



STATE COLLEGE OF FLORIDA COLLEGIATE SCHOOL

# FLORIDA CHARTER SCHOOL APPLICATION

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**Submitted to**  
**The Sarasota County School Board**  
**By**  
**Dr. Lars A. Hafner, President**  
**State College of Florida, Manatee - Sarasota**

**December 2011**

## APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: State College of Florida

Collegiate School at Venice A+STEM  
 NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:

State College of Florida Manatee - Sarasota

The Organization has applied for 501(c)(3) Non-profit Status: Yes X No \_\_\_\_\_

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

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NAME OF EDUCATION SERVICE PROVIDER (if any): NA

NAME OF PARTNER/PARENT ORGANIZATION (if any): NA

Projected School Opening: August 2012

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	10 - 11 - 12	225 to 300	300
Second Year	10 - 11 - 12	300	300
Third Year	10 - 11 - 12	300	300
Fourth Year	10 - 11 - 12	300	300
Fifth Year	10 - 11 - 12	300	300

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 revocation 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 applicant.

Cynthia S. Reynolds  
 Signature

SCFCS  
Academic Administrator  
 Title

CYNTHIA S. REYNOLDS  
 Printed Name

December 9, 2011  
 Date

**Application: State College of Florida Collegiate School A+STEM on Venice  
Campus**

**December 2011**

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## **1. Mission, Guiding Principles, and Purpose**

The State College of Florida Collegiate School (SCFCS) A+STEM on the Venice Campus challenges students to simultaneously achieve a high school diploma and an associate degree, while focusing on admission to a baccalaureate program in a STEM major.

The goal of the State College of Florida Collegiate School – A+STEM is to provide a rigorous yet supportive academic environment for students in grades 10 through 12 who are passionate about science, technology, engineering and mathematics so that they become productive 21<sup>st</sup> century citizens with degrees in science, technology, engineering and mathematics. SCFCS proposes the use of the acronym A+ STEM, to indicate an Arts plus, Science, Technology, Engineering, and Mathematics which will give our young scientists a creative edge in the international market.

Student needs will be met by implementation of an innovative collegiate school model that promotes academic excellence and infuses technology into an Arts integrated yet STEM focused curriculum. Recruiting with a focus on the need for more minorities and females within STEM education. SCFCS will provide all enrollees the opportunity to simultaneously complete the high school diploma, earn an SCF Associate in Arts college degree while preparing them for baccalaureate level studies in STEM majors.

**In compliance with charter school law F.S. 1002.33(2)(a), SCFCS-[A+STEM](#) will be guided by the following principles:**

- Provide a supportive student-centered educational alternative, which nurtures 21<sup>st</sup> century skills, such as collaboration, intrinsic motivation, critical thinking, team building and communication while focusing on 21<sup>st</sup> century STEM careers.
- Establish, on a college campus, a small learning community that encompasses grades 10 - 12 as an accelerated, financially efficient educational opportunity.
- Support student academic achievement by combining SCF and SCFCS resources to support and enhance the total educational experience for students in grades 10, 11 and 12.
- Inspire students to become passionate about science, technology, engineering and mathematics through extensive use of technology and by providing them practicum experiences in a variety of STEM fields.
- Align SCF and SCFCS-[A+STEM](#) competencies for general education thereby accelerating the completion of high school and an AA degree by two years with a seamless progression from high school through college.
- Align SCF and SCFCS-[A+STEM](#) competencies with the prerequisite requirements for admission to University level STEM majors thus preparing program graduates to enter a baccalaureate program with a STEM major.
- Facilitate (with communication technology) family engagement in the education of high school students preparing all parties (parent, student and staff) to assume responsibility for student progress.
- Provide parents with sufficient assessment (end of year assessments, semester grades, standardized testing) results on student progress to assure them that at least a year's

worth of learning is occurring for every year spent in the charter school.

- Provide instruction in the arts, and cultures, to enable creative thought processes in young scientists.

**SCFCS-A+STEM in cooperation with The State College of Florida shall meet the prescribed purpose by building on the collaborative relationship of the following shared values.**

Leadership	Diversity
Excellence	Self-knowledge
Accountability	Sustainability

**Specifically SCFCS-STEM will meet the prescribed purposes for charter schools found in F.S. 1002.33(2)(b) by:**

- Improving student learning and academic achievement by focusing on the study of science, technology, engineering and mathematics
- Developing new models for school/college/community collaborations; including workforce needs assessments, curricula development, instructional resource acquisition, and relevant assessment measures.
- Pursuing innovation through the infusion of technology in teaching, research, student learning, student presentations and assessment.
- Inspiring creativity and imagination in scientific thought through an increased exposure to the arts.
- Using continuous program assessment for measurement of success as the basis for positive change, especially to increase success for lower performing students.
- Developing outcome-based curriculum that can be used to measure student learning.
- Fostering independent student-centered learning as a means of preparing students for the challenges of obtaining a baccalaureate degree in a STEM field of study.
- Engaging STEM based companies on both the local and state level in order to enrich the experiences of students through increased exposure to authentic STEM experiences.

## **2. Target Populations and Student Body**

We anticipate a student body composed of diverse students, in grades 10-12, from varying family, educational, cultural, and socioeconomic backgrounds. Recruiting will emphasize the need to increase enrollment of underserved minorities and females, the current underrepresented population in STEM fields. Our educational program design and curriculum is geared towards preparing students for success in college and future careers in Science, Technology, Engineering and Mathematics (STEM) plus the advantage of emphasizing the creative process intrinsic in the “arts”.

In accordance with Florida Statutes s.1002.33(2)(a) application to State College of Florida Collegiate School A+STEM (SCFCS) will be open to any secondary student residing in Sarasota County or covered in an inter-district agreement regardless of race, ethnic and national origin, gender, or religion including, but not limited to, those meeting the criteria of the Individuals with Disabilities Education Act, English for Speakers of Other Languages, Title II of the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. To be consistent with the accelerated college enrollment and STEM focus, students must meet the following standards to be eligible to apply for acceptance in SCFCS A+STEM.

Per F.S. 1002.33(10)(e)(1), SCFCS A+STEM will target the following student populations:

- Students in grades 10, 11, 12

Per F.S. 1002.33(10)(e)(5), SCFCS-A+STEM will target students who meet reasonable academic standards for academic success to earn credit to receive a high school diploma and simultaneously earn an associate degree:

- Acceptable score for college-level courses on the college placement test
- Cumulative 3.0 of a possible 4.0 grade point average
- Have a passing score (4's or 5's) on the FCAT

SCFCS may give enrollment preference as allowed per F.S. 1002.33(10)(d).

Any public high school, private high school, or home school high student having successfully completed the appropriate grade is eligible to apply for SCFCS-A+STEM, but each must meet the above listed criteria. Should qualified applicants exceed grade level or program capacity SCFCS-A+STEM, in accordance with state law, will follow legal guidelines for the random selection process for enrollment.

SCF envisions this school as an opportunity to offer an educational experience that will help all students, but will be especially helpful to student considering careers in science, technology, engineering and mathematics. The lottery system allows an equitable chance of acceptance for all qualifying students wishing to attend. To insure a student distribution that accurately reflects the diverse populations within Sarasota County and meets the underserved populations of STEM



programs, SCFCS A+STEM will plan aggressive recruiting of ethnic minorities and female students. (Research indicates that females tend to be a minority enrollment in STEM programs at the college and university level.)

The following chart designates the current plan for enrollment growth. The pre-college class size (grade 10) will be twenty-five students per instructor with no greater than 100 students enrolled. Students in grades 11 and 12 will be enrolled in college courses with varying class enrollments, usually no greater than 25 students.

The accelerated college program (grades 11 and 12) will begin in 2012. Students will be recruited for grades 10, 11 and 12. It is expected that enrollment for 2012 will be less than the 300 maximum. The 2012-13 budget was prepared estimating 100 students each in grades 10 and 11 with only 25 seniors enrolled. In all cases, the maximum enrollment per grade level will be 100 students.

Maximum enrollment will be adjusted based on attrition, not to exceed 300 students. The 25:1 teacher ratio will be maintained throughout, except for the college credit course exemption.

**Table 1 – SCFCS Projected Enrollment, 2012-2017,  
By School Year, Grade Levels, & Class Size**

School Year	Grade Levels	Total Student Enrollment	Class Size
First Year (2012–2013)	Grades 10, 11, 12	Up to 300	Not to exceed 25 in H.S. classes*
Second Year (2013–2014)	Grades 10, 11, 12	300	Not to exceed 25 in H.S. classes*
Third Year (2014–2015)	Grades 10, 11, 12	300	Not to exceed 25 in H.S. classes*
Fourth Year (2015–2016)	Grades 10, 11, 12	300	Not to exceed 25 in H.S. classes*
Fifth Year (2016–2017)	Grades 10, 11, 12	300	Not to exceed 25 in H.S. classes*

### 3. Educational Program Design

#### A. School's Daily Schedule, Annual Calendar

For students enrolled in grade 10, SCFCS A+STEM will commence its initial start-up with the public school calendar for the School District of Sarasota County.

- SCFCS A+STEM proposes to follow the district calendar, annual total days (180 school days) and hours of instructional time consistent with the School District of Sarasota County.
- The Collegiate School may choose to provide summer school courses to insure students stay on track for a timely graduation.
- Course credit for high school graduation will follow the state guidelines for ½ and full credit units when completed through approved college courses. SCF courses meet state defined college credit criteria and will be used to calculate graduation with the transferable associate degree. A counselor will be hired to insure students meet both high school and college graduation criteria.
- In order to maximize the potential use of college resources while providing the basic structure of a collegiate schedule, the tenth grade will employ a block schedule. The use of a cohort system for student scheduling will allow the collegiate school the opportunity to implement a two-schedule model. In this way the students will have access to the resources of SCF for a greater time each day.

Students enrolled in college courses will follow the SCF college schedule and calendar.

#### *Proposed Bell Schedule SCFCS A+STEM*

##### Schedule A

PERIOD	BEGIN	END
1st	7:30 am	8:50 am
2nd	9:00	10:20
3rd	10:30	11:50
4th	12:00	1:20
5th	1:30	2:50

##### Schedule B

PERIOD	BEGIN	END
3rd	10:30	11:50
4th	12:00	1:20
5th	1:30	2:50
6th	3:00	4:20
7th	4:30	5:50

\*The blue area represents the overlap between the two schedules.

Each student will have four classes each day and most courses will run for one semester each. The one remaining period will be used to accommodate lunch and give students a research block

to make use of campus resources, and seek additional assistance if needed. The greatest benefit to this approach with respect to the STEM curriculum is the opportunity to provide two math courses and two science courses in the tenth grade. This will prepare students to enter the accelerated college program, ready upon entry to begin science courses at a college STEM major's level.

The block schedule will also allow longer, uninterrupted amounts of time for students and teacher to work together on labs and projects. This model provides instructors more flexibility to facilitate teacher-led instruction, individual work, and collaborative work to integrate on a daily basis. When combined with blended online and face-to-face instruction, a tremendous amount of freedom to address individual needs can be realized.

The amount of direct instructional time under this schedule will be as follows. The number of instructional minutes per day in this schedule is 320. The number of minutes per week is 1600. With a calendar of 180 instructional days the total number of instructional hours per year will total 57,600 minutes or 960 hours per year.

## **B. SCF-Collegiate School's Educational Program**

Located on the State College of Florida Venice Campus site, the college culture will permeate the adolescents' environment creating an expectation of college success. Shared resources will enhance the educational experience for high school students and increase the use of college facilities.

The alignment of SCFCS A+STEM high school requirements with SCF and university STEM programs will facilitate the attainment of additional baccalaureate graduates in STEM programs.

The small cohorts of students (25 per class) in a small school (maximum 300 students) will build learning communities for enduring relationships among peers and teachers.

At SCFCS there will be an emphasis on infusion of 21<sup>st</sup> Century technology across the curriculum, including instructional media for teachers and mobile technology for each student.

Through the effective use of elective courses in the "arts" the State College of Florida Collegiate school will provide students with a foundation from which to develop more creative approaches to scientific problems.

Course content (for grade 10) will reflect a blended environment with regular classroom sessions supported by an on-line learning management system, used extensively for delivery of course assignments and evaluations.

In addition to formal evaluations, students will be expected to demonstrate application of their learning in mastery projects, portfolio assignments and service learning projects or practicums.

Practical experiences in local STEM agencies and businesses will **be** made available to students at SCFCS A+STEM. This on-the-job experience will facilitate mentoring relationships and increase opportunities for students to explore careers in STEM programs.

The SCFCS A+STEM program will be addressing two primary goals with respect to progression. First each student will graduate with a high school diploma. Second each student will earn an A.A. degree, while accumulating credits toward entry into a baccalaureate STEM degree. The tenth grade curriculum will focus on college readiness with an emphasis on obtaining the needed skills in mathematics and sciences in order to begin an accelerated college curriculum in the eleventh grade.

Eleventh and twelfth grade will each consist of two semesters of college courses comprised of 12-16 credit hours of courses focusing on STEM. Each student will follow one of the selected pathways towards science, technology, engineering, or mathematics, as laid out in (**Appendix 3-B1**).

Contingent on the individual's rate of academic progress, the STEM students will graduate high school and have the opportunity to complete the associate degree program requirements.

Requirements consistent with SCF accelerated college standards will be applied to SCFCS collegiate level students. To meet general requirements for accelerated college, students must pass the FCAT at the 9<sup>th</sup> or 10<sup>th</sup> grade level and pass the college placement test before enrolling in the college courses. The program design goal is that by the junior or senior year, students should be ready to take college level English, social science, humanities, science and/or foreign language at the college level. Grades 11 and 12 will work with the SCFCS A+STEM counselor to follow the most recent SCF graduation advisement plan for students.

Upon successful completion of the A+STEM high school, students will be encouraged to submit transcripts from SCF to other colleges for admission in upper division programs of STEM study. All pre-requisite courses required by specific colleges within universities may not be completed prior to A.A. graduation due to variations in program requirements.

### **C. Research Base for the Educational Program (See Appendix 3 References)**

The cohort model for grade 10 will be employed in order to give students the opportunity to form close peer relationships, which will provide small learning communities once they begin taking courses on the college campus. According to a study done at the University of Texas, students who enter college with a greater number of high school classmates have higher GPAs and greater persistence through a four year program (Fletcher, and Tienda, 2009). These results were particularly pronounced in minority students, who seem to receive an even greater benefit from such groupings. Minorities also, have lower levels of retention in STEM degree programs and special grouping as undergraduates has been noted as a successful means of addressing this issue (Griffith, 2010). It is to this end that we will make use of social groups created at the tenth grade level. Through the use of the cohort groups, a preexisting support structure will be in place,

before entrance into college courses, which will positively influence the chances success of students in these accelerated college endeavors.

Each step in the educational process will benefit from an increased infusion of technological resources. According to the Organization for Economic Cooperation, and Development's PISA test (2010), students with access to technology perform much better on assessments of reading, mathematics, and science abilities. The educational design of SCFCS A+STEM envisions a classroom of the future and infuses technology into all aspect of a multidisciplinary, individualized and differentiated curriculum. Instructors will be required to infuse the technology at the school for five major areas of a lesson - Organization, Research, Skill Building, Production and Assessment. This will be accomplished by using online resources for homework planning, scheduling and calendaring, project tracking, project developing, and in class assessments. Each classroom will be equipped with an active board, an instructional computer station, and document camera. All SCFCS A+STEM students will have access to an iPad and *apps* for textual, auditory and visual learning resources.

Carly Shuler reports Sesame Street 2007 research (Pockets of Potential Using Mobile Technologies to Promote Children's Learning, January 2009) that indicates "93% of 6 to 9 year-olds have access to a mobile device" (i.e. cell phones, portable video game player, digital music player, etc.) Students today are not only digital but also mobile. Mobile devices used appropriately bring the world to the classroom and the classroom can expand to an after hour learning environment. Mobile technologies, such as iPads have been shown by research to promote collaboration and improve communication.

In addition to technology access and implementation, the course design will reflect a blending of face-to-face and online presentation. This blended format has many benefits. According to Bergstrom (2011), blended course delivery allows for a greater degree of student responsibility for learning, by providing a greater emphasis on formative assessment, and reducing the burden of summative assessment. This in conjunction with mastery learning enables SCFCS to ensure the readiness of students for STEM curricula by addressing existing gaps in knowledge, and allowing a decreased emphasis on content, which has already been mastered.

Beyond the ability to tailor assessment to student ability, the use of blended instruction will provide a means of asynchronous communication and discussion. These tools will expand the learning opportunities beyond face-to-face instruction and provide the students and the instructor a greater opportunity to work on specific outcomes outside of classroom hours. In this system, time with the instructor can be directed toward each learner's individual needs, replacing the pace of the class as the central concern of the student teacher relationship.

The existing SCF Collegiate School in Bradenton has successfully used an adaptation of a Swedish model (Kunskapsskolan) of education. The Venice Collegiate School will also adopt an adapted version of this highly student centered model of education. Students in this model are coached to identify their own learning style, and to set their own long-term and short-term educational and career goals with the assistance of their parents and their coach (Stewart, 2008). The Venice school will use the basic precepts of this model, specifically with respect to the importance of goal setting, in order to facilitate student-centered discovery-based learning.

The State College will provide for an infusion of creativity in the scientific problem solving process. Through the effective use of elective courses in the arts the State College of Florida Collegiate School will provide students with a foundation from which to attempt more creative approaches to scientific problem solving. Barrow (2010), noted that scientists and artists use very similar processes in creative endeavors such as solving scientific problems. Park and Seung (2008) go as far as to say that “Creativity is a key element in the building of scientific knowledge.” It is in this spirit that we propose the use of the acronym A+ STEM, Arts plus, Science, Technology, Engineering, and Mathematics, as a representation of a STEM program, which will give our young scientists a creative edge in the international market.

#### **D. Alignment with School’s Mission**

This educational program aligns with the SCFCS A+STEM mission of providing an opportunity for a successful accelerated college experience for students to simultaneously complete the high school diploma and an associate degree from SCF with a focus on admission to a baccalaureate program in a STEM major.

The partnership between SCF and SCFCS will increase resources for support of a wide variety of successful STEM experiences not available to off campus students. In particular, the SCF facilities on the Venice Campus will provide college level science laboratories, including a new engineering lab and numerous computer labs. The cohort model gives students the opportunity to form close peer relationships in 10<sup>th</sup> grade that will encourage small learning communities once they begin taking courses on the college campus. Through the use of the cohort groups, a preexisting support structure will be in place, which will positively influence the chances success of these students in the college courses.

Instructors at SCF require college students to use technology in five major areas - organization, research, skill building, production and assessment. SCFCS high school students will be prepared for this type of learning environment.

The use of technology by students will comply with the legal and professional standards of International Society for Technology Education. Currently the college has adopted a set of standards for students for computer ethics, which are published in the student handbook and accessible on the web at <http://www.scf.edu/pages/306.asp>.

Locating a high school on a college campus offers exceptional opportunities to motivate students from first generation college families to adopt *going to college* as a goal, to receive direct support from college resources, and to develop successful and enduring relationships that encourage academic success at the college level. Creating the opportunity to increase the exposure of the students to STEM activities, further utilizes this collegiate school model to provide the learning experiences needed to create interest in STEM majors.

- Regardless of academic or socioeconomic background, the goal is for all SCFCS students to perceive themselves as capable of achieving a STEM major college degree. The sense of being part of a college community will help students gain the

motivation and confidence they need to persevere in demanding courses, while exposure to these STEM fields will assist in generating sufficient interest to encourage future study.

- SCFCS A+STEM students may move directly from the high school (grade 9) to the collegiate program (grades 10 – 12) as soon as they meet eligibility requirements. However, it is possible for sophomores to qualify for the collegiate program, and before becoming solely enrolled in college courses as juniors and seniors.
- Student progress toward meeting the collegiate program criteria will be closely monitored. A variety of interventions, including continuous diagnostic testing, feedback, and one-on-one support with an academic coach, will be implemented to provide students the opportunity to meet accelerated college criteria.
- Qualification for the collegiate program requires meeting the Florida Department of Education and SCF standards for accelerated college.
- The SCFCS A+STEM academic environment will be of honors caliber to instill confidence and academic achievement among students, in order to prepare the students for the rigors of STEM courses. Each student will be assisted through mentoring and other SCF support systems.
- SCFCS A+STEM students, teachers, and support staff will benefit from the collaborative relationship with SCF. It is anticipated that once students enter the collegiate program during their sophomore, junior and senior year, they will be fully engaged in SCF club activities and academics.
- Continuous assessments including diagnostic tests, achievement tests, e-portfolios, mastery projects and academic products will be used to insure that progress is being made toward academic achievement and personal goals.
- **SCFCS A+STEM** will provide staff development with regards to authentic assessment of students and encourage participation in District training opportunities, when space is available, to assist in meeting county initiatives.
- **FACTS.ORG** will serve as the guide for student advisement and college course equivalency.
- Counselor and advisor will begin providing specific course advisement to students as soon as career aspirations have been identified thus when students complete the AA degree they will also have completed as many pre-requisite courses, as possible, for their respective majors.
- **SCFCS A+STEM** will follow Sarasota County Student Progression Plan guidelines for grade level progression and achievement.

#### **E. Alignment with Next Generation Sunshine State Standards**

- **SCFCS A+STEM** ensures that the **Next Generation Sunshine State Standards** will be the benchmark for evaluation of student and program success. Teacher lesson plans and student assignments in grade 10 will be linked to these standards.
- In addition SCFCS-A+ STEM will follow Department of Education guidelines for progress monitoring by administering to 10<sup>th</sup> graders the FCAT reading, writing and math, and the End-Of-Course exams in U.S. history, geometry, biology and algebra.
- Courses are being designed to include the national core curriculum standards as well.

- Students will be administered the PERT as a condition of enrollment with the possibility of remediation for 10<sup>th</sup> graders.

#### **F. Design Effectiveness in raising student achievement**

- Although SCFCS +A STEM does not replicate any specific design, the potential for effectiveness in student achievement can be predicted from two models of instruction.
- First several state colleges in Florida have implemented the collegiate school concept, notably St. Petersburg College Collegiate High School and Edison College collegiate high schools. Each state college has been successful in the development of collegiate high schools and each have been rated an A school. We visited and researched the St. Petersburg collegiate model closely as we planned for SCFCS A+STEM.
- Second the SCF collegiate middle school on the Bradenton Campus has been in existence for one year. At that school the Kunskapsskolan learning school model is being Americanized.
  - Kunskapsskolan, the learning school model, implements a plan by which students are encouraged to take greater responsibility for their own educational progress.
  - Teachers require students to attend lectures, small group workshops, and to rely on a learning management system for assignments.
  - The extensive use of technology for lessons, assignments and submission of mastery projects moved the school toward a more paperless model.
  - The entire school is focused on learning with classrooms, and multiple learning stations for independent study and research.
  - The independent learner focus of the Kunskapsskolan model promotes preparation for college readiness.
- After one year in operation SCFCS-Bradenton was rated an A school.

