FSUS, Inc. will begin repayment early in the schedule. The primary debt service is projected to require a 1.7 million payment for 25 years. Additional capital reserves have been projected in years eight, nine, 14, 15 and 20-21 to make replacements of carpet and roofing for the new school possible.

2) Finances:

A. The CEO through the CFO will be responsible for the fiscal well being of FSUS, Inc. The fiscal accounting process must account for three major and discrete functions: capital funds, operating funds and student activity funds. These fund sources currently exist in the FSU-DRS and are managed by several university offices and contracted, school-based university Academic Business Administrators (ABA). The school has historically used university procedures except for the accounting of school internal funds, which are now governed by the Florida Department of Education's "Red Book" (attachment T). During 2000-01, the FSUS, Inc. will migrate from the university processes and procedures to those more suitable for a not-for-profit school. Beginning no later than July 1, 2001, the not-for-profit will be operating as an entity separate fiscally from FSU. All fund balances accrued interest and other accounts will be transferred between the parties on or before July 1, 2001, except those intended to make contracted service payments through the end of the month of July, 2001. The internal account maintained by the school will also be transferred to the FSUS, Inc. after July 1, 2000. The order of the transference and procedural review will be internal account, capital account and operating account. Arrangements with suitable accountants, attorneys and financial institutions will be conducted prior to each transference and the university shall only be responsible for the fiscal and programmatic monitoring and other services as required by s.228.056F.S. for charter school sponsors. University and school officials will develop a final agreement on the scope of such monitoring by July, 2000. This will include maintenance of auditable records, provision of fiscal reports and audited statements. As a district, the FSUS, Inc. will also be audited by the Florida Department of Education for items such as FTE reporting, fiscal control and school bus safety. A certified public accounting firm will be contracted at least annually to review procedures, statements and other fiscal records concluding in an annual fiscal statement and recommendation report.

B. The anticipated start up expenses related to planning and capital expenses that are projected to be incurred are as follows:

Legal fees	\$ 5,000
Accountant fees	\$10,000
Incorporation fees, reviews, registries	\$ 2,000
Conversion of letterhead and related stock	\$ 2,000
Parent and student reorientation	\$ 2,700
Faculty and staff reorientation and training	\$20,300
Advertisement and public awareness	\$ 2,000
Signage changes	\$ 4,000
Fund transfers, fees and bookkeeping materials	\$ 3,000
Alternative software and interfaces	\$ 6,000
Pro rata share of CFO's effort	<u>\$13,000</u>
TOTAL	\$70,000

This \$70,000 cost is expected to be supported by a grant from the Florida Department of Education, Office of School Choice, on or before July, 2000 as per conversations

conducted late April, 2000. A copy of the grant application is attached (attachment U), which may not be initiated until this application is approved on or about May, 2000. The costs associated with a new CFO position and a nominal leasing fee paid to the university for use of current buildings represents new costs. All other costs are similar to those incurred currently.

- C. The Pro forma budget and notes are presented in detail within attachment V.
- D. The FSUS currently has a number of fundraising activities generated through the parent-teacher organization, the various booster groups, private donations and corporate relationships. These sources represent a powerful means to leverage existing FEFP funds for both academic and extracurricular benefits to the school’s students. The alumni of the school represent a powerful source of support both programmatically and fiscally that is untapped. The intent of the charter school will be to more fully employ alumni as a resource in the following ways:
 - 1. Student support – Serving as internships sponsors, mentors, tutors and technology liaisons.
 - 2. College-Career Program – Link students to specialized postsecondary opportunities, modify curriculum and increase “real world” curricular applications to all curricular areas (contextual learning).
 - 3. Capital campaign – Increase fiscal support for a new facility that will require additional capital enhancements to be as functional as intended and to extend existing initiatives in curricula, technology, arts, aesthetics and athletes.
- E. The school is protected by s.228.056F.S. through sovereign immunity s.268.28F.S. for liability as specified. In addition to this provision however, the school will purchase a general comprehensive liability policy to protect the board of Directors, its officers and employees.

A comprehensive facility policy must also be purchased to provide fire, windstorm, flood, etc. protection and related losses. Additionally, the FSUS, Inc. must carry, as it currently does, a Florida High School Athletic Association (FHSAA) mandated student catastrophic injury policy.