#### **G. Applicants capacity to replicate an existing school design.**

- Since this is not the first charter school for the State College of Florida, we have had experience with the financial and human resources necessary to replicate the design.
- The overall administration of SCFCS A+STEM in Venice will include the Board, the College President, and the Head of School that were involved in the initial development of SCFCS-Bradenton Campus. Lessons learned from the first SCFCS will benefit the stability of SCFCS A+STEM.
- SCFCS A+STEM will function as a department within the college, thus sharing of resources is easily facilitated.
- SCF is accountable to Florida Department of Education with regard to finances, employment, special needs accommodations from ADA, teacher certification, accreditation standards and various audits.
- The Sarasota County School Board and the State College of Florida have successful experience in cooperative agreements building a foundation for trust and partnership.



## **4. Curriculum Plan**

### **A. Core Academic Curriculum**

Through the accelerated curriculum, high school students earn high school and college credits simultaneously, provided that all statutory and State College of Florida requirements are met. SCFCS A+STEM will accept the identified college level courses to fulfill high school graduation requirements. After high school graduation, these credits can also be used for degree programs at SCF toward the associate college degree. SCFCS A+STEM will follow the most current list of state approved courses, available at [www.facts.org](http://www.facts.org). Students enrolled in SCFCS A+STEM must adhere to registration, attendance, and withdrawal policies as determined jointly by SCF and SCFCS A+STEM and acknowledged by Sarasota County School Board. Three (3) college credits equal .05 high school credits for academic accelerated college courses.

The SCFCS A+STEM counselor (meeting certification requirements for Florida high school counselors) will advise students on the most appropriate courses to meet high school requirements and SCF associate degree requirements while including as many university entry-level STEM requirements as possible. It is the intent of SCFCS A+STEM to provide the advisement, and an academic coach to provide the support needed for each student to simultaneously graduate from high school and SCF with an associate level college degree.

Students will be enrolled in the core curriculum areas required for both high school graduation and college credits. Grade 10 students will complete the required high school level algebra, geometry, biology, English, and U.S. history courses together in cohorts of 25 students. The foundation for each course will be directly linked to NGSSS. Florida certified instructors highly qualified in their specific subject area will teach core courses. Teacher lesson plans and student assignments will be directly linked to NGSSS and National Common Core Curricula. Students and parents will be able to access the standards and assignments through an online learning management system. End of course exams and FCAT for grade 10 will be administered to measure student success and annual yearly progress.

From initial entry into the A+STEM high school at grade 10, a block schedule will be implemented in order to provide a schedule similar to that of an incoming college student. This schedule will allow for 10<sup>th</sup> graders to take one or two college courses if they demonstrate readiness for college. An extended lunch period adds the flexibility for students to seek tutoring, study, or use other campus resources during the school day.

Additionally, a block schedule will allow for a significant modification to the mathematics and science the school is able to offer in the tenth grade. This modification will provide the opportunity to give instruction in two mathematics courses, while also offering chemistry and physics. Such an increase in science and mathematics instruction will ensure the ability of the student to enter college courses fully prepared to take on the

challenge of A+STEM courses at a major's level immediately in the eleventh grade.

Accelerated high school students in grades 11 and 12 must complete at least 12 college credit hours per semester and due to the nature of the STEM rigor, 16 credit hours per term may be required. These students will enroll in the approved college level courses to satisfy high school graduation credits in math, science, English and history. The rigor of the STEM courses will be balanced with elective courses in the "Arts" discipline that emphasize creativity, ingenuity and innovation. These two strands provide balance for the STEM student. **(See the Appendix 3B Pathways for AA Graduation)**

SCFCS A+STEM is responsible for purchase of all instructional material for students, high school or college level. Textbooks and required materials will be accessible through the Venice Campus Bookstore or onsite at the collegiate school. SCFCS A+STEM teachers will be held accountable for student learning of the standards for their curriculum area, and for preparing the students to be fully involved in an accelerated college A+STEM curriculum by eleventh grade. The emphasis will be cross-discipline support of content, reading, critical thinking, and communication.

After completion of three years (10<sup>th</sup> – 12<sup>th</sup> grade), students will have earned the credits required for the 18-credit college prep program or 24-credit program as outlined on facts.org.

## **B. Research Base and Foundation for STEM curriculum. (See Appendix C)**

The importance of STEM education is well cited throughout the literature and is a concern at all levels of educational planning. A recent brief issued by the U.S. Department of Commerce (2011) reported that "STEM occupations are expected to grow by 17% from 2008 to 2018" and "STEM degree holders enjoy higher earnings, regardless of whether they work in STEM, or non-STEM occupations" (Langdon et. al, p.) As further evidence of this, legislation has been advanced in the United States Senate in support of STEM education as recently as October 6, 2012. In a press release from the office of Senator Jeff Merkley of Oregon, the weightiness of this issue is further illuminated, "The need for our students to be able to compete in the global economy requires more emphasis on STEM education." (Salem News, 2011). Governor Rick Scott of Florida has also made recent statements regarding the need to emphasize STEM within his plans for the higher education system in Florida. Governor Scott drew similar conclusions between the relationship of STEM education and job creation and global competition in Florida.

SCFCS A+STEM is committed to increasing the number of STEM graduates by creating an academic learning environment that is student-centered with an emphasis on college readiness academically and behaviorally. Research shows that STEM curricula are particularly rigorous, and demanding. It is with this in mind that the curriculum plan is developed. The small size of the school and the implementation of an academic coach for each student, give students attention based upon their individual needs in order to further develop their strengths and to fortify any existing areas of weakness. Locating the

school on a college campus provides motivation to pursue the college education without interruption.

Grade 10 will become a critical year to insure future student success. The belief that each student is different and that each one learns at different rates and in different ways provides the foundation of this program. Each student deserves an educational plan that best meets his or her needs and supports their career path. The more a student is aware of his own strengths, the more the student accepts responsibility for his own learning, the more successful he will become as a college student. In the college courses student engagement is encouraged. SCF instructors have focused on staff development that emphasizes strategies to increase students involvement including activity-based learning, advanced use of technology in the classroom and small group projects.

At SCFCS A+STEM, the instructional approach will be based on mastery learning. Grade 10 instructors will create their lessons within the curriculum in ways that increase flexibility for the student to move on to new material. As a student succeeds in mastering a new skill or standard, the teacher will work individually with that student to move them on to a more advanced level of work. The model of mastery learning not only requires the students learn concepts, but also requires application of the information. (Kaftan, Buck, and Haack). At SCFCS A+STEM there will be a focus on taking course content and then using it to do something active, to produce something, or apply to the STEM field. Service learning and practicums in STEM related fields are an important component of the A+STEM School.

As students move through the grades (10, 11, 12), three main components will be used to address the issue of student centered learning; a cohort based educational model, blended online and face-to-face instruction, and cooperative mentoring internships based educational experiences. Each of these methods will be used to bring out different facets of a student centered learning approach. Each of these separate dimensions will be documented in a senior portfolio, which details the authentic educational opportunity including research, inquiry, creative expression and practical experiences.

To achieve the best in STEM education a cohort-based model will be implemented. Cohorts (of approximately 25 students) will be created upon admission and will remain as established groups through the tenth grade. Efforts will also be made to reinforce the cohesion of these groups through the accelerated college experience. Such groups will provide a continuing basis of peer support for the collegiate students. An established cohort group navigating the rigors of STEM curriculum can share resources, learning strategies, and transmit knowledge in a collegial manner. This will emulate the synergistic effects realized in ways similar to that of research groups utilized in careers and graduate level studies at research universities.

The implementation of blended (online assignments with face to face teacher support) course delivery in and of itself serves several purposes. First it exposes students to online learning environments in a less threatening manner. Second it provides student centered learning opportunities, while maintaining a more familiar teacher centered component.

Last it provides the student and the teacher with a greater degree of flexibility with respect to instruction. This decreases the direct teacher to student ratio and increases the degree of one to one instruction possible.

The final and perhaps most instrumental component, cooperative mentoring internships, provides a crucial component of STEM education. One of the main factors in the choice of a STEM major is exposure. According to Dr. William Riffie, the Dean of the University of Florida College of Pharmacy, one of the largest barriers to the diversification of STEM education is the level of exposure to STEM education of underserved minorities. Providing an opportunity to become a part of a practicum or internship experience in the science and technologies industry will not only give significant exposure to underserved minorities, but also to any student who becomes part of such initiatives. Relationships built within the work field may develop into long term mentoring relationships for these younger students.

Again the use of mobile technology will foster the program goal of differentiated instruction, an approach to teaching and learning that recognizes learners' varying background knowledge readiness, language, preferences, and interests. Individual mobile learning devices can be more responsive to students' immediate, individual needs and will support the program design with significant opportunities for supporting differentiated, autonomous, and individualized learning. (Shuler, January 2009) Each student enrolled in SCFCS A+STEM will have access to the iPad II for use while in the program. SCFCS will assist students to acquire the necessary skills to insure the most effective use of the technology.

Research continues to accumulate supporting the need for change in public education. The concepts and pedagogy for SCFCS A+STEM are supported by such important organizations as the Excellence in Education Foundation, the Helios Foundation, The National Foundation for Teaching Entrepreneurship, the Charter School Office of FLDOE, and the International Society for Technology Education (ITSE). Data from other Florida Collegiate high schools indicate the model to be highly successful – [www.greatschools.net](http://www.greatschools.net)

Florida virtual classes may be used to provide instruction for specific courses that would not be accessible to students otherwise. Classroom teachers will serve as coaches and mentors to support this distance learning opportunity. In addition to teacher-guided instruction, there will be a focus on bringing in outside material and expertise. Students will have the option to take a limited number of courses through SCF e-learning campus to accommodate schedule necessities. In either case SCFCS A+STEM will provide support in the form of tutors and quiet workspace to insure academic success.

### **C. Reading - Cross Curricular Integration**

Entry requirements for admission to this program include scores indicating reading on or above college level. (ACT 18+, PERT 104+, FACT level 4 or 5, SAT 440+ verbal/critical reading). However, due to the direct link between reading and college

success, reading ability remains a primary focus for SCFCS A+STEM students in grade 10. The focus of the reading at SCFCS A+STEM is for readers to become fluent with non-fictional passages, independent readers and researchers, with skills in comprehension and critical thinking. SCFCS A+STEM ensures that the curriculum and instructional strategies for reading are consistent with the Next Generation Sunshine State Standards for all content areas. To facilitate a successful reading program, SCFCS teaching faculty will be required to complete the Florida Reading – Professional Development requirements within one year of teaching in the collegiate school and to implement strategies learned.

Another related example of the need for collaboration between teachers is the instance of writing. Due to the need for STEM students to have a firm grasp on the writing style needed to communicate scientific discovery, a deep level of collaboration must exist between English language teachers and science teachers in order to incorporate these objectives into both courses. Likewise the level of mathematics knowledge needed by the science teachers and the ability to apply mathematics scientific problems in the case of the math teachers creates a natural overlap in curriculum. Finally, an understanding of the application of social sciences to the issues facing scientists, and the impact of science and technology on society at large are critical areas of collaboration which must be navigated by the students and staff as the curriculum is developed and implemented. SCFCS in Bradenton has experienced success with Achieve 3000 a researched based reading program based on Associated Press articles that serves the dual purpose of increasing lexile scores and keeping students current on newsworthy events. Achieve 3000 may be adopted into A+STEM at the 10<sup>th</sup> grade level.

#### **D. Exceptional students entering.**

The stated mission of the school is to provide an accelerated college experience for any student who qualifies academically. Students entering at grade 10 will need to demonstrate evidence of previous academic success and the likelihood of being college ready by grade 11. All students entering grades 11 and 12 must qualify by meeting the following academic criteria for entrance into college courses. Identified exceptional students will receive appropriate accommodations to support student success once enrolled.

College level English:

- ACT: 17+
- PERT: 99+
- FCAT: level 4 or 5
- SAT: 440+

College level Math

- ACT: 20+
- PERT: 123+
- FACT: Level 5
- SAT: 510+

College level Reading

- ACT: 18+
- PERT: 104+

- FACT level 4 or 5
- SAT 440+ (verbal/critical reading)

Students struggling with courses are entitled and encouraged to use SCF resources including libraries, computer labs, and tutorial labs in addition to SCFCS A+STEM support. For students entering in grades 11 or 12, the State College of Florida Disabilities Resource Center is available to assist identified ESE students to remove barriers to educational advancement.

### **E. Curriculum areas other than Core.**

Graduation requirements for high school and the A.A. degree include a broad selection of courses in general education. In part the purpose of the A+STEM school is to insure that mathematics and science students also complete courses in the “Arts” area. College graduation requires courses from the Humanities and the Arts. SCFCS A+STEM will expand its offerings to include a new college course on creativity and design specifically to address the demands of innovation that will be an important part of STEM careers of the future.

In order to insure students are able to complete the courses necessary to apply successfully to STEM baccalaureate degree programs, while completing the requirements of high school graduation and an associate of arts degree, a series of basic pathways will be set up to guide students through accelerated college course selection. These basic pathways will consist of an Engineering Pathway, a Natural Science Pathway, a Computer Science Pathway, a Mathematics Pathway and a Liberal Arts Pathway. Each will be designed in accordance with articulation to Florida universities using the University of Florida as the model. Other undergraduate aspirations will be accommodated as needed to promote a mindset of increasing globalism for those students who wish to pursue their education out-of-state or abroad.

### **F. Effectiveness of curriculum evaluated**

For curriculum to be effective it must meet the state requirements for high school and college graduation, the content from Next Generation Sunshine State Standards, the academic rigor of a college preparation program, the mission and objectives of SCFCS A+STEM and the needs of students.

- During the first year, the School will establish baseline standards of student achievement, based on end of course exams, FCAT scores, PERT scores and student grade point averages.
- Additional baseline rates (2012-13) will be established for student demographics, student absences, retention and graduation from high school and SCF.
- In subsequent years, the School agrees to show growth from the baseline student achievement data at a rate above or equal to the state and Sarasota county as measured by the state required exams.
- Progress toward program goals will be measured by increased retention and graduation rates from the first year to the 5<sup>th</sup> year of the contract.

- The number of ethnic minority and females who successfully complete the A+STEM program will measure success of the mission.
- SCFCS-STEM will evaluate program effectiveness by analysis of student performance on senior portfolios. Program elements will be modified to strengthen student success in areas of low student performance.
- Student success and student evaluations of instructors will be included in annual evaluations of SCFCS instructional staff.
- SCFCS A+STEM will also evaluate program success by the number of students entering 4-year state university systems in STEM programs. The expressed goal is to increase this number each year.
- All charter schools are held accountable for meeting the State's student performance requirements as delineated in State Board of Education Administrative Rule 6A-1.09981, Implementation of Florida's System of School Improvement and Accountability. Specific authority for this is found in FL 1001.02, FS 1008.33 and FS 1008.345. SCFCS A+STEM agrees to allow the School District of Sarasota County, Florida reasonable access and to review data sources, including collection and recording procedures, in order to assist the Sponsor in making a valid determination about the degree to which student performance requirements have been met.
- The School agrees to annually report all site generated test scores, student grades, and student information in the format required by the Sponsor.
- SCFCS A+STEM will annually re-evaluate the success of the school and revise goals for student standards of success to insure annual yearly progress goals are being met.

## **5. Student Performance, Assessment and Evaluation**

### **A. SCFCS A+STEM Educational Goals and Objectives for Student Achievement**

#### **Goal #1 –Provide an accelerated avenue for qualified students to simultaneously graduate high school and earn an associate’s level college degree.**

- 2012-13 and each successive year of the charter, 100% of collegiate students completing grade 12 at SCFCS A+STEM will have earned the high school diploma.
- For end of year 2012-13 only, 80% of collegiate students graduating with a high school diploma will have also successfully completed 24 college credits toward a transferable Associate Degree.
- For end of year 2013-14 only, 80% of collegiate high school students completing grades 11 and 12 and graduating high school will have also successfully completed 45 college credits toward a transferable Associate Degree.
- Beginning with the graduating class 2014-15, 100% of students completing grades 10, 11 and 12 at SCFCS A+STEM will be expected to successfully complete (in addition to high school graduation requirements) 60 college credit hours and to graduate from SCF with AA degree transferable to a university.
- Beginning with the SCFCS A+STEM graduating class of 2015, a baseline will be established for the number of graduates earning an Associate degree and transferring to a STEM college within a university.
- Each successive year following 2015, the number of graduates earning the high school diploma and the Associate Degree and transferring to a STEM college will increase by 5%.
- SCFCS A+STEM graduates earning an Associate’s degree at the State College of Florida will perform at least as well as other SCF graduates on campus-based accountability measures (GPA, credits earned) identified by the College’s accountability measures.

#### **Goal #2 – Provide specialized advisement and centralized academic support for students enrolled in SCFCS in science, technology, engineering and mathematics programs.**

- SCFCS A+STEM counselor and student coach will work with all students to develop individualized plans for tutoring, mentoring, and peer support to address specific learning needs. Program assessment will review the data on ARC usage to determine need for changes to SCFCS A+STEM program.



- For end of year 2012-13, annual progress gains will be measured for 10th grade students by percentage of students passing appropriate end of course exam scores, with an expectation of 90% passing rate.
- By beginning of 2013-14 year, 90% of collegiate school students enrolling the initial year (2012-13) in grade 10 will meet academic requirements to enter college courses in the accelerated college program of SCFCS A+STEM.
- 100% of students completing 10<sup>th</sup> grade at SCFCS A+STEM will successfully pass the FCAT.
- 100% of students enrolled in college courses at SCFCS A+STEM must meet minimum college standards for continuous progress (2.5 gpa) and will be advised accordingly at the end of each semester. **(See Attachment 5A1 – SCF student probation and suspension regulations)**. To transfer into a higher level bachelor's position students must maintain a 3.0 grade point average.

**Goal #3 – Increase the participation of females and ethnic minorities in STEM education and careers**

- Increase number of females and ethnic minorities enrolling in SCFCS A+STEM by 2% each year while maintaining integrity of lottery selection process.
- Identify and partner with local agencies promoting minorities and females in STEM field.

**Goal #4 – Form partnerships with local STEM businesses and agencies to increase opportunities for hands-on learning experiences**

- By end of year 2014-15, 100% of students completing grades 10, 11 and 12 will participate in a minimum of 3 practicum-learning experiences in STEM fields.

**B. Student Placement and Promotion Procedures**

Students will be initially placed in the collegiate program by lottery based on evidence of entrance criteria: GPA of 3.0, and passing grade on FCAT, plus parent request to enroll. After the lottery selection process, students will be notified to complete the enrollment process with documentation college entrance level scores on the college placement test (PERT) or ACT or SAT.

Both the SCFCS A+STEM counselor and SCF student services personnel will review each student's cumulative records from the school(s) previously attended. Past performance on State of Florida mandated tests, on school district standardized testing programs and college placement exams will be reviewed for achievement level and rate of progress during the student's school career. Student successes, strengths and weakness

experienced in prior educational experiences will be identified. These permanent records will be used for verification of current grade level and accumulated grade point average and eligibility for placement in college level classes.

SCFCS A+STEM high school will allow qualified high school students to enroll in an accelerated college track in 10th grade. However, students must complete high school credits while enrolled in courses that meet both high school graduation requirements and the associate college degree at SCF. College fees, tuition, and textbook costs are covered through the collegiate high school budget. No additional fees are charged the public school students for this accelerated college program.

Students must meet the following qualifications to be considered:

- Unweighted 3.0 G.P.A. on high school work
- Qualifying placement test scores on: College Placement Test (CPT), SAT, or ACT (see Minimum Qualifying Test Scores) or PERT
- Approval of parents
- Selected to participate through the lottery enrollment process

### **C. SCFCS A+STEM Graduation Requirements and Methods Used to Determine Requirements Are Met**

#### **1. High School Graduation Requirements**

SCFCS A+STEM students completing grade 12 will be required to have met the following graduation requirements.

Four-year standard graduation requirements for students entering high school in 2011-12 and beyond are as follows:

- Four credits in English (major concentration in composition and literature)
- Four credits in mathematics (must include Algebra I)
- Three credits in science (two of which must include a lab component)
- One credit in American history
- One credit in world history
- One-half credit in economics
- One-half credit in American government
- One credit in practical arts career education or
- One-half credit in performing fine arts and one-half credit in practical arts or vocational education
- One credit in HOPE (Health Opportunities Through Physical Education)
- Four credits in a career pathway
- Four credits in electives
- A cumulative weighted grade point average of 2.0 on a 4.0 scale.

In addition to competing the specified curriculum for graduation for high school, each student will complete the following:

- Pass the FCAT by end of 10<sup>th</sup> grade

- Pass appropriate EOC exams (Algebra I, Geometry, Biology, others when added)
- An overall grade point average of at least 2.0 on all coursework
- Successful completion of a senior portfolio project that summarizes knowledge, skills and learning experiences in STEM fields.
- Maintain a 3.0 in college courses for transferring to upper level programs

## 2. Methods Used to Determine High School Graduation Requirements Are Met

- SCFCS A+STEM will hire a counselor and high school registrar to specifically attend to the graduation requirements of each student enrolled.
- SCFCS A+STEM will use high school requirement advisement sheets from FACTS.ORG (See Appendix 4A3)
- SCFCS A+STEM counselor will work directly with SCF college counselor to insure that high school requirements are met simultaneously with college courses based on state lists of acceptable courses. [www.facts.org](http://www.facts.org)
- SCFCS A+STEM will follow Sarasota County guidelines for recording and evaluating high school credits.
- SCFCS A+STEM registrar and counselor will participate in District training to insure that current standards and state requirements are met.

### Grading Scale

Course grades will serve as a fundamental measure of student achievement. SCFCS A+STEM students enrolled in grade 10 will utilize the following grading system, based on the Florida Uniform Statewide Grading Scale for Grades 9-12. However once enrolled in college courses, SCF instructors will individually establish a grading scale appropriate to the college level subjects they teach. SCFCS A+STEM students who are enrolled in college courses will follow the grading scale of the college level instructor.

Grade Percentage		Quality Point Value Progress	
<b>A</b>	<b>90 - 100</b>	<b>4</b>	<b>Outstanding Progress</b>
<b>B</b>	<b>80 - 89</b>	<b>3</b>	<b>Above Average Progress</b>
<b>C</b>	<b>70 - 79</b>	<b>2</b>	<b>Adequate Progress</b>
<b>D</b>	<b>60 - 69</b>	<b>1</b>	<b>Lowest Acceptable Progress</b>
<b>F</b>	<b>0 - 59</b>	<b>0</b>	<b>Failure</b>

### D. Baseline Achievement Data Established, Collected, Used

The Sarasota District student database for academic progress and SCF Testing Center will serve as support services for establishing baseline data on each student. Initially the baseline data will include FCAT scores, GPA, courses completed toward high school and college graduation and identification of exceptional student needs. Past performance on State of Florida mandated tests and on school district standardized testing programs will be reviewed for achievement level and rate of progress during the student's school career.

These permanent records will be used for verification of current grade level and accumulated grade point average.

The district student database will be used to record student attendance, high school equivalent course enrollment, behavior issues, and high school credit record. Students will be simultaneously enrolled in the SCF database (Banner), which will be used to track student schedules, course completion, student grades in college courses and college GPA. The SCF learning management system will be used to document progress on the senior portfolio and success with practicum field experiences.

Baseline data will be collected through out the initial year of the contract. Of particular interest will be:

- Entrance PERT scores compared to academic success
- Quarterly report card grades for grade 10 and semester grades for grades 11th and 12<sup>th</sup> (GPA)
- FCAT scores for grade 10
- End of Course exams for grade 10
- Student demographics re: ethnicity, free and reduced lunch, ratio of male/females,
- Withdrawal and retention rates
- Progressive evaluations of senior portfolios
- Number of field placements, service learning, and practicums completed

To assess progress, students will be assigned to a coach or mentor who will maintain regular interaction with the student during the entire time at SCFCS A+STEM. These sessions will address education and career goals, academic progress, program planning, senior portfolio development and other related issues.

Lack of appropriate academic progress (not meeting schedule outlines in college pathways) will be addressed first by the student's coach. The Coach will meet with each student on a regular bi-weekly basis to review progress. When challenges arise, the coach will work with the student and parents to determine the best course of refocusing or remediation.

The SCF Career Resource Center will provide students' access to varied online and written inventories that will gather data for SCFCS A+STEM regarding career interest, skill sets, study habits, strengths, and learning styles. SCFCS A+STEM instructors and counselor will use this data to create individualized programs of study for each student.

The SCF ARC lab will serve a centralized location to enhance student academic achievement with one-to-one and small group tutoring. To further assist in student progress SCFCS A+STEM will develop a cadre of individual tutors, small study groups, computer-assisted-instruction, video reviews and other similar activities for learning support for SCFCS A+STEM students in grades 10-12.

SCFCS A+STEM counselor will plan individualized advising conferences at least twice each term with each student, and more if warranted. Parent and student interviews will be held to discover student level of motivation and knowledge of *going to college*.

Student outcomes will be examined on a school-wide, program and individual basis. Progress will be ascertained by considering grade level, time attending the charter school and baseline data.

SCFCS A+STEM will publish comparison studies with specific populations as identified below. The Collegiate School will seek the assistance of the School District of Sarasota County, Florida to identify district high school student populations that are comparable to those of the Collegiate School. Upon graduation from high school, STEM school students will have performed at least as well as comparable district students and state populations as measured by the various indicators prescribed by the State.

Student success will also be compared with the six Collegiate Schools associated with Florida colleges. Statistics of students who complete the AA degree simultaneously while completing their high school degree should be equivalent to the existing collegiate schools.

The “whole” of the student population will be compared to similar schools in the State of Florida based on State College of Florida Collegiate School’s rating on the Florida State Report Card. It is the goal of SCFCS A+STEM to earn a rating of A.

**E. Types and Frequency of State Assessments**

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>FCAT Reading</b>	<b>FCAT/ if needed Reading/Math</b>	<b>FCAT / if needed Reading/Math</b>
<b>FCAT Writing</b>		<b>ACT/SAT I – retakes SAT II Optional</b>
<b>FCAT Math</b>		
<b>CPT/PERT</b>	<b>PSAT Optional</b>	
<b>EOC Exams (as of 2012-13) U.S. History Geometry Biology I Algebra I</b>	<b>ACT, SAT I, SAT II Optional</b>	

As a county chartered school, the administration, faculty and staff of State College of Florida Collegiate School A+STEM will seek advice, counsel and cooperation from The School District of Sarasota County, Florida District officials in developing a plan which will align with the standard methods of progress used by the school system. The staff of State College of Florida Collegiate STEM School will monitor actions by the Florida Department of Education as it develops new assessment standards based on benchmarks

or other criteria and will work cooperatively with The School District of Sarasota County, Florida to revise the charter school's testing program accordingly.

Infrastructure and lab space is already available for administering computer-based assessments. The SCFCS counselor and registrar and SCF instructional technician will insure that the state requirements are successfully met.

**Additional assessments and benchmarks for possible inclusion are:**

- Florida Writes Test;
- Standard grades and college credits awarded for each grade level;
- Grade Point Average;
- Graduation, program and course completion rates;
- Program and course retention rates;
- Course success rates;
- SCFCS A+STEM retention rates;
- SCF College Placement Test – PERT;
- SAT and/or ACT scores; and
- Qualification for Florida's Bright Futures Scholarship Program; and
- Achievement of academic plans and career preparedness based on student's portfolio review and exit interviews.

**F. Use of Student Assessment and Performance Data for Improvement of Instruction and Program**

SCFCS Collegiate A+STEM will be evaluated on two levels, the student level, and the school/program level. Results of all evaluations will be studied for the purpose of improving the programs and services provided to students.

**Student Level Achievement**

SCFCS A+STEM students enrolling in grade 10 will be assessed throughout the year to ensure each student is on track with the NGSSS benchmarks and national core curriculum standards. SCFCS A+STEM will use ongoing assessments for every student in each course, plus quarterly GPA to determine that appropriate progress is being made. The required end-of-course exams will assist with determining that the annual yearly progress has been met.

Data (GPA) from students enrolled in college courses will be analyzed on a semester basis. Changes can be made to student schedules, instructors can be changed, and remediation can be put into place at least two times a year. With our limited enrollment program re-evaluation can be an on-going formative evaluation process. Summer courses and SCF short-term courses can be used to make up credit loss.

A cooperation effort between SCFCS A+STEM counselor and each student's assigned coach will serve to track student progress between grade reports.

For more formative assessments, SCFCS A+STEM will use mastery assessments and student portfolios as a key part of progress monitoring throughout the school years. The STEM program will include key assessment projects and service learning experiences, developed by instructors to assess the quality of the program and success of students. These projects, presentations, activities, and practicum placements will serve as ongoing, formative assessment to supplement traditional benchmark assessments. Each student will also work with their coach and instructor to compile and keep a student work portfolio throughout the years. These portfolios will culminate in a senior project that highlights their successes, skills and knowledge learned while at SCFCS A+STEM.

### **Program Evaluation**

Examples of these formative evaluation activities that will be used for program assessment include –

- State mandated reports, including student performance measures;
- The State College of Florida annual program evaluation following the existing format for reviewing the college's instructional programs and services;
- Student evaluations of both faculty and the course taught;
- Teacher effectiveness based on student success in courses;
- An annual survey to determine parent perception of school effectiveness and their satisfaction;
- Student evaluations of the success of the instructor as a teacher;
- High school and college credits awarded for each level;
- Summative Grade Point Averages;
- Graduation, program and course completion rates; and
- Program and course retention rates

Program improvement will be based on weaknesses and strengths identified through the analysis and summation of this type of data. An annual improvement plan will be written to refocus the school on its mission and objectives. Reports from these assessments will be provided to the SCFCS Board and to the SAC and parents.

### **G. Informed students and parents**

Assessments of student progress prior to college courses will occur in informal and more formal statistical manners. Instructors assigned as coaches will monitor student progress during each school term utilizing strategies, which will include progress reports to students and parents, review of midterm grades with counselor as needed, instructor referrals and student conferences.

Advisement regarding college entrance and program of study will be provided as students prepare to move into higher level courses. Students enrolled in college courses are treated as adults and progress is not reported to parents until the end of the term. SCFCS

coaches will work with students regularly to encourage appropriate study habits, regular attendance and grade concerns.

- Coaches will complete periodic anecdotal notes about activities of their students.
- To ensure an individualized approach to educational and social activities, staff members will meet with each student at least once a month or more often as need arises.
- Mentors and additional tutoring will be provided for students encountering academic or behavioral problems.
- Collegiate school and college guidance counselors will be available to all students.
- Collegiate school and college guidance counselors will hold information session regarding requirements for transferring to the university system.
- A student experiencing academic and/or behavioral problems may have his/her class scheduled adjusted to provide more structure, performance based instruction or other appropriate alternatives.



## **6. Exceptional Students**

### **A. Level of Service Provided**

SCFCS will work in concert with The School District of Sarasota County, Florida to identify students with special needs, the particular needs of each, and to develop services and programs to meet all applicable State and Federal requirements including Section 504 of the Rehabilitation Act of 1973, Florida Statute (2007) 1002.33, Chapter 6A-6 of the State Board of Education Administrative Rule, and the Individuals with Disabilities Education Act (IDEA). SCFCS A+STEM “will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% on instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.” (Model Florida Charter Application).

SCFCS counselor and ESE instructor will participate in ESE trainings provided by the District to insure that current requirements are met.

### **B. Equal Opportunity for ESE student enrollment**

The mission of the SCFCS A+STEM to provide an alternative accelerated college opportunity assumes prerequisite enrollment criteria as a condition to enrollment. However, all students who meet the enrollment criteria will have equal access to acceptance through the lottery selection process. College bound ESE students are included and encouraged to apply.

The State College of Florida already serves special needs populations. The SCF Disabilities Resource Center (DRC) has resources to assist SCFCS A+STEM identify specific locations for recruiting for this population. All recruitment sessions will be held in handicapped accessible facilities and ample handicapped parking spaces.

### **C. Cooperation with Sponsor to ensure appropriate placement of ESE students.**

SCF Collegiate School will solicit assistance from the School District of Sarasota County, Florida ESE Department to provide appropriate placement for students who can benefit from the program offered at SCF Collegiate School. Should the A+STEM program prove to be ineffective with a student, the collegiate school will also seek assistance from Sarasota County District personnel to determine more appropriate accommodations or a better placement.

State College of Florida A+STEM is responsible for the delivery of all educational and related services indicated on the student’s Individual Education Plan (IEP). Once enrolled in college courses, the State College of Florida will provide disability services and resources for identified ESE students through an agreement with the SCF Disabilities Resource Center.

SCFCS A+STEM will hire part-time ESE specialists to insure that required IEP meetings and documentation of such are completed to the satisfaction of the district, DOE and parents. It will be the responsibility of the ESE instructor to insure that students identified with disabilities will be educated in the most appropriate, least restrictive environment. Procedures for meeting identified needs of ESE will be based on each Individual Education Plans (IEP) in collaboration

with the student's coach, parents and the student. The School can serve a broad range of special needs students who qualify for enrollment by meeting the pre-qualifications and lottery.

SCF has a Disability Resource Director (DRC) and services the need of ESE population enrolled in college classes. Staff development for SCF instructors is an on-going service of this department to the college faculty. SCFCS A+STEM will work closely with SCF DRC to insure all students enrolled in college courses are accommodated appropriately. SCFCS will work with the sponsor to provide an ESE Specialist for the review of the Matrix of Services form following the completion or revisions of an IEP. (See **Appendix 6C** for SCF DRC Procedure for Accommodations.)

If it is determined by an IEP committee that the needs of a student with disabilities cannot be met at the Collegiate School, the SCFCS A+STEM will work with the District to secure another placement for the student in accordance with federal and state mandates. In instances of extreme impairment or disability whereby the student cannot be served appropriately by a typical public school's resources, options for that student will be discussed with the School District of Sarasota County, Florida and the student and parents.

#### **D. Use of Facilities and adaptation to students needs**

All SCF facilities meet ADA accommodations. SCFCS-A+STEM will work with SCF Disability Resource Center to acquire supplementary aides and services as needed by special students. SCF has a tradition of providing amplification, enlarged text, private testing areas, note takers, readers, and extra space or enlarged seating for existing adult students. Such resources will be made available to SCFCS A+STEM students as needed.

#### **E. Evaluation of Effectiveness of Services**

Annual IEP meetings will be held with student, parent, counselor, instructors and other appropriate personnel to evaluate the effectiveness of the services that are being provided.

SCF DRC has an appeals process in place where services can be re-evaluated to insure ADA accommodations are being met.

Aggravate data from students receiving services will be reviewed to identify any negative trends with regard to success of this particular population in the A+STEM School.

SCFCS A+STEM coaches will be the first to identify when any student is struggling and to call for a review of the individuals learning plan.

#### **F. Projected Population of Special Needs Students**

SCFCS A+ STEM projects approximately 10% of the total enrollment will be identified as special needs students. For the initial year projections 10% would equal 25 students and for each remaining year 30 students. Although the national statistic for ESE population over 5 is approximately 19%, the current enrollment of ESE students in the Bradenton collegiate school is 8%. State College of Florida college students receiving accommodation is 6.8%.

## **G. Staffing Plan**

Based on 24-30 ESE students with IEP's or 504's on consultation basis, SCFCS has budgeted 1 half-time ESE instructor to oversee paperwork, advising, consulting and IEP meetings. In addition SCFCS has budgeted funds for PT/OT/Language consultant(s) to address specific student needs of individual students. This arrangement worked well for the initial year of enrollment at SCFCS Bradenton. With additional support from the SCF DRC we believe this plan will work for A+STEM. The effectiveness of this arrangement will be reevaluated annually to determine whether more services are needed

## **H. Gifted and Talented**

The nature of this school is to accelerate students to complete college credits while in high school. However, more is not always the answer. The following key elements are an integral part of the A+STEM curriculum and will address the academic needs of students identified as gifted and talented.

- Required to complete honors level and advanced science, technology, engineering and mathematics courses.
- College level rigor for high school students
- Required application of content in STEM practicum experiences
- Required to demonstrate cumulative knowledge, skills and learning experiences in a senior portfolio that requires higher level critical thinking and problem solving
- Early exposure to STEM careers and responsible decisions leading to a career choice
- Combined emphasis on the ARTS as a stimulus for innovation, inspiration and creativity
- Emphasis on quality research and professional writing

## **7. English Language Learners**

SCFCS A+STEM will provide support for English Language Learners and services for Limited English Proficient (LEP) students according to Florida Statute and Florida State Board of Education Rules to meet the requirements of the Multicultural and Educational Training Advocacy Inc. (META) Consent Decree and rules of the State Board of Education in Chapter 6A-6.

All SCFCS A+STEM will insure that teachers who have responsibility for ELL students for grade 10 have appropriate training as required for ESOL certification and/or endorsement.

Instructors for the SCFCS A+STEM students and parents will jointly develop individualized plans for the education of students with limited proficiency in the English language. Each plan will outline the means for further instruction of the student in the English Language and/or will specifically indicate how instruction will be modified in the basic subject areas. SCFCS A+STEM faculty certified in ESOL will serve as a resource to SCF college faculty in this area. Limited English speaking students are already enrolled in the State College of Florida, Venice Campus, and academic resources on the SCF campus are available to also assist ESOL/LEP students enrolled in SCFCS A+STEM. SCF Academic Resource Center has courses and workshops available to assist students with limited English abilities in reading and writing.

## **8. School Climate and Discipline**

**SCFCS A+STEM agrees to maintain a safe learning environment at all times, and will insure the health, safety and welfare of all students attending the school.**

### **A. Class Management and student discipline**

- SCFCS A+STEM instructors will collaborate to develop a classroom management plan for the school.
- Generally the plan will be based on a series of referrals leading up to detentions, in school suspensions and off campus suspensions.
- Instructors will write the referrals based on an identified list of inappropriate behaviors such as disrupting the learning of other students, inappropriate use or treatment of school technology, inappropriate treatment of peers and disrespect to instructors. (See **APPENDIX 8A-1** SCFCS Referral Form)
- Instructors will have responsibility for lunch and classroom detentions.
- The SCFCS counselor will have responsibility for addressing the students and parents regarding high level or repeated offenses.
- The ESE instructor will be included in all discipline conferences regarding special needs students.

### **B. Code of Conduct, suspension, dismissal and expulsion**

- SCFCS A+STEM will adopt the School Board of Sarasota County, Florida's Code of Student Conduct.
- SCFCS will also develop the SCFCS Code of Student Conduct to include items appropriate to high school students on a college campus. It will complement (not replace) the Sponsor's rules and procedures for student suspension. (See **APPENDIX 8B-2** SCFCS Student Code of Conduct - To be revised for 2012-13 for SCFCS A+STEM)
- For the students enrolled in college classes, the SCF Student Policies and Procedures will also be in effect. It will be the responsibility of the SCFCS A+STEM counselor and principal to resolve concerns of collegiate students. When the student complaint involves SCF faculty the conflict resolution may also include the Vice-President of Student Services or his designee.
- SCF Student Policies and Procedures identify specific academic requirements for students to remain enrolled in college courses. Students enrolled in college courses will follow the SCF guidelines for academic warning (falling below 2.5 grade point average,) probation (being below 2.5 for 2 terms), and dismissal (remaining below although a learning plan was implemented).
- The Collegiate School will implement the District's rules and procedures governing student expulsion. All expulsions will be processed through the Sponsor. Students recommended for expulsion will be referred to the Sponsor for appropriate disposition. SCFCS will cooperate with the Sponsor by providing documentation, detailed information, and testimony as needed.
- SCFCS will not engage in the corporal punishment of students.
- The School will report each month to the Sponsor the number of violations of the Code, by offense, to be included in the District's discipline reporting.

## II. Organizational Plan

### 9. Governance

#### A. Legal Structure of the Governing Board

This charter application is requested under the authority of Section 1002.33 (5)(b)(4), F.S., “Charter schools”:

*4. A Florida College System institution may work with the school district or school districts in its designated service area to develop charter schools that offer secondary education. These charter schools must include an option for students to receive an associate degree upon high school graduation. District school boards shall cooperate with and assist the Florida College System institution on the charter application. Florida College System institution applications for charter schools are not subject to the time deadlines outlined in subsection (6) and may be approved by the district school board at any time during the year. Florida College System institutions shall not report FTE for any students who receive FTE funding through the Florida Education Finance Program.*

SCFCS A+STEM will be chartered under the auspices of State College of Florida, Sarasota-Manatee. The State College of Florida District Board of Trustees is the founding board and governing board for SCFCS A+STEM. Pursuant to Section 1001.61, F.S., the Board is composed of nine members: five trustees from Manatee County and four trustees from Sarasota County, all residents of the College’s service district, appointed by the Governor of the State of Florida and confirmed by the Senate in regular session.

The State College of Florida District Board of Trustees meets on the last Wednesday of each month, with the exception of July and December. The Board is an active policy-making body with ultimate responsibility for financial resources, including those appropriated by the Florida Legislature.

#### **State College of Florida Mission Statement**

*State College of Florida, Manatee-Sarasota provides an accessible, dynamic learning environment that facilitates the achievement of educational, professional and personal goals by our students and members of our communities in an atmosphere that embraces academic excellence, diversity and innovation.*

In support of this mission, State College of Florida is committed to fostering a climate of continuous improvement and institutional effectiveness as it provides:

- Liberal arts and pre-professional education through the Associate in Arts degree
- Professional and technical education through the Associate in Science degree and college certificates
- Awarding baccalaureate degrees in areas of need as authorized by the State Board of Education

- Access to baccalaureate degrees through upper division transfer and articulation
- Qualified faculty and staff committed to the educational goals of the learner
- Personal and professional development opportunities
- Services and opportunities promoting academic, personal, and social growth among students
- Accessibility to programs through learning assistance, academic advising, flexible scheduling and distance education
- Educational partnerships with business, industry, government and other institutions
- Cultural resources, events and facilities for the community
- An A-graded Collegiate Middle School in Manatee County, Florida

The collegiate school concept meshes with the mission of SCF, and the partnership will be mutually supportive for SCF and SCFCS A+STEM students and staff.

#### B. Organizational Chart Narrative

According to the organization of the collegiate schools at State College of Florida, the Principal will report directly to the Head of School, currently Kelly Monod, Bradenton charter. However, the SCFCS A+STEM Principal will collaborate with State College of Florida, Venice Campus Provost in matters involving facilities and campus events. The Principal will administer the charter school and hold responsibility for recommending employment and policy, day-to-day operations, supervising and evaluating school staff. The job description for the Principal is contained in Appendix A of the SCFCS *Employment Supplement*. The Principal will be a qualified individual with experience in budgeting, planning, implementing and evaluating programs for high school students, and be responsible for all SCFCS operations including financial management and audit, academic and student service programs, policies, safety and security procedures, and human resources. Employment of SCFCS personnel will be upon recommendation of the College President, subject to rejection for cause by the College Trustees. Reports from all SCF collegiate schools will be standing agenda items on the State College of Florida District Board of Trustees meeting agenda, and all reports and actions will be part of the official minutes and records.

The following campus structure will be employed with the Venice Campus Provost, Darlene Wedler-Johnson, serving as the official contact for campus issues. The SCFCS A+STEM Principal will serve as a member of the Campus Provost's staff in order to facilitate the interchange of programs and resources between College and School.

## SCFCS A+STEM at Venice Governance Structure

State College of Florida  
District Board of Trustees\*

State College of Florida  
President  
Dr. Lars Hafner

State College of Florida  
Venice Campus Provost  
Darlene Wedler-Johnson

Principal  
SCFCS A+STEM

Campus Academic Affairs    Campus Student Affairs    SCFCS – SAC

Administrative Assistant (FT)    Guidance Counselor (FT)    Teachers (FT, PT)    Tutors (PT)

\* Also serves as SCFCS Governing Board. See **Appendix 9B1** for Collegiate School Organizational Structure.

To ensure that parents/guardians have ready access to the governance of the School, the State College of Florida District Board of Trustees meetings will continue to be open to the public in accordance with Florida Statutes, and public notice shall be given in a timely manner. The State College of Florida District Board of Trustees will publish an annual calendar of all governing body meetings for the school year, including the date, time and location, on its website.

### C. The Governing Board

The State College of Florida District Board of Trustees will hold the same responsibilities for SCFCS A+STEM as for the College. The Board will be an active policy-making body for SCFCS with ultimate responsibility for financial resources, including those appropriated by the Florida State Legislature. The Board is charged with approving policies, teacher and staff appointments, program offerings, the school calendar and the SCFCS budget. Current officers are Carlos Beruff, District Chairman, who chairs Board meetings, and Dr. Craig Trigueiro, Vice Chairman, who acts in the Chairman's absence. Lars A. Hafner, Ph.D., President, State College of Florida, serves as Secretary to the Board.

The Governing Board of the SCF Collegiate School will be accountable for defining the mission and purpose of the School, and for the academic, financial, and operational policies.. The Board will approve all budgets, set policy, and ensure sound financial and administrative management of the School. Further, the Board, through the College President, will ensure the performance standards are met or exceeded, that ongoing assessments are accomplished, financial reports are made and controls are in place, that State and district requirements are met, and annual progress and accountability reports are made to the sponsor and other entities as required by law. The Board will not be involved in the daily administration of the School.

#### **D. Policies and Procedures by which the Board Operates**

The specific duties of the District Board of Trustees are outlined in Florida Statutes, and include the authority and duty to offer degrees and certifications (1001.64, F.S. – “Florida Community College System institution boards of trustees; powers and duties”). Each District Board of Trustees is specifically authorized to adopt rules, procedures and policies, consistent with law and rules of the State Board of Education and State, to guide college governance, personnel, budget and finance, administration, programs, curriculum and instruction, buildings and grounds, travel and purchasing, technology, students, contracts and grants, or college property. Florida State Board of Education Administrative Rule (State Board of Education Administrative Rule 6A-14.0716 – “Community College Budgets”) directs the District Board of Trustees to approve and submit budgets to the Commissioner of Education in a prescribed manner. The College’s operating budgets are prepared according to the budget development packet distributed annually by the State Board of Education. Financial activities are monitored through financial updates to the Board at each scheduled meeting. All meetings of the Board are public meetings, conducted in accordance with Section 286.011, F.S., and no resolution, rule or formal action shall be considered binding except as taken or made at such meeting. Section 112.313, F.S., addresses standards of conduct for public officers, employees of agencies, and local government attorneys, and prohibits board members from having contractual, employment, or personal or familial financial interest in the organization which they are serving.