In conversations with Maclay School of Tallahassee, a similarly sized private school, the following costs seem a conservative estimate for a school of 1100-1200 students.

General Comprehensive Liability	\$10,000
Comprehensive Facility Coverage	\$24,000
FHSAA Required Policy	\$ 2,400
2000-01 Projected Total	\$36,400

3) Recruiting and Marketing Plan:

- A. The current school has about 2000 applicants waiting for approximately 200 openings per year. The issue for a DRS/Charter school will not be the total application pool but rather the diversity represented by that pool. It can be anticipated that five to 10 percent of the existing students at the current school will not transfer to the new school location in fall of 2001. This means charter school recruitment and admissions efforts must be increased to create the effects of the planned 500 eventual “reserved” spaces for Southwood children as described in the Letter of Intent (attachment N). Because the new school is located adjacent to the State Office Complex, it is anticipated that not only will traditional methods of recruiting underrepresented populations be used, but also information will be provided to state employees in those offices regarding the new school and encouraging application. This process will be initiated in August, 2000 for the 2001-02 school year.
- B. Traditionally, the school has placed flyers and applications with public housing agencies, community agencies and religious agencies serving underrepresented populations. This will be extended. Efforts will also occur with subsidized daycare providers and other social services groups representing the five counties served by the school. Additionally the school is placing student application forms and the related interactive process in a web-based, interactive mode. This permits lower income workers with Internet access at work or social service employees serving them to preview the school and its programs as well as immediately make formal application if they wish. This is preferable to the more complicated forms completion, envelope, stamp, etc. process used today.

IV OPERATION

1) Admission and Registration Plan:

- A. The Charter school will employ the same general admissions and dismissal procedures as the current school. The current application form, explanation sheet and information booklet are contained in attachment W. These documents provide the detail and substance for an admission policy and practice that have been positively recognized by the Board of Regents (attachment X) as supporting the type of student diversity required of a DRS/Charter School. Briefly, applications are solicited and received by an admissions officer into mid-fall. Testing to establish academic ability is conducted in December and January. The stanines of these scores, levels of family income, race and gender form categories from which computer-generated lists are produced with appropriate recognition of sibling, employee or alumni (of FSUS only) indicated. The charter school will additionally consider applicants residing in Southwood up to a maximum of 500 students. Applicants are drawn from randomized lists in proportions representative of the demography of Florida as represented by academic ability, family income, race and gender. Invited students’ families are notified, with subsequent consultation if specialized services are required and if services are not available families are so counseled. Conversely, if services are appropriate then admission

processes are completed. Other public schools in the “home district” may offer such service.

- B. Applications will be accepted through November 15, 2000. All students’ data will be entered into a computer, which uses a “lottery selection” process within the required demographic profile to generate a prioritized list of students. Students will be notified initially of their invitation in March, 2001 for admission in August, 2001.
- C. The new DRS/Charter School serves the educational community of Florida and therefore must present a demographic profile that represents the academic ability, family income, race and gender of the state. Recruitment has been briefly discussed in a prior section of this document III, 3. The school also advertises to the general public once a year in the Tallahassee Democrat as necessary.
- D. the current school serves as a “public school of choice”. All students choosing not to be educated by the DRS/Charter school may return to their “home district” to participate in the educational opportunities provided there. This has been and continued to be standard practice with the current school.

2) Human Resource Information:

- A. The Board of Directors will hire the Chief Executive Officer/Director (CEO) initially using the process authorized in the Articles of Incorporation and Bylaws (attachments H and I) and draft Charter (attachment M). This process authorizes the current DRS Board acting as the Interim Board of Directors to appoint the school’s current Director as the CEO of the corporation and director of the school. The CEO serves at the option of the Board and may be reappointed as provided in his/her employment contract’s terms and conditions. Upon the release of the current director/CEO, the Board shall use sound business practices to recruit, hire and evaluate the CEO.