#### **E. Transition to Governing Board**

The State College of Florida District Board of Trustees at the regular board meeting held on September 6, 2011 voted to explore the founding of SCFCS A+STEM Venice. The State College of Florida is the founding group for the School; its Board will serve as the governing board. A representative from the Board has been designated to serve as parent liaison. This contact, Mr. Ed Bailey, also attended the 2011 Florida Charter School Conference

#### **F. Board Member Recruitment**

President Lars A. Hafner personally leads the orientation of newly appointed College Trustees. Trustees are appointed to staggered three-year terms. All new members are invited to the Bradenton campus for an orientation session. Each Vice President presents a summary of areas of responsibility. The tone of the session is interactive and engaging. A Board Manual is provided to each new member, including :

- Florida Sunshine Law material
- State College of Florida Board Manual with State Board Rules
- Association of Florida Colleges Trustee Handbook (Examples of contents include Trustees Duties and Responsibilities, Job Description, Code of Ethics,



Expectations of Trustees and President, Glossary of Terms and Acronyms, Legal Response Issues, and Guide to Policy Making.)

- State College of Florida Organizational Guide
- Readings on Effective Board Practices

The Board manual will be expanded to include rules, laws and regulations pertaining to charter schools, and associated duties and responsibilities of the SCFCS Governing Board.

In accordance with the requirements under 6A-6.0784 F.A.C., every member of the SCFCS governing board participates in governance training. The training delivered is consistent with a training plan that has been submitted and approved by the Department of Education as described in this rule.

The Association of Community College Trustees (ACCT) is a non-profit educational organization of governing boards, representing more than 6,500 elected and appointed trustees who govern over 1,200 community, technical and junior colleges in the United States. All State College of Florida Trustees are members of this association. ACCT sends correspondence and educational materials directly to College Trustees, including information on board leadership opportunities designed to:

- Enhance the ability of community college boards to effectively carry out their roles and responsibilities.
- Support community college boards in their efforts to govern and develop policies that focus on meeting community needs.
- Build community college board capacity through education and training programs, and
- Assist community college boards in the recruitment, selection and retention of chief executive officers of the highest caliber.

State College of Florida provides funding for Trustee professional development initiatives including ACCT, national legislative seminars, American Association of Community Colleges (AACC) national conferences, and Association of Florida Colleges (AFC) meetings and events. These professional development opportunities will be expanded to include K-12 state and national meetings and conferences, and events such as the National Charter Schools Conference held annually by the National Alliance for Public Charter Schools.

## **G. Governing Board Members**

Edward J. Bailey – Finance Manager, Sarasota Ford, Sarasota, FL (Manatee County)

Carlos Beruff – Chairman of Board – President, Medallion Homes Gulf Coast Inc., Bradenton, FL (Manatee County)

C. J. Fishman – President, Fishman and Associates Inc., Venice, FL (Sarasota County)

Joseph C. Miller Jr. – President, Miller Recreation Equipment & Design Inc., Bradenton, FL (Manatee County)

Ann Y. Moore – Real Estate Broker, Michael Saunders & Co., Sarasota, FL (Sarasota County)

Lori A. Moran – Owner, Anthony Sophia LLC, Sarasota, FL (Sarasota County)

Charlene J. Neal – President and Owner, Charlene Neal PureStyle, Bradenton, FL (Manatee County)

Jennifer M. Saslaw – Certified Financial Planner, Sarasota, FL (Sarasota County)

Craig Trigueiro, M.D. – Physician, Lakewood Ranch, FL (Manatee County)

Members of the State College of Florida District Board of Trustees bring a wealth of related professional expertise. **Chairman Mr. Beruff** has served on the board of Junior Achievement and the Boys and Girls Club of Manatee. **Trustee Mr. Fishman** is the immediate past chairman of the Economic Development Council of Sarasota County and has served on committees for the SCF Foundation Inc. As a member of the Manatee County School Board for four years, **Trustee Mr. Miller** was a proponent for articulation agreements with the College; he also is a past member of the Florida School Board Association and member of the Florida Recreation and Parks Association. **Trustee Mr. Bailey** is the Manatee County NAACP branch president. **Trustee Ms. Saslaw** has served on the board of Girls Inc. of Sarasota County, is a supporter of Florida Studio Theatre’s educational outreach programs, and is former president of the board of Safe Place & Rape Crisis Center of Sarasota County, an organization that serves victims of domestic violence and their children.

Any additional board information required by the Sponsor will be available, upon request, prior to the execution of the Charter.

### **Parent and Community Involvement in Governance**

Research affirms that active engagement of parents/guardians and the community in the educational process significantly increases the quality of student’s academic achievement and decorum. Students who attend SCFCS A+STEM and their parents/guardians will enter into an agreement with the School. The agreement will detail the responsibilities that teachers, staff members, students, and parents/guardians are expected to fulfill. If parent/guardian or student does not meet these obligations, it will be recommended that the student attend another school.

As previously discussed, SCFCS will assemble a School Advisory Council (SCFCS A+STEM SAC) to facilitate achievement of the school mission, and to ensure that the needs of the children, and the community it is developed to serve are met. SCFCS A+STEM SAC, consisting of parents, community representatives, interested in the school mission, and State College of Florida and SCFCS A+ STEM staff, will advise the SCFCS administration, and ultimately the State College of Florida District Board of Trustees, in developing policies to support academic achievement. The Council also will receive input from parents by way of the annual *School Advisory Council* survey.

Disputes between a parent and the School can be taken directly to the Board, by contacting the Board parent liaison representative. This contact currently is Mr. Ed Bailey. He is a strong supporter of the Collegiate School and attended the 2011 Florida Charter School Conference.

#### H. Partnership Organization

As a department within State College of Florida, SCFCS A+STEM does not consider this relationship a partnership, but rather an extension of SCF services to the community. If additional information is needed regarding the relationship between SCFCS A+STEM and State College of Florida, please contact Dr. Cynthia S. Reynolds, Academic Administrator, SCFCS Bradenton, Florida 34207, 941-752-5494, or email [reynolc@scf.edu](mailto:reynolc@scf.edu).

## **10. Management**

### **A. Management Structure**

The SCFCS Principal will serve as the School leader. In the first year of operation, a guidance counselor, an administrative assistant, a registrar, four full-time teachers and additional part-time teachers, as needed, will assist the Principal with school operation. SCFCS-STEM Venice administration will work closely with the original SCF charter school in Bradenton and the principal will report directly to the Bradenton SCFCS Head of School. All full-time teachers will be employed to teach in the four core discipline areas for grade 10 as described in Section Four. In addition, part-time tutors may be provided to provide one-to-one learning assistance to SCFCS-STEM students, as needed for academic success. Tutors will be accessible for collegiate students on site as well as on the SCF campus in the Academic Resource Center. For grades 11 and 12 in every year of the charter contract, SCFCS-STEM students will be included in college courses with college faculty as instructors.

Job descriptions and provisions for staffing, compensation and budget considerations are included in the *SCFCS Employment Supplement (See Appendix 12)*

As the leader of a public school, the Principal will be equipped to make routine and non-routine decisions and handle emergency situations, notifying Sarasota County Public Schools officials appropriately. The College is in the process of initiating the search for the Principal, with full-time employment pending charter approval. The job description is included in the *SCFCS Employment Supplement, Appendix 12*.

### **B. Principal Selection and Evaluation**

The Principal will be the first employee of SCFCS. In addition to utilizing State College of Florida's routine print and web posting practices, the College will contact other Florida charter schools and trusted peers within the education community for candidate recommendations. Diversity is considered in all hiring decisions of SCF and identified minority print and online employment resources will be used. The College will also advertise in places that cater to the charter community such as the website of the Florida Consortium of Public Charter Schools. The process by which the Principal is selected will follow State College of Florida Human Resources recruitment procedures.

Minimum requirements for the principal include a Master's degree from a regionally accredited institution of higher education required (doctorate preferred), and a Standard Middle/Secondary Certificate and Principal Certificate (or eligible for certification); or equivalent education and certification. Also required are five years experience in administrative, leadership positions in K-12 education management, preferably in a high school environment, including budgeting process and FTE collection, charter school funding, and secondary/post secondary fiscal procedures and processes; classroom experience; strong interest in innovative high school programs; and experience in recruiting/public relations. Additional requirements for knowledge, skills and abilities are

specified in the Principal Job Description.

The evaluation of the SCFCS Principal will follow the State College of Florida's annual calendar for performance review. Quantifiable outcomes and assessment data, when available, will be part of the Principal's annual evaluation. (See **Appendix 10 F**). All administrative staff are evaluated see the form for educational staff – **Appendix 10 G**. In addition, progress toward SCFCS-A+STEM benchmarks and accreditation will be included. Evaluation of State College of Florida faculty teaching accelerated college courses will be evaluated according to a system required by State College of Florida which includes meeting state performance measures. Faculty are evaluated throughout the year with a summative evaluation at the end of the year regarding contract status for the following year. See evaluation form for faculty in **Appendix 10 A-E**.

No faculty or administrators at the collegiate school have the promise of continuing contracts (i.e. tenure).

Evaluation of SCFCS courses and teachers will be based on the staff development plan of the State College of Florida, the State of Florida Department of Education requirements, and other criteria adopted by SCFCS-A+STEM. The Governing Board will receive periodic assessment and evaluation progress reports and will receive a comprehensive assessment and evaluation report at least once per year. The Vice-President assigned to SCFCS-STEM, the School Principal and the SCFCS Head of School will collaborate to ensure that all of the initiatives and outcomes of SCFCS are implemented and evaluated effectively.

The current collegiate school evaluation instruments are under review and should be revised prior to the beginning of the school year 2012-13. Revised documents will reflect changes resulting from the development of the new SCFCS A+STEM high school and recent legislation requirements regarding merit pay.

### C. State College of Florida Collegiate School Staffing Plan 2012-2017

January, 2012	Principal 1FT Administrative Assistant 1FT Guidance Counselor 1FT Registrar Accounting Clerk shared with SCFCS in Bradenton	Enrollment  Up to 100 per grade level
2012 – 2017  Grade 10 Grades 11 and 12 will be in college classes	Principal 1FT Administrative Assistant 1FT Guidance Counselor 4 FT Teachers Full time will be from the disciplines of Social Studies, English, Science and Math Additional PT teachers – including ESE, PE OT/PT/LANGUAGE specialists contracted as needed by enrollment Tutors as needed Accounting Clerk Shared with SCFCS in Bradenton	100 Per Grade Level  Total 300

The *SCFCS Employment Supplement Appendix 12* includes job descriptions, a salary schedule, and related policies. Existing State College of Florida personnel policies will apply to SCFCS A+STEM employees.

### D. Recruitment Plan and Process for Evaluation of SCFCS Staff and Instructors

The Principal will be the first employee of SCFCS. In addition to utilizing State College of Florida’s routine print and web posting practices, the College will contact other Florida charter schools and trusted peers within the education community for candidate recommendations. Diversity is considered in all hiring decisions of SCF and identified minority print and online employment resources will be used. The College will also advertise in places that cater to the charter community such as the website of the Florida Consortium of Public Charter Schools. The Principal will work with State College of Florida’s Human Resources department in recruiting other SCFCS staff members and teachers.

All State College of Florida employees meet appropriate credentialing and certifications requirements mandated by SACS and the State of Florida. It is the intent of SCFCS-A+STEM to hire highly qualified experienced teachers. SCFCS will endeavor to avoid hiring out of field. In practice similar to The School District of Sarasota County, Florida SCFCS will hire only teachers with a valid Florida teaching certificate (or who are identified by FLDOE as being eligible for certification) in the respective area of content. Those who are not reading endorsed will begin to acquire, within the first year, the appropriate certificate through professional development opportunities within the District, university or

college courses.

Other collegiate schools in Florida have used college program directors and faculty to help acclimate teachers new to their collegiate schools, and found the process to be successful and helpful to all parties. The SCFCS job description for teachers adds a preference for a Masters preparation and a minimum three years teaching experience. All college level instructors must have a master's degree and 18 graduate credits within their specialty. SCFCS-A+ will follow SCF policies for hiring of qualified instructors. The process includes a search committee with phone and face-to-face interviews, review of application, reference checks and fingerprinting of candidates who are selected.

As with all collegiate schools in Florida, the SCFCS Principal will assure compliance with all legislation for public schools, including follow up and evaluation of personnel. SCFCS-A+STEM will be a public school; its teachers will be subject to the recent legislative mandates regarding evaluation criteria and merit pay. All SCFCS teachers and staff will participate in on-going professional development activities with a student success focus. Development of merit pay considerations is in process. (See **Attachments 10A-E** for current evaluation documents for SCFCS teachers.)

A professional development program will be designed by the SCFCS Principal and campus administration to ensure statutory compliance and reporting. All policies and procedures have recently been reviewed and revised as necessary to include specific references to the charter school. The teachers and staff will seek collaboration and support from the School District of Sarasota County, Florida as necessary for specific services and professional development including sessions focusing on reading, ESE, and ESOL instruction. The SCFCS teachers' annual evaluation plan will include recommendation for professional development in part based upon assessment of their student learning needs.

Meetings will be held for SCFCS and State College of Florida staff and faculty to assure common purpose and understanding. One outcome may be to determine future professional development opportunities and institutional learning needs to facilitate shared understanding and implementation of curriculum efforts. Teachers will have, or acquire through professional development sessions, expertise in interdisciplinary planning and instruction, reading across the curriculum, relevant pedagogy skills for collegiate students, individualization of instruction, and authentic assessment, (including e-portfolios). Recent research, by Marzano, on best practice strategies for improving student achievement in content areas will be included. The training emphasis will include the appropriate uses of a wide variety of 21<sup>st</sup> century technology and ways to promote A+STEM education.

Training teachers to differentiate instruction requires training, practice, and support from all levels. In support of the State College of Florida's Mission Statement to provide accessible, dynamic learning environment that facilitates the achievement of educational, professional, and personal goals, the College has provided significant professional development opportunities for faculty, who have subsequently served as mentors and coaches in sharing successful instructional strategies to meet individual learning needs.

Informal professional development practices may include:

- Professional development goals set by the school staff.
- Small Group teacher meetings occurring daily or weekly.
- Interdisciplinary collaborative lesson planning;
- Regular review and feedback from teachers to each other regarding teacher constructed class projects, assignments and assessment tools.
- Regular sharing of samples of student work by teachers seeking feedback from their colleagues.
- Attending local and national conferences, making presentations and bringing back new strategies and information to colleagues.
- Mentoring by experienced teachers and curriculum services specialist.

Many State College of Florida faculty are involved in cross-discipline professional learning communities, including faculty teaching courses with high school students enrolled. All SCFCS teachers will be eligible to participate in professional development at State College of Florida and, as public school teachers, may access in-service activities of Sarasota County Public Schools if room is available.



**Section 11**

**Educational Service Providers**

**Not Applicable**

## **Section 12. Human Resources and Employment**

### **A. Compensation Plan**

Staff will be public employees and paid on SCFCS Salary Schedule to remain competitive with the local market. The SCFCS Salary Schedule is presented in the SCFCS *Employment Supplement Appendix 12*. SCFCS A+STEM personnel will be eligible for health benefits, retirement, and other benefits packages that are available to all benefits eligible employees of the State College of Florida. Hiring, dismissal and benefit packages will be consistent with College policies.

SCFCS A+STEM will follow State College of Florida's employment policies, including equal opportunity, Code of Ethical Behavior, Prohibited Harassment, FERPA standards as required, recruitment, appointment of personnel, benefits, and background checks. Details are provided in the SCFCS *Employment Supplement Appendix 12*. SCFCS A+STEM teachers for grade 10 will be credentialed as required by Florida Department of Education K-12 and based on guidelines in the most recent *FDOE Course Code Directory and Instructional Personnel Assignments*. Students in grades 11 and 12 will become part of the SCF accelerated college and these teachers will meet state standard, State College of Florida and SACS criteria for teaching college level courses. College instructors must have earned a master's degree and have a minimum of 18 graduate credit hours in the subject that they teach.

In compliance with Florida Statutes, s. 1002.33(7)(a)(14) and s. 1002.33(12), Florida Statutes, State College of Florida has developed a compensation plan that will not only attract and retain quality staff, but will also put in place policies and procedures that hold staff to high professional standards. In addition, SCFCS A+STEM understands that even with diligent and focused efforts in attracting teachers who are qualified to deliver a quality program, a rich and consistent professional development program will be necessary for teachers and staff to assure that the A+STEM school achieves its objectives.

Staff development at SCFCS Bradenton has included preparation for appropriate instructional application of the technology that is available for instructional use (computers, Ipads, active boards). In addition instructors must be trained to use the learning management tool for development of lesson plans, syllabi, and assignments. Other staff development sessions might include student engagement, student-centered learning, identification of social issues that impact the classroom and expanding the classroom to include global responsibility and sustainability. SCFCS A+STEM instructors will be provided staff development funds to attend subject area conferences, workshop and will be required to attend SCF staff development sessions as well.

### **B. Personnel Policies and Procedures**

All SCF personnel procedures and policies apply to employees of SCFCS A+STEM. These policies have been fully developed and can be found at the following SCF website.

<http://www.scf.edu/Administration/SCFProcedures.asp> .

Evaluation documents and job descriptions include requirements for all SCFCS A+STEM personnel to keep current in their fields through staff and professional development. See Job Descriptions **Appendix 12** and SCFCS teacher evaluations document **Appendix 10 A-E**.

SCF established the expectation of continuing education in formal and informal aspects. Each semester a faculty-lead team plans professional development days addressing the SCF strategic plans. All employees are expected to participate. Each benefits eligible full time instructor, including SCFCS A+STEM instructors on the Venice Campus, are eligible for additional funding to participate in continuing education through conferences, workshops and college courses. Annual evaluations review not only the type of continuing education, but what contributions faculty have made to SCFCS as a result of the staff development. The home page for the Staff and Program Development Committee follows this page. More complete information about the Staff Development Program at the State College of Florida can be found on the following website. See **Appendix 10 H** for current Staff Development offerings. <http://www.scf.edu/FacultyStaff/FacultyProfessionalDevelopmentProgram/StaffProgramDevelopment/default.asp>.

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

#### **A. Student Recruiting Plan**

SCFCS A+STEM will vigorously publicize the accelerated collegiate school opportunity to a broad audience with the goal of attracting a student body representative of Sarasota County's high school populations.

Application and marketing materials will accurately portray SCFCS A+STEM as accessible to students with disabilities or other special needs.

A selection from the following potential publicity and marketing initiatives will clearly outline the SCFCS A+STEM mission to assure an appropriate match between the mission and applicant needs:

- Media Releases and Feature Articles
- Spanish Language Media Releases
- Feature on State College of Florida Web Site
- SCFCS Web Site and/or Facebook
- Spanish Language SCFCS Web Site
- Direct mail to current SCF dual enrollment students
- Contact with migrant educational contacts
- Contact with High School Counselors
- Radio Talk Shows
- Educational TV Programs
- Communications with Home School Students
- Direct Contact with Community Organizations for Student Referrals
- Invitations to Application Workshops
- Brochure(s)
- Spanish Language Brochure(s)
- Direct Mail Campaign(s) to Families 10th, 11th and 12th Graders
- Spanish Language Mailer(s) to Hispanic Neighborhoods
- Information sessions held at south county community events that might be attended high school students or parents
- Community events held on SCF Venice Campus

#### **B. Racial and Ethnic Balance**

State College of Florida will also increase publicity and recruitment efforts for underserved populations (especially females and ethnic minorities) to ensure representation from all populations in the lottery. It is expected that enrollment will come primarily from Sarasota County; however, students from the Charlotte County District and Island Montessori have also expressed an interest.

SCFCS A+STEM will work diligently to attain a student body closely mirroring the racial/ethnic population of Sarasota County through targeted recruitment efforts, including Spanish language materials described above. Basic demographic information

for all students who receive information regarding or express an interest in attending SCFCS, or submit an intent to enroll form to SCFCS A+STEM, will be stored electronically to allow for follow up, reporting and data analysis.

**C. Enrollment Policies and Criteria (See Table 1 for enrollment 2012 -2017)**

- Any eligible student who submits a timely application shall be enrolled, **unless the number of applications exceeds the capacity of the program**, class, grade level, or building. **In such case all applicants (excluding preferences) shall have an equal chance of being admitted through a random selection process following invocation of the preference conditions permitted under Florida Statutes s.1002.33(10)(d)**
- Applicants selected for admission will receive an invitation letter with follow up instructions for those needing to complete the CPT or PERT.
- Applicants not selected through the lottery will receive notification of their status.
- Applicants will be notified by March 31<sup>st</sup> of each year.
- Each year vacancies from attrition will be filled from those remaining in the lottery with the goal of keeping a maximum enrollment of 100 students per grade level and/or a maximum enrollment of no more than 300 total grades 10 – 12.

**Table 1 – SCFCS Projected Enrollment, 2012-2017, by School Year, Grade Levels, & Class Size**

School Year	Grade Levels	Total Student Enrollment	Class Size
First Year (2012–2013)	Grades 10, 11, 12	Up to 300	Not to exceed 25 in H.S.
Second Year (2013–2014)	Grades 10, 11, 12	300	Not to exceed 25 in H.S.
Third Year (2014–2015)	Grades 10, 11, 12	300	Not to exceed 25 in H.S.
Fourth Year (2015–2016)	Grades 10, 11, 12	300	Not to exceed 25 in H.S.
Fifth Year (2016–2017)	Grades 10, 11, 12	300	Not to exceed 25 in H.S.

The School’s total enrollment shall be limited to 300 students. Recruitment will focus on students in grades 10, 11 and 12 who meet the qualifications for application described below.

Because The State College of Florida has three sites and serves two Florida counties enrollment will be open to secondary students in Sarasota County and to students in the neighboring school districts of Sarasota as provided for in Florida Statutes, Section 1002.33. Students from the neighboring school districts may only be considered upon approval of the appropriate inter-county reassignment request.

To apply for the SCFCS acceleration program high school students must attend an SCFCS A+STEM Information meeting and meet the following qualifications to be considered:

- Complete the SCFCS A+STEM Intent to Enroll Form
- Have parental approval and support
- Be selected for enrollment in SCFCS A+STEM from the lottery enrollment process
- Document an un-weighted 3.0 G.P.A. on high school work
- Have a score of 4 or 5 on the FCAT
- Students in grades 11 and 12 must qualify with minimum placement test scores on: College Placement Test, PERT, SAT, or ACT

### **Enrollment Policies and Criteria**

- Annual recruitment will begin January 1<sup>st</sup> through March 1<sup>st</sup> with general information sessions being held at the State College of Florida, Venice Campus
- Lottery
- All sessions will clearly designate the school will open Fall 2012 contingent on approval of the sponsor district, The School Board of Sarasota County Schools
- If the SCFCS A+STEM Charter is not approved, public notice will be given immediately through local news web and print sources
- If target enrollment is not reached, public notice will be given and enrollment deadline will be extended until all seats are filled.
  - The School District will be notified by August 1<sup>st</sup> if enrollment is less than 60% of projected enrollment (150 – 180 students).
- When space becomes available during the academic year, replacement may be sought from the randomly generated intent to enroll list.
- Enrollment is subject to compliance with the provisions of Section 1003.22, Florida Statutes, concerning school entry health examinations and immunizations.
- A student may withdraw from the school at any time and enroll in another public school, as determined by School District policy.
- Exceptional students shall be provided with programs implemented in accordance with Federal, state, and local policies and procedures; and specifically IDEA, Section 504 of the Rehabilitation Act of 1973, Florida Statutes, and Chapter 6A-6 of the Florida Administration Code.
- Students with disabilities will be educated in the least restrictive environment. (80% or more of the school day spent with non-disabled peers). SCFCS A+STEM shall provide general education classrooms with consultation or district services as needed by special education staff.
- For Limited English Proficient students, the school shall follow procedures from the School District of Sarasota County, Florida.
- The Collegiate School shall clearly delineate all procedures and policies regarding admission in a parent handbook developed by SCFCS A+STEM. (To be developed by Fall 2012)

### **D. Student/Parent Contracts**

- At this time no family contracts will be required for initial or continued enrollment.

## **E. Community Involvement**

- One strength of the SCFCS A+STEM program will be the collaboration with community agencies to create service learning opportunities and field experiences at STEM work site. Project-based experiences within the local STEM community will insure that students are able to apply their knowledge.
- The Provost of SCF Venice is developing these local contacts through community information sessions and public speaking opportunities.
- The SCFCS A+STEM principal will continue to solicit corporate and private support to enhance programs and activities at the collegiate school.
- SCFCS A+STEM will support on-going college activities such as the annual STEM Summit

### III. Business Plan

#### 14. Facilities

##### A. Description of the proposed facility, including location, size and layout of space

The collegiate high school will be located on the campus of the State College of Florida, 8000 S. Tamiami Trail, Venice, Florida, which is equal distance from Venice, Englewood and North Port.

State College of Florida, Manatee-Sarasota (SCF) shall reallocate priority use of a portion of the existing #800 Building at its Venice Campus to serve the SCFCS-STEM high school. Building #800 is the Sarah H. Pappas Professional Development Center with 44,529 square feet of space comprising classrooms, computer laboratories, multipurpose area and offices. That portion of the building planned to be used, consists of approximately 2,384 square feet and will include an administration and collaborative teacher studio, designed to be transparent, so that both the teachers and students can be visible to one another at all times. The balance of space is designed as a Learning Academic Resource Studio, to provide both students and teachers collaborative, multi-use space to work independently or hold lectures, small classes or small group work. It will be modeled, on a smaller scale to the similar space in our SCFCS Bradenton Campus. (See attached map, identified as Appendix15-1. The 800 building will include at least two (2) group-learning studios (classrooms). Additional formal classroom needs, for the students, will be met through priority scheduling by the SCFCS administration, utilizing the current assets, specifically, nearby classrooms and science, computer and art labs on the Venice Campus. Collegiate students enrolled in grades will 11 and 12 will be infused into established college classes in small groups of 10 or less students per college course.

This innovative approach for shared facilities benefits the college and the students; first, the college maximizes its efficient utilization of the colleges' existing assets and secondly, provides a transitional year for new tenth grade students to become familiar with the Venice Campus, while remaining in cohort classes supervised by the SCFCS teacher, before they advance to their full collegiate status and become integrated with college students throughout the Campus.

##### B. Compliance with Laws, Regulations, and Policies

Venice Campus facilities are, and will remain compliant with State requirements for Educational Facilities (SREF). SCFCS is fully aware of the statutory requirements of the Jessica Lunsford Act and its impact on F.S. 1012.465 as it applies to contractual personnel who are permitted access on school grounds when students are present and will comply with the intent of the law on its Venice Campus. (See **Appendix 12J** Fingerprinting & Background Check Procedures).

The campus is also compliant with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The campus comprised of 18 buildings totaling 164,222 gross square feet. Features of the campus include: the Academic Resource Center, full service library containing 30,143 volumes, science labs, health science labs, cafeteria, bookstore and newly designed fit-trail and walking trail.



**Table 1. - SCF Venice Campus Instructional and Student Service Facilities**

**Instructional Support Facilities**

BLDG #	Building Name	Number of Classrooms or Labs	Gross Square Feet of BLDG	Number of Computers for Student Use
100	Student Services	2	14,712	0
200	Science	5	14,191	16
300	Library	9	31,876	85
400	Academic Resource Center	9	16,761	133
500	Student Union	1	12,321	2
600	Faculty Office Building	2	12,833	0
700	Fine Arts	4	5,281	0
800	Professional Development Center	19	44,529	85
1400	Biology Pavilion	1	1,200	0
1700	Music	2	752	0
	<b>Totals</b>	<b>114</b>	<b>154,456</b>	<b>549</b>

The SCF Venice Campus offers a wide variety of facilities and services to support a charter high school focused on STEM curriculum. Shared facilities usage will be accomplished by collaboration between Venice Provost, SCF Department Chairs and the Principal of SCFCS A+STEM. See **Appendix 14 A-B** for campus map and building descriptions.

Science Labs

All science labs are fully equipped with appropriate safety equipment. Labs at SCF are utilized for lab work and lectures are held in traditional classroom facilities.

- Physics Labs (1) (25 student stations each) Supports Physics courses including lab activities such as dynamics, heat, electricity, optics and sound.
- Biology Labs (1) (25 student stations each) Supports General Biology and Microbiology. Equipment includes research-quality microscopes, incubators, and an autoclave.
- Anatomy Labs (2) (24 student stations each) Supports Anatomy and Physiology courses. Equipment includes a wide variety of models and preserved specimens as well as various pieces of physiology apparatus.
- Chemistry Labs (1)(24 student stations each) Supports Introductory Chemistry, General Chemistry, and Organic Chemistry. The labs include a full inventory of chemicals, common glassware and utensils, balances, fume hoods and associated materials and equipment.

Nursing Labs

Nursing labs are fully equipped with hospital beds in settings that simulate actual hospital and health care facilities.

- Nursing Skills Lab (1) (8 student stations) Supports general and advanced nursing courses. Equipment includes standard hospital furniture, electric hospital beds and a variety of standard hospital and nursing equipment.
- Nursing Simulation Lab (1) (4 student stations) Supports general and advanced nursing courses. Computerized simulated patients are programmed with symptoms. Student nurse responses and treatments are video recorded for evaluation and critique by students and instructors.

### Computer Labs

Open computer labs are located in the College's Academic Resource Center and the Library. Several other academic computer labs such as the AUTOCAD lab, 3D Engineering Design lab and Graphic Design lab are located in specialized computer labs throughout the campus.

### Parking

The Venice Campus includes a significant amount of parking (1,037 spaces).

### Student Services

The Venice campus offers a variety of ways for students to participate in activities and support programs. The office of Student Services oversees Admissions and Registration; Counseling, Advisement; Financial Aid; Student Support Service; Student Activities, Recruitment, and support for dual-enrollment students. Other services offered include assisting students with disabilities; one-on-one tutoring and mentoring, career advising and testing; placement testing; student clubs and activities; and peer and professional tutoring for the general student body.

Following is a summary of available services:

- Orientation to College Workshop: Provides students with an overview of SCF, the admission process and strategies for student success. All prospective students are encouraged to attend in order to ensure a smooth transition into college life. Collegiate high school students will be provided an orientation to college workshop that will include most of the components of this orientation as appropriate.
- Academic Advising and Counseling: Academic advisors assist students with designing education plans, understanding the General Education Program, selecting courses for long-range educational goals, transferring to four-year institutions, and withdrawing from courses or college. Academic Advisors will work closely with the collegiate high school faculty and staff to ensure effective programming and support for high school students.
- Financial Aid: The Financial Aid department provides counseling and information regarding eligibility for scholarships, grants loans and work-study.
- Testing/Placement: By Statute, students must demonstrate college level proficiency through the ACT, SAT or Florida College Entry Level Placement Test (CPT) and through the College Level Academic Skills Test (CLAST). Testing facilities are available on campus in the Student Services Building. Testing Center staff will collaborate with CCPS to facilitate relevant collegiate high school assessment procedures.
- Career Center: The Career Center serves students and alumni with career assessment and counseling, resume writing and job interview workshops, current job listings and

employment assistance, career fairs and on-campus recruitment, and a resume referral database.

- Academic Resource Center (ARC): The Academic Resource Center is designed to serve as a major learning and retention resource to SCF. Services include a comprehensive tutor program, CPT preparation, and developmental assistance lab. Students are provided academic referrals to other success services; assistance with obtaining study group contact; and assistance with identifying and overcoming obstacles to academic success.

The Academic Resource Center is staffed by full-time a paraprofessional who schedules and oversees the peer and professional tutors. Collegiate students may receive assistance on a drop-in basis or by appointment. Part-time SCF tutors will provide learning assistance for high school students, working with the Center's staff and accessing College resources. Use of the Academic Resource Center by high schools students will be limited and supervised by the high school faculty.

SCFCS will include a Learning Academic Resource Studio (LARS), which will allow the pre-collegiate students to access similar tutorial services and technology resources within their facility.

### **SCF Library**

The purpose of the library is to support the educational mission of SCF. The library serves student, faculty and staff by providing books, online resources, magazines, audiovisual materials, interlibrary loan services and other informational resources. The library continually develops information services and resources that are responsive to the needs of students, faculty and the community. SCF librarians seek to help improve student academic success by teaching information literacy skills across the curriculum through individualized and group library instruction. The Bradenton Campus library facilities include:

- 14,139 gross square feet (does not include auditorium or classroom spaces)
- Wireless access throughout
- Various sized study tables and study carrels
- Maps
- Audiovisual spaces
- Reference, general and periodical collection
- Administrative Offices

#### **Resources, Equipment, Services:**

- Professional assistance with information and research services through qualified library staff
- 30,114 volumes
- 16 desktop computer stations
- 25 net-book computers
- Computer printers
- Photocopier
- VCR/DVD players

- Evening and weekend hours

Students learn to use library resources through class demonstrations and face-to-face training by librarians. Librarians also teach basic electronic research classes each semester. Library material appropriate for 10<sup>th</sup> to 12<sup>th</sup> grade classes will be added to the collection, although many currently owned resources, both print and electronic, are within their range of ability.

All SCF classrooms are constructed in accordance with Florida Building Code and Florida Fire Prevention Code specifications. The current Technology Building will accommodate classrooms, administrative office space, restrooms and existing electrical and mechanical areas.

### **C. Facility Meets School Capacity for 300 students**

In anticipation of sharing space with the SCF college classroom space has been requested for the 10 grade cohort classes in classrooms in the 800 building. The schedule of classes for SCFCS A+STEM is being planned to make use of early morning and afternoon hours when college classrooms are more likely to be available. Through collaboration with college academic and student service department, additional college classes are being proposed to accommodate the anticipated increase in high school students in college courses.

Florida's class size amendment requires one teacher per 25 students in high school courses, unless the student is enrolled in college classes and earning college credit. Four large group leaning areas or classroom with one assigned instructor will be available to students in grade 11 for each of 5 blocks of class time. Students enrolled in college courses will complete the required credits while earning college credits in SCF classes. The average enrollment for most SCF college classes is about 30 students.

### **D. Anticipated Costs for Facility**

The #800 Building can be used as is with minimal renovation for administration services. Additional technology may result in the need for more infra-structure to support the STEM programs and equipment. The cost of these renovations has yet to be finalized. See Attachment 15 for drawing of proposed administration area, teacher collaboration area and the student common study area, LARS. See **Appendix 14 C** for tentative layout of administrative renovations.

**E. Describe the back-up facilities plan.** The facility can be used as is, so no back up plan is necessary.

## **Section 15 Transportation Service**

The State College of Florida Collegiate School (SCFCS) A+STEM on Venice Campus will work with the Sponsor to insure that transportation shall not be a barrier to equal access for any student residing within a reasonable distance of the school. For purposes of the Charter reasonable distance will be defined as school as areas served by the standard Sarasota County Area Transit bus route serving South County and the State College of Florida.

The governing body of SCFCS A+STEM may provide transportation through an agreement or contract with the district school board, a private provider, or parents according to Charter Law 2012.34 7(20)(a) 8(c).

Transportation arrangements have not been finalized at this time, but options to provide transportation for all students residing within a reasonable distance of the school have been identified

- a. The Collegiate School may provide SCAT bus vouchers for students who need to be transported to the School. The State College of Florida already has an arrangement with SCAT to provide vouchers at the cost of \$30 per student, per semester.
- b. Since some of the high school students will have driver's license, student parking will be provided for these students.
- c. Parent drop-off and pick-up is also an option. A safe traffic pattern will be established near the 800 building to facilitate this option.
- d. Although not currently budgeted, a final option is to request that the Sponsor assist in providing minimal transportation to the School from local school hubs. Arrangements for such services if necessary will be made through a separate mutually agreeable contract between the Collegiate School and the Sponsor. SCFCS A+STEM will assume the cost of transportation based on reasonable criteria such as use of bus hubs, mileage, and driver salary per hour.

All transportation arrangements provided by SCFCS A+STEM will be consistent with the requirements of subpart I.E. of chapter 1006 and s. 1012.45. A final decision will be made by June 1, 2012 and the Sponsor will be notified.

## Section 16 Food Service

The State College of Florida Collegiate School (SCFCS) A+STEM on Venice Campus assumes the responsibility for meeting the district, state and federal rules and regulations for food service. The Collegiate School shall make lunch available to all students (and optionally to school staff) and provide free and reduced lunches to qualifying students.. The meal service program has not yet been contracted but the School shall provide food service to its students by one of the means described below:

a. Since SCFCS Bradenton Campus already has a working agreement with the Florida Department of Education, Food and Nutrition Management Division to administer the National School Lunch and Breakfast Program at the Charter School, it is likely that SCFCS A+STEM on Venice Campus will apply as an extension of that agreement. Under this option, the School shall complete and submit reimbursement claims as required.

b. The School may enter into an agreement with a third party end or to have food service provided either to the site of the A+STEM school or pick-up. Initially the first SCF collegiate school on Bradenton Campus contracted with the college food service provider for students meals. This model is also an option for SCFCS A+STEM.

The Budget Estimate Cost for meals is based on this vender model. See **Appendix 17C** for calculation of meal costs and revenue.

c. A third option is to encourage students to eat at the SCF Café with the cost determined by student choice and paid for individually. SCFCS A+STEM students who qualify for free and reduced lunches would receive food vouchers and the school would contract to cover the cost.

SCFCS A+STEM shall provide the Sponsor notice of its election for the provision for food service prior to June 1, 2012 of each school year. Reasonable extensions of this time may be requested for the initial year of operation of the School.

## **17. Budget**

**Appendix 17 A**– Schedule of Budgeted Revenues, Expenditures, and Fund Balance for: Operating budget covering each year of the requested charter term

**Appendix 17 B** Start-up budget

### **Section 17 C – Narrative**

Members of the SCFCS Task Force evaluated financial information from several established Charter Schools within the State because adequate financial planning was deemed paramount to success. After feedback from the district, the budget has been revised to reflect more realistic projected sources of revenues and expenses to ensure the financial viability of the school.

SCFCS A+STEM expects to receive the majority of its revenue stream from State and Local funding, e.g. FEFP, SAI, Class Size Reduction, and Local Effort. These amounts are calculated based on the Revenue Estimate Worksheet for the Sarasota County School District made available by the Florida Department of Education. The State also appropriates funds for facilities based on FTE enrollment that will be provided via CCPS.

See appendix 17C for calculation criteria for meal cost and revenue, textbook costs.

### **Section 17 D – Budget Priorities**

To carry out the Mission and ensure that the School remains viable, SCFCS A+STEM will prioritize spending and retain a focus on providing excellent services to students. Business practices will include the proper and timely payment of its teachers and support staff, the purchase of quality instructional and educational materials, and capital outlay necessary to maintain a safe environment. Specifically, priorities include:

- Instructional – Salaries, Wages, Textbooks, Materials, and Publications
- Instructional and Administrative Support – Salaries and Wages
- Capital – Software, Hardware, Furniture, A/V Equipment,

The expenditures primarily involve salaries and wages including fringe benefits for the principal, four full-time teachers, and two part-time teachers. Salaries and wages for an educational records specialist, guidance counselor, as well as other support staff are also included in the budget. Other expenditures include amounts for the cost of materials, supplies, textbooks, software, hardware, furniture, insurance, auditing, student transportation and other purchased services. All amounts are estimated based on the number of students and statistical information obtained for the area that is being served, and financial information obtained from other Florida colleges with similar collegiate school operations. Please see **Appendix 17 A** Schedule of Budgeted Revenues, Expenditures, and Fund Balance for detailed budget and spending priorities.

## **Section 17 E Monthly Cash Flow**

**Appendix 17E** – Schedule of Monthly Cash Flows for:

- Monthly cash flow projections for the school’s start-up period

Monthly cash flow projections for the school’s start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) and each year of the requested charter term, can be found in **Appendix 17E** - Schedule of Monthly Cash Flows.

## **F. Fundraising Plan**

SCFCS A+STEM fundraising activities will be initiated with oversight by the State College of Florida, Manatee-Sarasota Foundation, Inc., a Direct Support Organization of the College. Community, parent and student initiatives will be implemented in concert with the Foundation’s fundraising guidelines. The Campus Provost and Principal will lead community fundraising initiatives.



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

### **A. School Finances Management**

The finances of SCFCS A+STEM will be managed by the Office of Finance and Accounting to ensure that financial resources are not misappropriated and financial records are not misstated. The Office of Finance and Accounting has experienced staff that will support the School's operations and serve in the capacities of financial management and accounting. Existing procedures for the College's financial and accounting areas will be applied at a basic level and expanded upon as the School grows. Additionally, SCFCS A+STEM will benefit from the resources of SCSD as the charter Sponsor. SCFCS A+STEM employs an accounting clerk to focus on data and funds for the Collegiate School.

In accordance with Florida Statutes addressing issues of financial management and oversight, Section 1002.33(6)(a)(5); Section 1002.33(7)(a)(9); Section 1002.33(7)(a)(11), SCFCS A+STEM will employ a system that manifests a proven track record insofar as integrity and accountability are concerned. As an internal control, monthly budget financial summaries will be presented to the State College of Florida, Manatee-Sarasota Board of Trustees for review as well as information projecting enrollment in order to determine trends.

### **B. Financial Controls**

The State College of Florida, Manatee-Sarasota Office of Finance and Accounting will prepare an Annual Financial Report for SCFCS A+STEM that will be audited by an Independent Certified Public Accountant and approved by the SCF/SCFCS Board.

The College's internal controls covering operations and financial reporting, which assure effective and efficient operations, shall also apply to SCFCS A+STEM. The College's Finance & Accounting Department will oversee all transactions processed by SCFCS A+STEM. Such internal control components include the control environment, risk assessment, control activities, and communication. Internal controls also provide monitoring relative to the ability to initiate, authorize, record, process, or report transactions related to every major area of operations including, but not limited to, liquid assets, plant assets, collections, disbursements (especially personnel, fringe benefits, and capital outlay expenses), and risk management.

### **C. Maintenance of Accounting Records**

Accounting records will be maintained in accordance with Generally Accepted Accounting Principles. All transactions will be accounted for within a separate fund under a Governmental Accounting Standards Board reporting model. The entity will be considered a school within a school and will be reported as a separate fund within the Restricted Fund of the College in the Annual Financial Report.

The "Red Book" utilized by the District School Boards in the State of Florida will be the fund accounting model to be followed. The college will incorporate program codes designed to crosswalk from the college's accounting system to the "Red Book" for reporting purposes. This

will ensure that reporting requirements, i.e. cost reports, are met and will facilitate the production of the School's financial statements based on such a model.

#### **D. Record Storage**

Student and financial records will be stored by the College in accordance with the record retention policy as prescribed by GS7 – General Records Schedule for Public Schools – Pre-K-12, Adult & Vocational/Technical. The SCFCS A+STEM records retention policy may be superseded by the GS1– General Records Schedule for State and Local Governments. In addition, the GS1 may cover other financial related records and should be used where applicable. The College will continue to adhere to its record retention policy as prescribed GS5 – General Records Schedule for Universities and Community Colleges.

#### **E. Insurance**

Insurance coverage for health benefits shall be provided based on employment type. The State College of Florida, Manatee-Sarasota Human Resources Office oversees such classifications and calculations. BlueCross/BlueShield is the current vendor for medical benefits. Insurance coverage for general liability, property insurance and worker's compensation shall be obtained through the Florida College System Risk Management Consortium (FCSRMC). Risk Management contracts with the FCSRMCthe FCSRMC for adequate coverage based on the College's Gross Square Footage (GSM) and prior claims. Worker's compensation is processed by the College's Third Party Administrator, Gallagher-Basset. Directors' and officers' liability insurance will not be purchased, as SCFCS A+STEM will fall under the control of the State College of Florida, Manatee-Sarasota's President and District Board of Trustees, all of whom are bonded through the FCSRMC. The College has Faithful Performance, Money & Securities and Errors & Omissions coverage through the FCSRMC.