The CEO shall be responsible for implementing the Board’s policies regarding the recruitment, hiring, continuing employment and termination of the corporation’s employees. This may be delegated to other Chief Officers but the ultimate responsibility for implementation is vested with the CEO. The Board shall approve annual budgets and pay ranges but will not consider individual employee actions as terms and conditions of employment. Those employees contracted through FSU shall remain employees of the university and shall receive the benefits and abide by the restrictions of university employment. Employees of the FSUS, Inc. may be subject to and be obligated to a different set of employment terms and conditions. Application for all positions shall be solicited, targeted interviews conducted and recommendations conveyed to the appropriate chief officer. In all cases, Federal and State legislation, Board policies and sound principles of human resource leadership shall be followed. Such principles may include but are not limited to recruitment of underrepresented populations, targeted selection processes, performance sampling, review of recommendations, etc. FSUS, Inc. employees may participate in reviews of FSU contracted personnel and contracted personnel may be assigned to interviews and

reviews of FSUS personnel. Final decisions on all personnel actions of FSUS, Inc. shall be vested with the CEO.

- B. All current school employees will receive the same salaries, contracts, hiring, dismissal and benefit packages that they currently receive as FSU employees if they opt for the contracted personnel status. Specific administrative FSUS, Inc. employees, for example the CEO, may be required to be employed as not-for-profit employees in the 2000-01 school year to serve as agents of the corporation. New teachers and staff hired in 2000-01 into existing position will be hired as FSU contracted employees, with the possible exception of the CFO, COO, and executive assistants. All FSUS, Inc. employees will receive at least the same salaries, and benefit packages as their contracted counterparts, but may receive different benefit plans, employment contracts and terms and conditions of hiring and dismissal to be determined by Board policy. It is intended that both contracted and FSUS, Inc. employees will be able to participate in the Florida Retirement System or the State's optional retirement plan as public employees. No current FSU employee who is part of a contract for employment through FSU in 2001-02 will be denied the option of remaining a contracted employee of FSU by FSUS, Inc. if he/she is on continuing status or has been recommended for rehiring via the COO and approved by the CEO. Such employees may however, at the end of each year in their employment, choose to voluntarily become an FSUS, Inc. employee. All requirements of state and federal law shall be conducted and employees of both organizations shall receive the respective benefits and restrictions of public employment until such time that the Board amends its organizational documents.
- C. Teachers and other professionals in the charter school will preferably hold the appropriate permanent Florida Professional Teaching Certificate for the subjects they are teaching. Other teachers may be hired on a temporary Florida Teaching Certificate for only two years if hired because of a statewide shortage in a field as an "emergency hiring" situation. Special programs designed to test certification alternatives to the traditional college education courses may be instituted with uncertified teachers for a limited time. The school may also hire "specialists" in an area for a limited time as provided in Florida statute and rule. All employees will continue to be fingerprinted and have their records processed to insure a safe environment for all children. Parents will receive annual notification about non-certified teachers as they are employed. Teaching assistants will be recruited from the College of Education and the public at large with the intent of moving them along a "career ladder" to professional teachers.
- D. The Charter School envisions a differentiated teacher and staff organization, which uses a master teacher level and several lower level categories for teachers. Master teachers may teach fewer classes, but would be responsible for the professional development, curricular innovation, research and development activities of the other faculty on their team. We would envision the teaching-learning areas to be staffed with one master teacher, one professional teacher and two or three developing teachers. The teams would also include teaching assistants. It is anticipated the school will grow from 1140 in 1999-2000 to 1600 by 2004-05 and beyond. The targets for staffing by grade level and year are as follows:

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Student Increase		160	100	50	50	100
Students Total	1140	1300	1400	1450	1500	1600
Faculty Total*	81	87	93	99	105	108
Administrative Total	4	5	5	6	6	6
Instructional Assistant Total	13	17	31	35	38	40
Other Staff**	19	20	21	21	21	22

*FTE – May include part-time positions

**Includes positions that may be contracted

This staffing plan anticipates the use of a different type of learning space, which optimizes the professional qualifications of all employees and reduces the adult to student ratio in those settings where the nature of the activity or nature of the learning difficulty dictates the “class size”. For example, in a lecture setting, one master teacher and an assistant may address 60 or so students, but in a collaborative learning setting two teachers and an assistant may be working with 40 students. A diagram of these spaces is provided in attachment Y.