**19. Action Plan**

<b>STAGE 1: SCFCS-STEM APPLICATION EVALUTION BY THE SCHOOL DISTRICT OF SARASOTA COUNTY, FLORIDA</b>		
<b>Activity</b>	<b>Description</b>	<b>Due Date</b>
<b>State College of Florida submits application</b>	<ul style="list-style-type: none"> <li>• District of Sarasota will conduct preliminary review of application to check for completeness and compliance with law.</li> <li>• Application will be returned to applicant for revisions within specified amount of time.</li> </ul>	December 2011
<b>District of Sarasota reviews application</b>	<ul style="list-style-type: none"> <li>• Examples of activities that may occur during the application review include:               <ul style="list-style-type: none"> <li>○ Expert reviews by the District board, staff and outside experts focused on particular area such as curriculum, business plans, financial management plans and budgeting</li> <li>○ Applicant interviews with the District of Sarasota</li> </ul> </li> <li>• The District will work with State College of Florida representatives to refine plans in application, identifying any areas for improvement and areas in which county board resources may be of assistance.</li> <li>• Application refinements submitted.</li> </ul>	January - February 2012
<b>Authorizer renders chartering decisions</b>	<ul style="list-style-type: none"> <li>• Approval decision made by Sponsor.</li> </ul>	February 2012

## STAGE 2: SCHOOL OPENING

Activity	Description	Due Date
<b>Implementation Plan Commences</b>	<ul style="list-style-type: none"> <li>• Hiring process for SCFCS Principal, Counselor, and Administrative Assistant</li> </ul>	February 2012
<p><b>Charter contract is negotiated and signed</b> (Negotiation begins immediately following application approval)</p>	<ul style="list-style-type: none"> <li>• State College of Florida reviews charter contract with legal counsel.</li> <li>• Terms of charter agreement will be negotiated as necessary. Note: District of Sarasota may outline steps in charter agreement that State College of Florida must complete prior to opening (e.g., facilities inspections, certificate of occupancy) and provide for authorizer’s final approval before school may provide instruction to students. This provision will allow SCF to execute plans with a signed charter agreement in hand (e.g., hire staff, begin information sessions with public), but ensures that SCFCS will open only if school organizer completed all required tasks and authorizer affirms their completion.</li> <li>• State College of Florida Board of Trustees signs charter contract.</li> <li>• State College of Florida Board of Trustees executes agreement with SCFCS for shared use facilities and resources.</li> </ul>	February – March 2012
<b>School begins pre-opening preparations</b>	<ul style="list-style-type: none"> <li>• SCFCS continues to refine and execute plans outlined in application.               <ul style="list-style-type: none"> <li>○ Staffing: Registrar and teachers hired</li> <li>○ Facilities: Renovations, inspections, zoning, certificate of occupancy acquired</li> <li>○ Admissions: Application process finalized</li> </ul> </li> </ul>	March-April 2012
<b>Final plans approved</b>	<ul style="list-style-type: none"> <li>• Final plans written by SCFCS and approved by District.</li> <li>• Policies and procedures developed and approved.</li> <li>• Agreements executed.</li> <li>• Lottery process implemented</li> </ul>	All plans finalized by April 2012

	<ul style="list-style-type: none"> <li>• Curriculum: Instructional materials and classroom supplies secured.</li> <li>• Equipment: Classroom desks, chairs, computers acquired</li> <li>• Special Needs Services: Process established for identifying students, plans for services finalized</li> <li>• Transportation: Bus Passes secured</li> <li>• Health Services: On-site health care, plans for dispensing medications</li> <li>• Food Service decision finalized</li> <li>• Insurance: Appropriate amounts of coverage acquired</li> </ul>	
<b>Admissions process initiated</b>	<ul style="list-style-type: none"> <li>• Intent to Enroll Applications Tentatively Accepted</li> <li>• Student Lottery Notification (March)</li> </ul>	January – March 2012
<b>Authorizer conducts a series of pre-opening checks and visits to the school</b>	<ul style="list-style-type: none"> <li>• The District of Sarasota Co., Fl. will likely work with State College of Florida representatives periodically from late spring through the summer before the school’s planned opening.</li> </ul>	April – May 2012
<b>Authorizer provides school with final written approval for opening</b>	<ul style="list-style-type: none"> <li>• Pending successful completion of all pre-opening items, the District of Sarasota Board and SCFCS Collegiate Board will approve SCFCS A+STEM contract.</li> </ul>	Late May 2012
<b>Orientation</b>	<ul style="list-style-type: none"> <li>• Summer Orientation for SCFCS A+STEM teachers, students and parents</li> </ul>	August 2012
<b>SCFCS Opens</b>	<ul style="list-style-type: none"> <li>• Collegiate school officially opens for the 2012-13 academic year</li> </ul>	August 2012

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### APPENDIX 3-B1 Pathways for A.A. Degree Graduation

The Following Chart Outlines a sample curriculum for the three year STEM program. Each pathway is representative of a different major in the following areas, science (chemistry), engineering (mechanical), mathematics, and computer science. These represent sample curricula only, and adjustments can be made to accommodate other science majors, or other fields of engineering.

This curriculum assumes students come in with 1 credit in each of the following courses: Biology, Algebra I, English 9, P.E. (H.O.P.E). Specific requirements which are met by this curriculum are: World History (10<sup>th</sup>), Government and Economics (10<sup>th</sup>), Fine/Performing Arts (SPC 1608), 3 English Credits (10<sup>th</sup> grade, ENC 1101, ENC 1102), 3 Math Credits (Alg II, Geometry, MAC 1114), American History (AMH 1010), 2 Science Credits (10<sup>th</sup> Chemistry, 10<sup>th</sup> Physics).

The total of 24 credit hours will be comprised of 6-8 from 9<sup>th</sup> grade, 8 during tenth grade, and 8 each of 11<sup>th</sup> and 12<sup>th</sup> grade, totaling a minimum of 30 credit hours.

The grade point average requirement will be addressed by the minimum requirement of accelerated college enrollment, as will the FCAT requirement.

Sample Curriculum Pathway 1 Chemistry

10 <sup>th</sup> Grade Fall	10 <sup>th</sup> Grade Spring	11 <sup>th</sup> Grade Fall	11 <sup>th</sup> Grade Spring	12 <sup>th</sup> Grade Fall	12 <sup>th</sup> Grade Spring
English II	American History	ENC 1101 (GR)	ENC 1102 (GR)	SPC 1608	3cr. elective (GR) (international)
Geometry	MAT 1033	MAC 1114	MAC 1140	MAC 2311 (4cr)	MAC 2312 (4cr)
Chemistry	Physics	CHM 2045 (5cr)	CHM 2046 (5cr)	CHM 2210 (5cr)	CHM 2211 (5cr)
U.S. History	Government & Economics	3 cr. elective	BSC 2010 (5cr)	Humanities	Humanities (International) (GR)
4	4	<b>14/3.5</b>	<b>16/3.5</b>	<b>15/3.0*</b>	<b>15/3.0*</b>

Sample Curriculum Pathway 2 Mechanical Engineering

10 <sup>th</sup> Grade Fall	10 <sup>th</sup> Grade Spring	11 <sup>th</sup> Grade Fall	11 <sup>th</sup> Grade Spring	12 <sup>th</sup> Grade Fall	12 <sup>th</sup> Grade Spring
English II	American History	ENC 1101	ENC 1102	SPC 1608	3 cr. elective (GR) (international)
Algebra II	MAC 1033	MAC 1140	MAC 2311 (4cr)	MAC 2312 (4cr)	MAC 2313 (4cr)
Chemistry	Physics	CHM 2045 (5cr)	CHM 2046 (5cr)	PHY 2048 (5cr)	PHY 2049 (5cr)
World History	Government & Economics	3cr. elective	Soc. & Beh.	3cr. elective	3 cr. elective (International) (GR)
		3cr elective			
4	3/4	<b>17/4</b>	<b>15/3.5</b>	<b>15/3.0*</b>	<b>15/3.0*</b>

Sample Curriculum Pathway 3 Mathematics

10 <sup>th</sup> Grade Fall	10 <sup>th</sup> Grade Spring	11 <sup>th</sup> Grade Fall	11 <sup>th</sup> Grade Spring	12 <sup>th</sup> Grade Fall	12 <sup>th</sup> Grade Spring
English II	American History	ENC 1101	ENC 1102	SPC 1608	Elective (GR) (international)
Algebra II	MAC 1140	MAC 2311 (4cr)	MAC 2312 (4cr)	MAC 2313 (4cr)	MAP 2302
Chemistry	Physics	BSC 2010 (5cr)	BSC 2011 (5cr)	PHY 2048 (5cr)	MAS 2130
World History	Government & Economics	3cr. elective	Soc. & Beh.	3cr. elective	3 cr. elective (International) (GR)
		3cr elective			3cr. elective
		<b>17/4</b>	<b>15/3.5</b>	<b>15/3.0*</b>	<b>15/4</b>

**Sample Curriculum Pathway 4 Computer Science**

10 <sup>th</sup> Grade Fall	10 <sup>th</sup> Grade Spring	11 <sup>th</sup> Grade Fall	11 <sup>th</sup> Grade Spring	12 <sup>th</sup> Grade Fall	12 <sup>th</sup> Grade Spring
English II	American History	ENC 1101 or	ENC 1102	SPC 1608	Elective (GR) (international)
Algebra II	MAC 1140	MAC 2311 (4cr)	MAC 2312 (4cr)	MAC 2313 (4cr)	MAP 2302
Chemistry	Physics	CHM 2045 (5cr)	CHM 2046 (5cr)	PHY 2048 (5cr)	PHY 2049 (5cr)
World History	Government & Economics	3cr. elective	3cr. elective	3cr. elective	3 cr. elective (International) (GR)
					3 cr. elective
		<b>15/3.5</b>	<b>15/3.5</b>	<b>15/3.0*</b>	<b>17/4</b>

**Sample Curriculum Pathway 5 Liberal Arts (Anthropology)**

10 <sup>th</sup> Grade Fall	10 <sup>th</sup> Grade Spring	11 <sup>th</sup> Grade Fall	11 <sup>th</sup> Grade Spring	12 <sup>th</sup> Grade Fall	12 <sup>th</sup> Grade Spring
English II	American History	ENC 1101	ENC 1102	SPC 1608	3cr. elective (GR) (international)
Algebra II	MAT 0024	MAC 1105	STA 2023	3cr. elective	3cr. elective
Chemistry	Physics	BSC 1007 (5cr)	BSC 2011 (5cr)	ANT 2000	ANT 2100
World History	Government & Economics	3cr. elective	Soc. & Beh.	3cr. elective	3 cr. elective (International) (GR)
			3cr elective	3cr. elective	3 cr. elective
4	4	<b>14/3.5</b>	<b>17/4</b>	<b>15/2.5**</b>	<b>15/3.0*</b>

Communications
Mathematics
Social And Behavioral Sciences
Natural Science
Humanities

High school credit equivalencies taken from [FACTS.org](https://www.facts.org/)

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## **Appendix 4**

GRADUATION REQUIREMENT DOCUMENTS may be found at the following FLDOE web site

[www.facts.org/secondary](http://www.facts.org/secondary)

## **Appendix 6**

### **SCF Disability Resource Center Procedure for the Provision of Academic Accommodations**

These documents can be found at the following website.

<http://www.scf.edu/StudentServices/DisabilityResourceCenter/default.asp>

# SCFCS OFFICE DISCIPLINE REFERRAL FORM

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Referring Staff:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Location:**

- |  |                                   |                                       |
|--|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> Classroom # _____ | <input type="checkbox"/> Café     | <input type="checkbox"/> Parking Lot  |
| <input type="checkbox"/> Hallway           | <input type="checkbox"/> LARS II  | <input type="checkbox"/> Bus          |
| <input type="checkbox"/> LARS I            | <input type="checkbox"/> Restroom | <input type="checkbox"/> Other: _____ |

**Problem Behaviors:**

**MINORS:**

- Excessive Talking
- Mischief
- Rude, discourteous
- Aggression/harassment (minor)
- Property misuse
- Defiance/disrespect/insubordination
- Dress code violation
- Electronics/telecommunications
- Food/drink (outside cafe)
- Horseplay
- Inappropriate language/comments
- Excessive lateness
- Leaving class w/o permission
- Preparedness
- Throwing objects
- Other: \_\_\_\_\_

**MAJORS:**

**(Automatic Office Referral)**

- Aggressive behavior (physical/verbal)
- Fighting
- Bullying
- Instigating conflict/disruption
- Significant vandalism
- Stealing
- Smoking
- Illegal substance
- Cheating
- Chronic dress code violation
- Leaving school w/o permission
- Other: \_\_\_\_\_
- Any other Major Offense (please specify)

**Description:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Others Involved:** \_\_\_\_\_

**Prior Interventions Used by Teacher:**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Seat change        | <input type="checkbox"/> Loss of Privilege | <input type="checkbox"/> Verbal/Nonverbal Prompt |
| <input type="checkbox"/> Student Conference | <input type="checkbox"/> Restitution       | <input type="checkbox"/> Teacher detention       |
| <input type="checkbox"/> Redirection        | <input type="checkbox"/> Apology           | <input type="checkbox"/> Other: _____            |

**Administrative Decision:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Conference w/ student | <input type="checkbox"/> Class suspension         | <input type="checkbox"/> In school suspension              |
| <input type="checkbox"/> Parent Contact _____  | <input type="checkbox"/> Administrative detention | <input type="checkbox"/> Future incidents will be reported |
| <input type="checkbox"/> Detention _____       | <input type="checkbox"/> Out-of-school suspension |  |
| <input type="checkbox"/> Other _____           |   |  |

**Administrative Comments and/or Follow Up:**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Appendix 8**  
**SCFCS School Behavior Plan**

1. Each instructor will have a classroom behavioral plan consisting of 3-5 steps, which will precede a formal written behavior referral.
2. The student will be given 1 lunch detention for the first referral.
3. If a lunch detention has been served, the next step will be a Friday afternoon detention. This will be served from 4:30-5:30 on the Friday following the incident.
4. If two Friday detentions have been served the next step will be a one-day out of school suspension. This suspension will represent at total of at least 12 separate infractions.
5. At the beginning of each quarter, the student will start with a clean slate.

This plan represents the minimum consequence for disruptive classroom behavior. Any dangerous, defiant, malicious, or particularly disrespectful incident can be escalated at the discretion of the Dean.

In addition disregard for the assigned consequence will result in reassignment of consequence as follows:

- Missed lunch detention = Friday detention.
- Missed Friday detention = 2 Friday detentions
- 2<sup>nd</sup> missed Friday detention = 1 day out of school suspension.

Our student-centered learning model requires a minimum of behavioral disruption in order to operate successfully. This being the case, discipline issues must be dealt with swiftly and successfully. In order to achieve the goals of the school, your full cooperation is needed. Please discuss this plan with your child. Sign and return.

Sincerely,

Ryan C. Hale

Parent Signature\_\_\_\_\_

Student Signature\_\_\_\_\_

# SCFCS STUDENT CODE OF CONDUCT

# SCFCS Student Handbook

Welcome to the State College of Florida Collegiate School. As a department of the college, SCFCS adheres to rules, policies and procedures of State College of Florida (SCF), as well as those of the Manatee County School Board (MCSB) and Florida Department of Education. The following student handbook provides collegiate students a comprehensive guidebook for success. Please use the handbook as a reference to the policies and guidelines SCFCS students are expected to follow. As a public school, SCFCS also utilizes the MCSB Code of Conduct. Copies of the MCSB document will be sent home with all students. The online document may be found in English and Spanish at: [http://www.manatee.k12.fl.us/parents/code\\_of\\_conduct.html](http://www.manatee.k12.fl.us/parents/code_of_conduct.html)

To nurture, motivate and ensure student success within a seamless progression from middle grades through college, utilizing demanding and rewarding innovative initiatives and creative leadership to establish a system of student-centered education, permeated by technology, that encourages self-learners to is applicable to the learning styles, abilities and pace of individual students.

## SCF Mission Statement

State College of Florida, Manatee-Sarasota, guided by measurable standards of institutional excellence, provides engaging and accessible learning environments that result in student success and community prosperity.

### SCF Institutional Values

Leadership  
Excellence  
Accountability  
Diversity  
Self-knowledge  
Sustainability

# Code of Conduct

## I. General Expectations of Student Behavior

SCFCS is dedicated to the advancement of knowledge and learning and has a concern for the development of responsible personal and social conduct. Our mission includes maintaining high standards to foster a climate of excellence; providing opportunity and access for all; and creating a supportive, safe, personalized environment for maximum student achievement.

The superintendent in the MCSB Code of Conduct echoes this message:

“One of our many important goals in this School District is to provide a safe, nurturing and well-disciplined learning environment for all students. To achieve this goal, the School Board has authorized the development of a comprehensive District Code of Student Conduct.

Our District Code of Student Conduct was developed with input from school and district administrators, faculty and staff members, School Advisory Council members and students. The District Code of Student Conduct will be reviewed annually for any additions or deletions that may be necessary for clarification or as required by new legislation. If you have any questions regarding the contents of the District Code of Student Conduct, please contact your school Principal.”

## II. Academic Ethics

SCF expects all members of the College community to conduct themselves in a manner befitting the tradition of honor and integrity. They are expected to assist the College by reporting suspected violations of academic integrity to appropriate faculty and/or administrative staff. This also applies to SCFCS students.

The following is a partial list of the types of behavior that breach the College and SCFCS academic ethics guidelines and are therefore unacceptable: plagiarism, cheating on examinations, forgery, sabotage, unauthorized collaboration or falsification of information; Attempts to commit such acts fall under the term “academic dishonesty” and are subject to penalty.

No set of guidelines can define all possible types or degrees of academic dishonesty; thus, the aforementioned behaviors should be understood as examples of infractions rather than an exhaustive list. Individual faculty members and the Head of the Collegiate School will continue to judge each case according to its particular circumstances.

### III. Computer Ethics

It is the policy of SCF to maintain the best technology access available for as many users as possible. It is the position of SCF and the SCFCS that while computers may enhance our ability and modify the way we communicate, the basic ethics and rights of privacy and ownership of property must be maintained.

Examples of misuse of technology access includes, but are not limited to:

- Violating an individual's right to privacy
- Using profanity, obscenities or language offensive to another user
- Reposting personal communications without the author's prior consent
- Disconnecting computer equipment
- Removing or changing files, stored on the hard drive of a personal computer, which were intended to be used but not modified by the users
- Sending inappropriate e-mail messages to other people
- Breaking (hacking) into someone else's computer account
- Sharing one's personal password to a friend
- Using someone else's computer account
- Trying a password with someone else's user ID to see if it works
- Writing a program that attempts to find other people's passwords
- Installing a program designed to bypass system security
- Connection of monitoring equipment to the College's computer network
- Making a copy of a copyrighted computer program
- Running a program intentionally designed to slow down the computer
- Using SCFCS computers to download and play games
- Violation of state or federal laws relating to computer use
- Using a SCFCS computer for business, financial gain, commercial or illegal activity
- Using a computer in someone's office without permission

The information technology services department regularly monitors all computer system usage. When there is an indication of abuse that interferes with the proper functioning of the system or impinges on another user's rights, information technology staff conducts an in-depth investigation. This can necessitate accessing a user's files to gather evidence or to protect the system for their users. Findings of each investigation are forwarded to the SCFCS Dean of Students and IT personnel for follow-up action.

All instances of unethical or irresponsible use of technology access are grounds for disciplinary action. The conduct also may be viewed as a violation of the Code of Conduct.

Anyone who knows or suspects that he/she has been the victim of unethical computer conduct, or who observes a violation of the computer ethics code, should report such incidents to the SRO, Dean of Students, Head of School, Academic Administrator, any instructor or staff member.



## State College of Florida Collegiate School Computer Policies and Student Contract

As an SCFCS student, I understand that using SCFCS computer technology is a great privilege. I understand that I must earn and maintain the right to use this technology. Computers will be available for use during classes for assignments with permission of an instructor. Technology identification cards will be required in exchange for a computer technology.

STEP ONE requires demonstration of RESPECT for the technology.

I will handle the equipment carefully and safely by:

1. Keeping all food and drink, including water, away from computers
2. Using the technology at tables only
3. Not damaging, removing keys or any other hardware
4. Walking, not running, either inside or outside when computers are in sight
5. ONLY touching the screen with clean fingers or a soft cloth

I understand the computer technology is an educational tool and not for personal use. Therefore,

1. I will use my computer technology only for academic purposes.
2. I will limit Internet access to G-rated websites and images only, and download only what is needed for assignments.
3. I will limit use of the computer technology to instructor-approved websites only.
4. I will not use my personal iTunes account on the computer technology
5. I will not add personal email accounts, games or music to SCFCS computer technology.
6. I will not connect SCFCS computer technology to any other wireless network except the SCFCS approved network.

### STEP TWO

I will have access to SCFCS computer technology use only as long as I treat the technology with RESPECT. Inappropriate behaviors that could result in loss of privileges to use the technology, are not limited the following:

- violating standard procedures for safety and care of the laptop
- running or horseplay when technology is in sight
- taking or hiding other peoples things
- using the technology for nonacademic purposes
- attempting to access inappropriate websites
- downloading nonacademic images to desktop, iPhoto, screen savers, etc.

- gaming or listening to personal music on the technology
- using email during class time or emailing inappropriate messages at any time
- using another student's email or technology for inappropriate purposes
- talking, distracting or disturbing others when adults are speaking or students are working
- changing email addresses, names or passwords without permission

Continued abuse will result in only being able to use the technology only under direct supervision. Inappropriate behavior will result in losing computer technology privileges for one to 10 days and I will be required to do assignments in a more traditional way, using pen and paper. Students who have repeated infractions will lose the use of technology for longer periods of time.

### STEP THREE

I am responsible for proper use of the computer technology that is checked out to me until it is returned to the charging cart. I understand that I must accept responsibility for any damages or inappropriate uses including if I share the technology with a friend or leave it unattended and someone else damages it.

## **iPad Policy**

As an SCFCS student, I understand that using an iPad is a great privilege. I understand that I must earn and maintain the right to use this technology.

STEP ONE requires demonstration of RESPECT for the technology.

I will handle the equipment carefully and safely by:

1. Keeping all food and drink, including water, away from the iPad
2. Keeping the iPad in its case at all times
3. Storing the iPad in my backpack when not in use
4. Being cautious and safe with the way I wear and treat my backpack so as to protect the iPad from damage
5. Only touching the screen with clean fingers or a soft cloth
6. Walking, not running, both inside and outside at all times especially when iPads are in sight

I understand the iPad is an educational tool and not for personal use. Therefore,

7. I will use my iPad only for academic purposes.
8. I will limit Internet access to G-rated websites and images only, and download only what is needed for assignments.
9. I will limit use of the SCFCS iPad to instructor approved apps and websites only.
10. I will not use my own iTunes account on the iPad.
11. I will not add personal email accounts, games or music to the laptop.

12. I will not connect the iPad to any wireless network except the SCFCS approved network.

## STEP TWO

Not all students will have the privilege of carrying an iPad from class to class. My behavior will affect whether an iPad is assigned to me and whether I am allowed to carry it throughout the day. Inappropriate use of the iPad will result in loss of iPad privileges. Repeated offenses will result in use of an iPad only with direct supervision of an instructor or losing use of the technology and returning to pencil and paper activities.

I will have access to the iPad only as long as I treat the technology with RESPECT. Inappropriate behaviors that could result in the iPad being taken away from me include, but are not limited the following:

- running or horseplay where technology is being used
- taking or hiding other peoples things
- using the iPad for nonacademic purposes
- attempting to access inappropriate websites
- downloading nonacademic images to desktop, iPhoto, screen savers, etc.
- gaming or listening to personal music on the laptop
- using email during class time or emailing inappropriate messages at any time
- using another student's email, laptop or iPad for inappropriate purposes
- violating standard procedures for safety and care of the iPad
- talking, distracting or disturbing others when adults are speaking or students are working
- changing email addresses, names or passwords without permission

Continued abuse will result in use of the iPad only under direct supervision. Inappropriate behavior will result in losing iPad privileges for a one-week minimum and I will be required to do assignments in a more traditional way with pen and paper. Students who have repeated infractions will lose the technology for longer periods of time.

When students arrive at school the iPads will be available for checkout in LARS I. An instructor and student team will supervise the checkout process. iPads are to be returned to the checkout station in LARS I at the end of the day. Failure to return the iPad will result in loss of privileges.

I am responsible for proper use of the iPad that is checked out to me until it is returned to the cart. I understand that I must accept responsibility for any damages or inappropriate uses, even if I share the iPad with a friend or leave the computer unattended and someone else damages it.

I will have access to my own iPad as long as I treat the technology with RESPECT.

## V. Student Discipline

The SCFCS Dean of Students and administration have primary responsibility for the student discipline. Deliberate care shall be taken to ensure that students receive fair and equitable treatment under due process.

Degrees of Disciplinary Sanctions: The following are the degrees of disciplinary sanctions that may be imposed for violation of any Student Codes of Conduct.