- E. Teachers at the current school will be given the option of serving as FSU contracted employees of the charter school. The contract between FSU and FSUS, Inc. for teaching services will be annual, but the intent of both parties will be that if the teachers currently employed by FSU choose to remain FSU employees, both parties will, in good faith, endeavor to honor that desire. Employees choosing not to teach at the charter school will be subject to the appropriate university policy and procedures, BOR rules and collective bargaining agreement provisions. This is in accordance with recently passed amendments to s.228.056F.S. (HB 2087 and CS/HB 1574; see attachment Z).

3) Transportation (A-D):

Developmental Research Schools are not required under section 228.053F.S. to provide student transportation as described in section 234F.S. Charter Schools are required under s.228.056F.S. to provide transportation. This contradiction has been resolved by recent amendments passed by the 2000 legislature (HB 2087 and CS/SB 1574. see attachment Z). The DRS/Charter School will not be required to provide transportation although it may.

V. FINAL DOCUMENTATION

1) Facilities safety approval:

The current buildings on the corner of Call Street and Stadium Drive will be used by the DRS/Charter School for the 2000-01 school year. This facility as a part of the FSU campus must undergo routine fire, safety and health inspections. Copies of the documentation are attached. (attachment AA).

2) Governance Documents:

Articles of Incorporation and Bylaws (attachments H and I) and a draft Charter Agreement (attachment M) are included in this submission.

A listing of board members’ names, addresses, phone numbers, resumes’ and disclosure information is provided in attachment J.

3) Insurance, Final Budgets, Other:

A. Insurance has not been purchased. Plans are detailed in III. 2) E. herein. Costs of the plans have been discussed with the financial officer of the Maclay School, Tallahassee, which is a school of comparable size. Costs are approximate and do not include any tort liability reduction inherent in section 228.056(14)F.S. relating to the charter school governing board and employees inclusion in the sovereign immunity provisions of s.768.28F.S.

School Insurance:

General liability (11M)	\$10,000
Commercial facility coverage	\$24,000
(includes fire, wind, flood, etc.)	<u>\$ 2,400</u>
TOTAL	\$36,400

Employee Insurance and Retirement (most employees covered by state benefits as contracted employees):

Maclay employees have access to Blue Cross/Blue Shield or Capital Health Plan for \$190/month for 12 months with 80% paid by employer and access to a 403-b retirement plan through VALIC.

Maclay also provides \$15,000 or \$30,000 term life for all employees at \$4,600/yr and long term disability insurance at 60% of salary for about \$15,000/yr.

These and other employee benefits may be provided to FSUS, Inc. employees.

B. Updated Budget – An updated Pro forma budget outline for 2000-01 and beyond is attached (attachment W)

C. Final School Calendar – The school calendar for 2000-01 is attached (attachment BB).

ATTACHMENTS

Attachment A – Graduate Guarantee Brochure
Attachment B – 2000-01 Course Catalogue
Attachment C – Business Technology Career Brochure
Attachment D – Engineering Technology Career Brochure
Attachment E – Health Career Brochure
Attachment F – Restaurant, Hospitality and Tourism Management Career Brochure
Attachment G – Pupil Progression Plan
Attachment H – Articles of Incorporation
Attachment I – Bylaws
Attachment J – Incorporators Support Materials
Attachment K – Research and Grant Activity Report
Attachment L – FSUS, Inc. Organizational Chart
Attachment M – Charter Agreement
Attachment N – Southwood Partnership – Letter of Intent
Attachment O – Title Transfer and Lease Arrangement
Attachment P – Lease Payment Funds Flow
Attachment Q – Evidence of Support
Attachment R – Southside Initiative
Attachment S – Bond Sales Spreadsheet
Attachment T – Red Book Letter - DRS
Attachment U – DOE Charter Grant Application (Provided upon request)
Attachment V – Pro forma Budget
Attachment W – Admissions Forms
Attachment X – Board of Regents
Attachment Y – Teaching/Learning Spaces Diagram
Attachment Z – HB2086 and CS/HB1574
Attachment AA – Inspection Reports
Attachment BB – FSUS, Inc. School Calendar 2000-2001