1. Apology – A written statement of regret written by the individual or group and approved by the Dean of Students or administration.
2. Warning – A written or verbal notice to the student that continuation or repetition of a specified conduct will be cause for further disciplinary action.
3. Censure – A written reprimand to the student for violation of a specified regulation.
4. Disciplinary Probation – A written reprimand and warning to the student for a repetition of violations as grounds for more serious disciplinary action; also may include exclusion from participation in student privileges or extracurricular activities for a specified time as set forth in the notice of disciplinary probation.
5. Restitution – Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
6. Suspension – Exclusion from classes and other student privileges or activities as set forth in the notice of suspension pending final determination of an alleged violation.
7. Expulsion/Dismissal – Permanent termination from SCFCS.

## VI. Student Complaint/Conflict Resolution Policies and Procedures

Complaints against a student should be directed to the School Resource Officer; complaints against an instructor or staff member should be directed to the Academic Administrator or Head of School.

State College of Florida, Manatee-Sarasota, and SCF Collegiate School, is an equal opportunity and access institution that does not discriminate on the basis of sex, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information, sexual orientation, and any other factor prohibited under applicable federal, state, and local civil rights laws, rules and regulations in any of its educational programs, services or activities, including admission and employment. For more information, contact the SCFCS School Resource Officer.

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA ASSURES CIVIL RIGHTS FOR STUDENTS, EMPLOYEES AND VISITORS

SCFCS contact: Kiera Scott, School Resource Officer, 941-752-5494

MCSB contact: Angela Essig, Manatee County Schools, 941-7088770.

SCF contact: Gloria M. Tracy, College Equity Officer, ADA Coordinator & Title IX Coordinator 941-752-5323

The SCF Equity office ensures compliance in education programs, services and activities with:

Equity: discrimination or harassment complaints/grievances pertaining to sex, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information, sexual orientation and any other factor prohibited under applicable federal, state, and local civil rights laws, rules and regulations; ADA: employment accommodations where necessary; Title IX: Education Amendments of 1972, which prohibits discrimination on the basis of gender under any athletic, education program, services and activities.

SCF 504 Coordinator: Jennifer LaHurd 941-752-5599

The 504 Coordinator ensures compliance with Section 504 of the rehabilitation act of 1973, which prohibits discrimination on the basis of physical or mental disability in relation to SCF's education programs, services and activities.

## VII. ID Cards

All students are required to obtain and have visible an SCFCS photo identification card (ID) at all times and to present it upon request to any public safety officer or faculty/staff member. Other identification must be shown if such a request is made and the person questioned does not have an SCFCS ID card in his/her possession.

## VIII. Prohibited Harassment

SCF and SCF Collegiate School is committed to providing an educational and working environment free from sexual harassment as well as harassment based on such factors as race, color, sex, age, genetic information, religion, national origin/ethnicity, disability, marital, veteran status or sexual orientation. SCF and SCFCS strongly disapprove of and will not tolerate harassment of its employees or students by co-workers or fellow students. SCF and SCFCS also will attempt to protect its employees and students from harassment by nonemployees and nonstudents.

"Harassment" includes but is not limited to: verbal, physical and visual conduct that creates an intimidating, offensive or hostile working or education environment or that interferes with work performance or educational opportunities.

Some examples include racial slurs, ethnic jokes, posting of offensive statements, posters or cartoons or other similar conduct. Sexual harassment includes solicitation of sexual favors, unwelcome sexual advances or other verbal, visual or physical conduct of a sexual nature.

Every complaint of harassment that is reported to a College official shall be investigated thoroughly, promptly and in a confidential manner. In addition, SCF will not tolerate retaliation against any employee or student for making a complaint about sexual harassment or other forms of harassment covered by this rule. If harassment of employees or students is established, SCF will discipline the offender. Disciplinary action for a violation of this policy can range from verbal or written warnings up to and including dismissal from the College or Collegiate School depending upon the circumstances. With regard to acts of harassment by nonemployees or nonstudents, the College will take appropriate corrective action according to the particular circumstances involved.

Students are to report any harassment or complaint against another student to their coach, the Dean of Students or School Resource Officer. Students should speak to the Academic Administrator or Head of School if there is a complaint against an instructor or staff member.

## IX. Mobile Device Etiquette

The use of personal mobile devices (cell phones, beepers, tablets and other mobile devices) in the classroom will be determined by the instructor's mobile device use guidelines for that particular class. Guidelines may require the device to be turned off or to allow the use of mobile devices for classroom projects. Students must adhere to the guidelines set by the instructor.

## X. Pets on Campus

Pets are not permitted at any College location with the exception of Guide Dogs. Training of Guide Dogs may be conducted with the permission of the vice president of educational and student services. Other exceptions also may be granted as required for educational purposes.

Florida wildlife can be seen on all SCF campuses. The department of public safety and security is responsible for enforcing state wildlife regulations. For safety reasons, fishing is not allowed at any property.

## XI. Wheeled Motorized Traffic

Bicycles shall not be ridden on the sidewalks between or around campus buildings. All bicycles shall be walked from the parking lot areas to the approved sites designated for bicycle storage. Skateboards, roller skates or other such roller-equipped means of transportation (i.e. scooters) are not allowed on the sidewalks between and around campus buildings.

## XII. Tobacco-Free Campus Policy

In keeping with a longstanding commitment to the health and well being of students, employees and visitors, SCF is a tobacco-free campus. Tobacco use is not allowed on campus grounds, parking lots, SCF-sponsored off-campus events or within SCF-owned vehicles. The uses of all types of tobacco and tobacco-like products are prohibited, including smoked and smokeless tobacco, other smoke-able products and electronic cigarettes. This policy applies to all students, employees and visitors of SCF and SCFCS.

## XIII. Religious Observances

Pursuant to F.S. 1002.21; 1006.53; 1001.64, SCF and SCFCS shall attempt to reasonably accommodate the religious observance, practice and belief of individual students in regard to admissions, class attendance and the scheduling of examinations and work assignments. Students must provide the instructor(s) with advance notification of the purpose and anticipated length of any absence. At that time, the instructor and the student will agree upon a reasonable time and method to make up any assignments or tests.

## State College of Florida Collegiate School Principles of Participation - Pre-Collegiate Program Grades Six - Eight

As a component of admission, each parent and student of State College of Florida Collegiate School (SCFCS) must sign this agreement-committing adherence to the following principles of participation:

1. I understand that State College of Florida (SCF) is an open campus and that I may encounter students of a variety of ages and backgrounds while on the SCF campus. I understand that such interaction will be restricted and supervised by SCFCS staff.
2. I understand that SCFCS staff members are the point of contact to discuss academic progress and classroom activities or request information about the school.
3. Students falling below a 2.0 are subject to SCF Board of Trustee's Rules governing academic probation and suspension.
4. I understand that SCFCS students must abide by all policies and procedures including, but not limited to the School District of Manatee County, Florida *Code of Student Conduct* and the policies and procedures outlined in the SCF Student Handbook, online at [scf.edu/studenthandbook](http://scf.edu/studenthandbook).
5. I understand there is a procedure in place for SCFCS students to participate in athletics and other activities at Manatee County schools. Interested students/parents should see SCFCS administration for information.
6. I understand that I will be expected to sign an agreement outlining my responsibility for all instructional materials, textbooks and equipment issued to me.
7. I agree to attend school regularly, and understand that it is ultimately my responsibility to complete all work required for success.
8. I understand that "directory information" may be released without my consent. Directory information includes full legal name, image or likeness in pictures, videotape, film or other medium; dates of attendance; major field of study; participation in officially recognized sports and activities; degrees and awards received; most recent previous educational institution attended; subsequent educational institute attended; and academic work intended for publication or display.  
If you do not want directory information released, parents must notify the SCFCS head of school in writing, the types of directory information you do not want released no later than September 15 of each year; or within 30 days of receiving this annual notice.
9. I understand that if I am absent from school I must present an *excused absence* letter signed by my parent/guardian when I return and it is my responsibility to obtain and complete my assignments and projects to succeed.

10. I understand that if I must leave school early my parent/guardian must come in and sign me out; Students must be accompanied by a family member or friend as listed on the master information/enrollment form to leave school during the school day.
  11. I understand that students in the pre-collegiate program will be expected to wear the complete SCFCS uniform with SCFCS photo ID, when on campus for classes or during extracurricular activities or events.
  12. I understand that in an event that may be emotionally disturbing, SCFCS has a crisis intervention procedure. We have the authority to share student information with counselors that are utilized by both SCF and Manatee County.
- 

I hereby agree to and accept all of the terms listed in the SCFCS Principles of Participation.

Date \_\_\_\_\_

Student ID# \_\_\_\_\_

\_\_\_\_\_  
Student (Print Name)

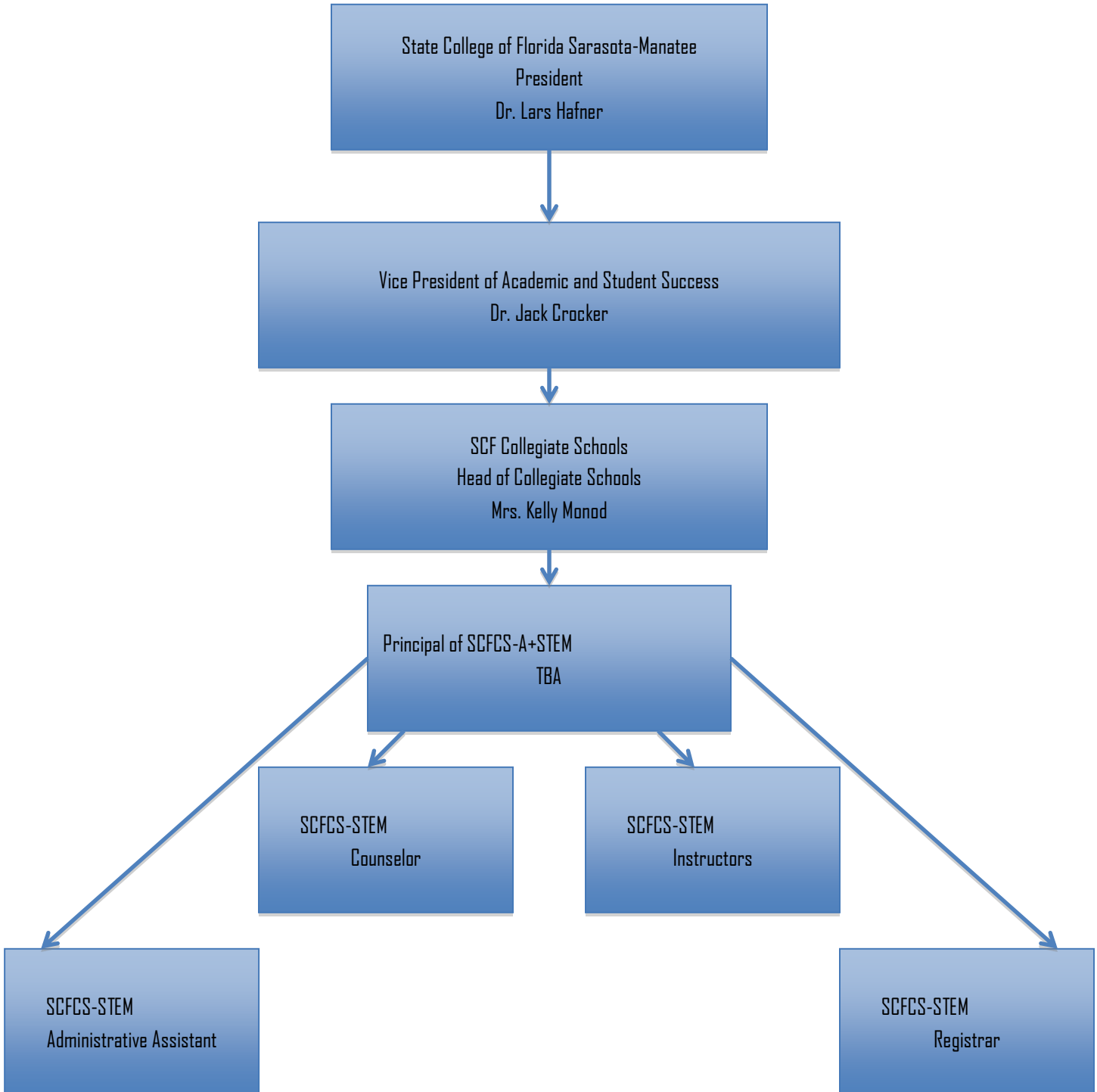
\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent/Guardian (Print Name)

\_\_\_\_\_  
Parent/Guardian Signature



Appendix 9 B1  
State College of Florida Collegiate School Organizational Chart



**Appendix 10**

**STATE COLLEGE OF FLORIDA COLLEGIATE SCHOOL  
EVALUATION FORMS\***

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**APPENDICES**

APPENDIX A	End of year teacher evaluation form
APPENDIX B	Teacher observation form
APPENDIX C	Teacher walkthrough classroom form
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APPENDIX F	End of year administrators evaluation form
APPENDIX G	Education support staff evaluation form
APPENDIX H	Staff professional development overview

\*Forms are being revised to reflect development of SCFCS A+ STEM Collegiate School and for changes in legislation regarding merit pay.

**STATE COLLEGE OF FLORIDA COLLEGIATE SCHOOL TEACHER EVALUATION**  
**Conclusions and Recommendations on Contractual Status**

Name \_\_\_\_\_  
 Position SCFCS Teacher  
 Initial Date of Employment \_\_\_\_\_

Date \_\_\_\_\_  
 Campus SCFCS BC

Faculty Evaluation Standards	Not Making Progress	Making Progress	Acceptable
<b>I. Teaching Effectiveness:</b> <b>A. Qualitative</b> 1. Review of Instructional Materials 2. Observation of Instructional Presentations <b>B. Quantitative</b> 1. Student Completion Rates 2. Student Evaluations			
<b>II. Professional Activity, Development, and Scholarship (Mastery Of Subject Matter)</b>			
<b>III. Effectiveness as A Member of the Department and The College</b>			

Comments: (If appropriate, a plan of action for improving performance will be submitted in writing within one month of the date of this evaluation.)

Recommendation 1:

Recommendation 2:

\_\_\_\_\_  
 Curriculum/Instruction Signature Date

I have read this evaluation and its contents have been discussed with me. My signature does not indicate that I agree or disagree with the contents.

\_\_\_\_\_  
 Faculty Signature Date

\_\_\_\_\_  
 Head of School Signature Date

Optional Comments by Faculty Member (Faculty member will have three working days to prepare comments that will be attached to this evaluation):

Name \_\_\_\_\_

Date \_\_\_\_\_

**Faculty Evaluation Standards**

\*(for SCFCS teachers)

**I. Teaching Effectiveness:**

**A. Qualitative**

**1. Review Of Instructional Materials**

For example: Syllabi (template items) handouts, worksheets, exams, web site. Alternative forms of evaluation may be considered for faculty teaching distance learning courses, blended or SCFCS courses.

**Narrative:**

**2. Observations of Instructional Presentations: (where applicable)**

Preparation and planning, materials presented, student engagement and interaction, use of selected methodologies, use of LARS & class time, incorporation of independent learning.

**Narrative:**

**B. Quantitative**

**1. Statement Concerning Student Completion Rates**

For example: Comparison of individual completion averages with departmental ranges  
Comparison of individual completion rates with county and state-wide rates

**Narrative:**

**2. Summary of Student Evaluations**

For example: Summary of strengths and weaknesses  
Comparison of individual percentages with the SCFCS ranges

**Narrative:**

OVERALL RATING for Teaching Effectiveness

Not Making Progress

Making Progress

Acceptable

**Annual Evaluation of Faculty Standards**

\*(for SCFCS teachers)

**II. Professional Activity, Development, and Scholarship (Mastery of Subject Matter)**

for example: Participation in workshops, seminars, advanced courses, professional meetings or other relevant staff development endeavors including updated certification requirements. Other evidence of scholarship may be considered.

**Narrative:**

OVERALL RATING for Professional Activity and Scholarship:

- Not Making Progress**                       **Making Progress**                       **Acceptable**

**III. Effectiveness As A Member of SCFCS and The College**

For example: Collaborates with colleagues to accomplish departmental goals; Participates in departmental meetings and committees; Fosters collaboration with SCF departments. Participates in community involvement that directly addresses collegiate school goals; Participates in activities such as student clubs, honors presentations, etc.; and Adheres to Code of Ethical Behavior and College Rules/Procedures

**Narrative:**

OVERALL RATING for Effectiveness as a Member of the Department or College

- Not Making Progress**                       **Making Progress**                       **Acceptable**

STATE COLLEGE OF FLORIDA  
MANATEE-SARASOTA

**INSTRUCTOR OBSERVATION**

Instructor: \_\_\_\_\_ Date: \_\_\_\_\_ No. of Students Present: \_\_\_\_\_  
Course: \_\_\_\_\_ Time: \_\_\_\_\_ Length of Visit \_\_\_\_\_

- Presentation reflects preparation and planning.
- Material is presented in a clear and organized manner.
- Adequate student involvement and interaction.
- Appropriate and effective use of selected methodologies.
- Efficient utilization of class time.

\_\_\_\_\_  
Observer Signature

**CONFIDENTIAL INFORMATION**  
Revised 2/10 VPAQS/sll  
Rule 14-2.21

**Distribution:**  
Original: Evaluator   
Copy: Faculty  Dean/Administrator  Human Resources  Department

**Checklist for Site Visits**

**Site:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Enrollment:** \_\_\_\_\_

- \_\_\_\_\_ Classroom walkthrough:
  - \_\_\_\_\_ Focus on curriculum- *appropriate instructional materials*  
*appropriate level of student work*
  - \_\_\_\_\_ Targeted standards/benchmarks- *discussion of targeted benchmarks*  
*posted objective*  
*learning objective is evident*  
*learning objective is on target for grade level*
  - \_\_\_\_\_ Instructional Practices- *identify instructional practices*  
*interventions for Level 1 and 2; RtI*  
*identify grouping format*  
*identify research-based instructional strategies*
  - \_\_\_\_\_ Focus on Learner- *focus on needs of all learners*  
*identify student actions*  
*identify instructional materials*  
*level of class engagement*
  - \_\_\_\_\_ Reading/Writing strategies- *modeling appropriate reading strategies (CRISS)*  
*prewriting, editing, etc.*
  - \_\_\_\_\_ Authentic Assessment- *products, performance*
  - \_\_\_\_\_ Higher Order Thinking- *judging, questioning, clarifying, making connections*
  - \_\_\_\_\_ Students Actively Engaged- *active listening, group discussions, cooperative groups,*
  - \_\_\_\_\_ Technology Integrated- *electronic portfolios, web-based resources, audio enhancements*
  - \_\_\_\_\_ Whole Group Instruction- *teacher directed instruction for entire class*  
*responsive to specific learning needs through differentiation*
  - \_\_\_\_\_ Small Group Instruction- *guided rdg groups, centers, leveled texts*
  - \_\_\_\_\_ Print Rich Environment- *word walls, current student work, use of classroom library,*  
*student-generated goals, products, projects, publications*
  - \_\_\_\_\_ Classroom Management- *student conduct, inappropriate behaviors addressed*
- \_\_\_\_\_ School climate- *orderly, clean*
- \_\_\_\_\_ Potential problem areas: \_\_\_\_\_
- \_\_\_\_\_ Site contact initials

S- Satisfactory    U- Unsatisfactory    N- Needs improvement    N/A- Non-applicable

# Teacher Evaluation by Students

Teacher's name: \_\_\_\_\_

Your name: \_\_\_\_\_

The number rating stands for the following: **1** = rarely **2** = once in a while **3** = sometimes **4** = most of the time **5** = almost always  
If it doesn't apply, leave it blank. Circle the answer that fits with your experience of this teacher for each item.

<b>EXPLICIT CURRICULUM:</b> How well does the teacher teach the core subject?						<b>If you circled #1:</b> Write why Write the core class	
1	Teacher is prepared for class.	1	2	3	4	5	
2	Teacher knows his/her subject.	1	2	3	4	5	
3	Teacher is organized and neat.	1	2	3	4	5	
4	Teacher plans class time and assignments that help students to problem solve and think critically. Teacher provides activities that make subject matter meaningful.	1	2	3	4	5	
5	Teacher is flexible in accommodating for individual student needs.	1	2	3	4	5	
6	Teacher is clear in giving directions and on explaining what is expected on assignments and tests.	1	2	3	4	5	
7	Teacher allows you to be active in the classroom learning environment.	1	2	3	4	5	
8	Teacher manages the time well.	1	2	3	4	5	
9	Teacher returns homework in a timely manner.	1	2	3	4	5	
10	Teacher has clear classroom procedures so students don't waste time.	1	2	3	4	5	
11	Teacher grades fairly.	1	2	3	4	5	
12	I have learned a lot from this teacher about this subject.	1	2	3	4	5	
13	Teacher gives me good feedback on homework and projects so that I can improve.	1	2	3	4	5	
14	Teacher is creative in developing activities and lessons.	1	2	3	4	5	
15	Teacher encourages students to speak up and be active in the class.	1	2	3	4	5	

<b>IMPLICIT CURRICULUM:</b> How well does the teacher model the core values through how he/she behaves with students and with other staff persons?						<b>If you circled #1:</b> Write why Write the core class	
16	Teacher follows through on what he/she says. You can count on the teacher's word.	1	2	3	4	5	
17	Teacher listens and understands students' point of view; he/she may not agree, but students feel understood.	1	2	3	4	5	
18	Teacher respects the opinions and decisions of students.	1	2	3	4	5	
19	Teacher is willing to accept responsibility for his/her own mistakes.	1	2	3	4	5	
20	Teacher is willing to learn from students.	1	2	3	4	5	
21	Teacher is sensitive to the needs of students.	1	2	3	4	5	
22	Teacher's words and actions match.	1	2	3	4	5	
23	Teacher is fun to be with.	1	2	3	4	5	
24	Teacher likes and respects students.	1	2	3	4	5	
25	Teacher helps you when you ask for help.	1	2	3	4	5	
26	Teacher is consistent and fair in discipline.	1	2	3	4	5	
27	I trust this teacher.	1	2	3	4	5	
28	Teacher tries to model what teacher expects of students.	1	2	3	4	5	
29	Teacher is fair and firm in discipline without being too strict.	1	2	3	4	5	

What is one thing that your teacher does well?  
\_\_\_\_\_

What is one thing that you can suggest to help this teacher improve?  
\_\_\_\_\_

Thank you for taking the time to think through the items carefully and write down your thoughts honestly.

**Source: 2005 National Schools of Character: Award Winning Practices.  
Published and distributed by the Character Education Partnership**





**3e. Class size**

- 1-5     6-10     11-15     16-20     21-25     25-30     > 30

**3f. Classroom configuration**

- Rows facing front     Tables     Other  
 Circle     Groups  
 Horseshoe     Outside classroom

**4. Focus on the Learner**

**4a. Identify student actions**

- |   |   |
|---|---|
| <input type="checkbox"/> Participating in discussion              | <input type="checkbox"/> Independent work                                 |
| <input type="checkbox"/> Work in student groups                   | <input type="checkbox"/> Silent reading                                   |
| <input type="checkbox"/> Responding to direct teacher instruction | <input type="checkbox"/> Answering questions                              |
| <input type="checkbox"/> Listening/note taking                    | <input type="checkbox"/> Individual practice activities                   |
| <input type="checkbox"/> Presenting or performing                 | <input type="checkbox"/> Research using information from multiple sources |
| <input type="checkbox"/> Test or quiz                             | <input type="checkbox"/> Writing activity                                 |

**4b. Identify instructional materials**

- |   |  |                                     |
|---|--|-------------------------------------|
| <input type="checkbox"/> Computer software              | <input type="checkbox"/> Overhead/board/flip chart | <input type="checkbox"/> Video      |
| <input type="checkbox"/> Content-specific manipulatives | <input type="checkbox"/> Published print materials | <input type="checkbox"/> Web sites  |
| <input type="checkbox"/> Hand-held technology           | <input type="checkbox"/> Real-world objects        | <input type="checkbox"/> Worksheets |
| <input type="checkbox"/> Lab/activity sheet             | <input type="checkbox"/> Student-created materials | <input type="checkbox"/> _____      |
| <input type="checkbox"/> Oral                           | <input type="checkbox"/> Textbook                  | <input type="checkbox"/> _____      |

**4c. Determine level(s) of student work**

- |   |   |
|---|---|
| <input type="checkbox"/> Recalling information (Knowledge)            | <input type="checkbox"/> Breaking down information into parts (Analysis)        |
| <input type="checkbox"/> Understanding information (Comprehension)    | <input type="checkbox"/> Putting information together in new ways (Synthesis)   |
| <input type="checkbox"/> Using information in a new way (Application) | <input type="checkbox"/> Making judgments and justifying positions (Evaluation) |

**4d. Determine levels of class engagement**

- Highly engaged—Most students are authentically engaged.  
 Well managed—Students are willingly compliant, ritually engaged.  
 Dysfunctional—Many students actively reject the assigned task or substitute another activity.

**4e. Identify the percentage of students that appear to be engaged**

- 0-50%     51-75%     76-90%     91-100%

**4f. Behavior management system that provides positive learning environment is in place**

- Yes     No     Unable to determine

**5. Focus on Classroom Environment**

- |  |   |
|--|---|
| <input type="checkbox"/> Materials are available in the classroom        | <input type="checkbox"/> Students interact with classroom environment |
| <input type="checkbox"/> Models/exemplars of quality student work posted | <input type="checkbox"/> Student work displayed                       |
| <input type="checkbox"/> Routines and procedures are evident             | <input type="checkbox"/> _____  |
| <input type="checkbox"/> Scoring rubrics are displayed/provided          | <input type="checkbox"/> _____  |

**6. Do you see evidence that the teacher is responding to the different learning needs in the classroom?**

- A lot     Some     None     Unable to determine

STATE COLLEGE OF FLORIDA  
MANATEE-SARASOTA

EVALUATION OF ADMINISTRATORS

Head of School

Name \_\_\_\_\_

Date \_\_\_\_\_

Position \_\_\_\_\_

Campus \_\_\_\_\_

I. Commitment to the Institutional Mission:

II. Knowledge of Area of Responsibility:

III. Supervision of Personnel:

IV. Professional Integrity and Organizational Commitment:

V. Foresight:

VI. Planning and Follow Through:

VII. Work Level:

Problem Solving:

IX. Administrative Protocol:

X. a.) Internal Customer Service

b.) External Customer Service:

XI. Summary of 360 Degree Feedback:

XII. Support of Equity/Diversity Initiatives:

XIII. Summary of Administrative Effectiveness:

I have read this evaluation and its contents have been discussed with me. My signature does not indicate that I agree or disagree with the contents.

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

Additional Comments by Administrator

Head of School

**Annual Evaluation**

**II. Professional Activity, Development, and Scholarship (Mastery of Subject Matter)**

for example: Participation in workshops, seminars, advanced courses, professional meetings or other relevant staff development endeavors. Contributions to professional journals, research, publications and other evidence of scholarship may also be considered.

Narrative:

OVERALL RATING for Professional Activity and Scholarship:

Not Making Progress

Making Progress

Acceptable

**III. Effectiveness As A Member of The Department and The College**

For example: Works with colleagues to accomplish departmental goals; Participates in departmental and college meetings and committees; Participates in community involvement that directly addresses college goals; Participates in activities such as student clubs, honors presentations, etc.; and Adheres to Code of Ethical Behavior and College Rules/Procedures

Narrative:

OVERALL RATING for Effectiveness as a Member of the Department or College

Not Making Progress

Making Progress

Acceptable

Revised 9/21/10

STATE COLLEGE OF FLORIDA  
MANATEE-SARASOTA

EVALUATION OF EDUCATIONAL SUPPORT STAFF

ESE / Speech / OT / PT

Name \_\_\_\_\_ Date \_\_\_\_\_

Position \_\_\_\_\_ Campus \_\_\_\_\_

I. Performance of Assigned Tasks and Responsibilities including information delivery planning/follow-through, attention to detail, and problem solving:

II. Time Utilization/Management:

III. Interaction with Students and Other Staff:

Knowledge of Area of Responsibility:

V. Effectiveness as a Member of Division/Department:

VI. Other (Supervision of Students, Response to Supervision, Student Evaluations):

VII. Comments/Plan for Development:

I have read this evaluation and its contents have been discussed with me. My signature does not indicate that I agree or disagree with the contents.

\_\_\_\_\_  
Signature of Educational Support Member      Date      Signature of Supervisor      Date

Optional Comments by Educational Support Member:

## **Appendix 10 H**

### **Staff Professional Overview**

**[Http://www.SCF.edu/FacultyStaff/FacultyProfessionalDevelopmentProgram/StaffProgramDevelopment/default.asp](http://www.SCF.edu/FacultyStaff/FacultyProfessionalDevelopmentProgram/StaffProgramDevelopment/default.asp)**



- [Staff and Program Development Forms](#)

## Faculty and Staff

[Home](#) > [Faculty Staff](#) > [Faculty Professional Development Program](#) > Staff and Program Development Committee

# Staff and Program Development Committee

primary purpose of the Staff and Program Development Committee (SPD) is to review, evaluate, and make recommendations to the President or President's Designee regarding SPD proposals. See SCF [SPD Guidelines](#).

**Each year SCF allocates funds through the SPD Committee.**

The SPD Committee is currently chaired by the Executive Director of Human Resources and consists of seven additional full-time employees of the college appointed by the President.

Each year SCF allocates a portion of its total budget to professional development activities. Even in the leanest of budget years, SCF has demonstrated its commitment to the professional development of its employees.

**Full-time faculty professional development activities funded are in these areas:**

Course Tuition/Textbook Reimbursement; Conferences, Workshops, Seminars, Meetings; and In-Service Education Activities (program, department, division or college-wide workshops, continuous training programs or development of staff training materials).

**Eligible full-time faculty may receive SPD funding for:**

**Tuition:** Full-time faculty who elect to pursue a formal program of study or individual courses at an accredited college or university are eligible to receive reimbursement for tuition and purchase of books up to a maximum of \$1,000 per year. Degrees to be earned and/or courses to be taken must update or upgrade competence specified for the faculty's current or college-planned position.

**Conferences, workshops, seminars and meetings:** up to a maximum of \$850 per year. This funding includes registration fees, transportation costs, per diem expenses, and materials for meetings and activities that address needed job-related skills or will be of benefit to the department, program, division or college.

**SPD also provides for in-service funding that relates to the objectives/needs of faculty, departments, programs or the college.**

Activities in this category include all college planning; departmental, program, division, committee or other organizational in-service activities; one time workshops or seminars; intercollegiate visitations; and development of in-service materials.

**Adjuncts may participate in and benefit from SPD funded activities.** A full-time employee who is eligible and qualified to coordinate the activities and who manages the project may submit proposals designed to meet the needs of adjunct faculty.

**SPD Guidelines and Forms** may be found the next page or on the S Drive in the SPD Folder. More information on the SPD Committee may be obtained from the Human Resource Office. Please contact Susan Marrocco at [marrocs@scf.edu](mailto:marrocs@scf.edu).



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***Appendix 12***

**EMPLOYMENT SUPPLEMENT**

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## APPENDIX A

### State College of Florida, Manatee-Sarasota

#### Job Description

**Job Title:** Principal – Collegiate School

**Reports to:** Head of Collegiate School

**FLSA Status:** Exempt

**Level:**

**Position Class:**

#### **Job Summary:**

This is a highly responsible professional and managerial position charged with providing the leadership necessary to develop and administer educational programs offered through the State College of Florida Collegiate School (SCFCS).

NOTE: Job descriptions and essential functions are subject to change due to advances in technology, utilization of work force, and other factors that may impact the College's need to modify position requirements.

#### **Essential Duties and Responsibilities:**

The following listing of essential job duties indicates the general nature and level of work required in this job. This is not designed to be a comprehensive listing of all the activities, duties, or responsibilities that may be required in this job. Individuals assigned to this job may be asked to perform other duties as required. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities of the job. Applicants may be asked to demonstrate any or all of the following duties:

1. Directs and coordinates educational, administrative and counseling activities to ensure conformance to state standards.
2. Reports expenditures to school districts, develops and coordinates educational programs through meetings with staff, review and supervision of teachers' activities.
3. Confers with teachers, students and parents concerning educational and behavioral problems in school.

4. Establishes and maintains liaison with high school district, community (home school and private school organizations), and other schools to coordinate educational services.
5. Directs the allocation of supplies, equipment, and instructional materials; coordinates course schedule with college faculty and academic progress for dual enrollment; applies for federal and state grants available to charter schools.
6. Directs preparation of class schedules, cumulative records and attendance reports.
7. Hires teachers and evaluates assigned staff performance.
8. Directs the selection of teachers, volunteers, tutors and other staff.
9. Physically monitors building and property to ensure safety and security.
10. Plans and monitors school budget.
11. May develop and administer educational programs for students with special needs.
12. Attends school board meetings as needed.
13. May perform studies and assignments and serve on special task committees.
14. Develops reports and conducts research as required.
15. Performs related duties as required.

**QUALIFICATION STANDARDS:** The requirements listed below are representative of the knowledge, skill, and/or ability required for the position.

- **Education and/or experience:**

Master's degree from a regionally accredited institution of higher education. Doctorate degree preferred.

Must hold the Standard Middle/Secondary Certificate.

Five (5) years experience in administrative, leadership positions in K-12 education management, preferably in a middle school and high school environment.

Experience as a middle school and/or high school principal.

Experience with budgeting process and full time equivalent data collection, charter school funding, and middle school/secondary/postsecondary fiscal procedures and processes.

Classroom experience. Strong interest in innovative K-12 programs.

Experience in recruiting/public relations.

- **Other skills and abilities:**

Knowledge of dual enrollment, early college programs and charter school operations/legislation;

Knowledge of current practices in the administration of secondary school programs;

Knowledge of Federal and state laws, state regulations; curriculum development;

Knowledge of current subject matter in areas taught;

Knowledge of student confidentiality requirements;

Knowledge of supervisory principles/procedures;

Knowledge of staff development; and

Knowledge of the school improvement process/Southern Association of Colleges and Schools accreditation (including analysis of student data as it relates directly to instruction and student performance).

- **Supervisory Experience:**

Five (5) years experience in a supervisory position.

- **Language Ability:**

Ability to write reports and business correspondence. Ability to effectively present information in group settings, and to respond to general public, colleagues and students. Excellent English listening and speaking skills required. Ability to work effectively with student, faculty, staff and administrators.

- **Math Ability:**

Ability to calculate figures and amounts such as proportions, percentages. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs. Ability to apply concepts of basic algebra and geometry.

Must have understanding of basic statistics used in data collection

- **Reasoning Ability:**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram/chart, or schedule form. Ability to exercise a high degree of attention to detail and organization.

- **Computer Skills:**  
Must demonstrate effective use of instructional technology and be familiar with current office hardware and software and a good understanding of latest use of educational technology tools.
- **Certificates and Licenses:**  
Current Florida State Certification School Principal (K-12), or eligible to hold certification.

**Responsibility for People and Property:**

Responsible for the supervision of the SCFCS school personnel and budget for it.

**Responsibility for Communication:**

- **Internal Contacts:**  
This position has routine contact with all levels of State College of Florida, Manatee-Sarasota staff
- **External Contacts:**  
This position has routine contact with prospective students, special interest groups, and community agencies. Frequent contact with parents, school counselors and faculty, and vendors. Occasional contact with local businesses and industry.

**Work Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

**Physical Demands:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is routinely required to sit, use manual dexterity, and talk or hear. The employee is frequently required to reach with hands and arms, and lift up to 10 pounds. The employee is occasionally required to stand, walk, and taste or smell, and lift up to 25 pounds. Specific vision requirements include close, distance, color, and peripheral vision, depth perception, and the ability to adjust focus.

### **General Performance Standards and Expectations:**

In addition to satisfactory performance on all of the essential job duties and responsibilities for this job, all State College of Florida, Manatee-Sarasota employees must fulfill the following basic performance expectations:

1. **Mission and Goals:** Each State College of Florida, Manatee-Sarasota employee is expected to know the College's mission and goals.
2. **Customer Service:** All State College of Florida, Manatee-Sarasota employees will strive to provide outstanding customer service to everyone they serve including students, the community, and fellow employees.
3. **Grooming and Appearance:** State College of Florida, Manatee-Sarasota employees are expected to maintain a neat and professional image at all times. When issued, College personnel must wear uniforms, and maintain a neat, clean, and well-groomed appearance.
4. **Safety Awareness:** State College of Florida, Manatee-Sarasota employees are expected to work diligently to maintain safe and healthful working conditions, and to adhere to proper operating practices and procedures designed to prevent injuries. Employees are required to wear personal protective equipment as provided.
5. **Attendance Standards:** State College of Florida, Manatee-Sarasota employees are expected to attend their work assignments and schedules at all times, in accordance with College Rules and Procedures.
6. **Training:** State College of Florida, Manatee-Sarasota employees are expected to attend College-provided training sessions and meetings when deemed necessary.
7. **Continuous Improvement:** State College of Florida, Manatee-Sarasota employees are expected to give attention to continuous assessment and improvement of the position's assigned set of duties and responsibilities.



**Approvals:**

This job description has been reviewed and approved by the leaders whose signatures appear below.

<b>Title</b>	<b>Signature</b>	<b>Date</b>
Preparing Manager		
Area Vice President		
Executive Director, Human Resources		

## APPENDIX B

### State College of Florida, Manatee-Sarasota

#### Job Description

**Job Title:** Guidance Counselor  
**Reports to:** Collegiate School Principal  
**FLSA Status:** Exempt  
**Level:**  
**Position Class:**

#### **Job Summary:**

This is a responsible, professional academic support position accountable for student scheduling and advisement, coordination of testing, academic support services and acting as the liaison to the student services department of the college. The Guidance Counselor coordinates activities, communicates with Collegiate school staff and students to insure a comprehensive support program for the students.

NOTE: Job descriptions and essential functions are subject to change due to advances in technology, utilization of work force, and other factors that may impact the College's need to modify position requirements.

#### **Essential Duties and Responsibilities:**

The following listing of essential job duties indicates the general nature and level of work required in this job. This is not designed to be a comprehensive listing of all the activities, duties, or responsibilities that may be required in this job. Individuals assigned to this job may be asked to perform other duties as required. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities of the job. Applicants may be asked to demonstrate any or all of the following duties:

1. Conducts counseling sessions with students to help them think critically in resolving conflicts, solving problems, or making decisions.
2. Maintains currency in the counseling profession and demonstrates mature, professional judgments.

3. Demonstrates leadership in serving as a student development specialist, student advocate and consultant to faculty and staff.
4. Responds to individuals experiencing difficulties and/or personal problems through appropriate referrals to community resources.
5. Develops and make presentations addressing life skills and college success.
6. Facilitates student career planning and decision-making; interprets career assessment instruments.
7. Assists in developing annual departmental objectives and contributes to achieving these objectives.
8. Maintains and fosters articulation activities with high schools, colleges, universities and academic programs.
9. Conducts new student orientation.
10. Conveys accurate and current academic information to students, instructors and staff
11. Interprets placement test results and make appropriate course recommendations.
12. Follows federal, state, college and department guidelines that relate to the job.
13. Promotes positive public relations for the department and the institution.
14. Performs related duties as required.

**QUALIFICATION STANDARDS:** The requirements listed below are representative of the knowledge, skill, and/or ability required for the position.

- **Education and/or experience:**

Master's degree from a regionally accredited institution of higher education in Counseling or a Master's degree from a regionally accredited institution of higher education including 18 graduate hours in Counseling.

Must hold and maintain the State of Florida Certification in Guidance (or eligible).

Experience in counseling at the middle/high school preferred.

**Other skills and abilities:**

Knowledge of student confidentiality requirements.

Knowledge of Florida education system and high school graduation requirements.

Knowledge of college admissions, dual enrollment and/or college scheduling.

Sensitivity to the needs of, and communicates effectively with students, instructors

and staff.

- **Supervisory Experience:**  
No supervisory experience required.
- **Language Ability:**  
Ability to write reports and business correspondence. Ability to effectively present information in group settings, and to respond to general public, colleagues and students. Excellent English listening and speaking skills required. Ability to work effectively with student, facility, staff and administrators.
- **Math Ability:**  
Ability to calculate figures and amounts such as proportions, percentages. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs. Ability to apply concepts of basic algebra and geometry.  
Must have understanding of basic statistics used in data collection
- **Reasoning Ability:**  
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram/chart, or schedule form.  
Ability to exercise a high degree of attention to detail and organization.
- **Computer Skills:**  
Must demonstrate effective use of instructional technology and be familiar with current office hardware and software.  
  
To perform this job successfully, the candidate should have basic knowledge of word processing, spreadsheet, Internet, e-mail, and presentation software and ability to learn the enterprise software of the College within 1 month of hire.
- **Certificates and Licenses:**  
Must hold and maintain the State of Florida Certification in Guidance (or eligible).

**Responsibility for People and Property:**

- None required. Although the focus is on academic advisement some knowledge of professional response to emergency personal counseling situations may be necessary.

**Responsibility for Communication:**

- **Internal Contacts:**  
This position has routine contact with all levels of State College of Florida, Manatee-Sarasota staff, and students.
- **External Contacts:**  
This position has routine contact with prospective students, special interest groups, and community agencies. Frequent contact with parents, high school counselors and faculty, and vendors. Occasional contact with local businesses and industry.

### **Work Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level 0 pounds. The employee is occasionally required to stand, walk, and taste or smell, and lift up to 25 pounds. Specific vision requirements include close, distance, color, and peripheral vision, depth perception, and the ability to adjust focus.

### **General Performance Standards and Expectations:**

In addition to satisfactory performance on all of the essential job duties and responsibilities for this job, all State College of Florida, Manatee-Sarasota employees must fulfill the following basic performance expectations:

1. **Mission and Goals:** Each State College of Florida, Manatee-Sarasota employee is expected to know the College's mission and goals.
2. **Customer Service:** All State College of Florida, Manatee-Sarasota employees will strive to provide outstanding customer service to everyone they serve including students, the community, and fellow employees.
3. **Grooming and Appearance:** State College of Florida, Manatee-Sarasota employees are expected to maintain a neat and professional image at all times. When issued, College personnel must wear uniforms, and maintain a neat, clean, and well-groomed appearance.
4. **Safety Awareness:** State College of Florida, Manatee-Sarasota employees are expected to work diligently to maintain safe and healthful working conditions, and to adhere to proper operating practices and procedures designed to prevent injuries.

Employees are required to wear personal protective equipment as provided.

5. **Attendance Standards:** State College of Florida, Manatee-Sarasota employees are expected to attend their work assignments and schedules at all times, in accordance with College Rules and Procedures.
6. **Training:** State College of Florida, Manatee-Sarasota employees are expected to attend College-provided training sessions and meetings when deemed necessary.
7. **Continuous Improvement:** State College of Florida, Manatee-Sarasota employees are expected to give attention to continuous assessment and improvement of the position's assigned set of duties and responsibilities.

### **Approvals:**

This job description has been reviewed and approved by the leaders whose signatures appear

below.

<b>Title</b>	<b>Signature</b>	<b>Date</b>
Collegiate School Principal		
Area Vice President		
Executive Director, Human Resources		

## APPENDIX C

### State College of Florida, Manatee-Sarasota

#### Job Description

**Job Title:** Instructor – Collegiate School

**Reports to:** Principal, Collegiate School

**FLSA Status:** Exempt

**Level:**

**Position Class:**

**Job Summary:**

This is a responsible, professional educator position accountable for enabling all students to succeed in school and graduate with the skills, knowledge and attitudes to be successful workers and responsible citizens.

NOTE: Job descriptions and essential functions are subject to change due to advances in technology, utilization of work force, and other factors which may impact the College's need to modify position requirements.

**Essential Duties and Responsibilities:**

The following listing of essential job duties indicates the general nature and level of work required in this job. This is not designed to be a comprehensive listing of all the activities, duties, or responsibilities that may be required in this job. Individuals assigned to this job may be asked to perform other duties as required. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities of the job. Applicants may be asked to demonstrate any or all of the following duties:

1. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, State College of Florida, the school board, and administrative procedures.
2. Prepares, maintains, and submits accurate and complete records and reports as required by the State Board of Education Florida Statutes, the school board, and administrative procedures.
3. Supports the student learning plan

4. Assists in upholding and enforcing school rules, administrative procedures and Board policies.
5. Maintains a classroom environment which is safe, orderly, and conducive to effective learning, and appropriate to the maturity and interest of all students.
6. Demonstrates a professional attitude, philosophy, compassion, and commitment that promotes student growth and learning.
7. Meets and instructs assigned classes in the locations and at the times designated.
8. Prepares and maintains lesson plans for classes assigned, and shows written evidence of preparation upon request of supervisor.
9. Pursues innovative approaches to instructional delivery, including creative and effective uses of technology and online instruction.
10. Understands and uses available technology, materials and tools related to the job.
11. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of all individuals or student groups involved.
12. Actively participates in the College's sustainability practices and initiatives.
13. Adheres to College Rules and Procedures, which reflect updated Federal, state, and local legislation/regulations and College policy that govern the educational process.
14. Embraces a multicultural environment and supports the College's diversity initiatives
15. Exhibits the willingness and ability to adapt to an environment of continuous growth and fast-paced change.
16. Maintains a professional appearance at all times.
17. Maintains attendance and punctuality.
18. Promotes positive public relations for the school and the institution.
19. Performs related duties as required.



**QUALIFICATION STANDARDS:** The requirements listed below are representative of the knowledge, skill, and/or ability required for the position.

- **Education and/or experience:**

Bachelor's degree from a regionally accredited institution of higher education in the specific teaching discipline as outlined below. Masters Degree Preferred.

Valid Florida teacher certification or equivalent.

Three (3) or more years of full-time middle or high school teaching

Maintains a valid Florida Teaching Certificate or appropriate certification.

- **Other skills and abilities:**

A record of excellence in professional or teaching career with demonstrated ability to work with colleagues, staff, and community constituents throughout the community. Strong written and oral communication and computer skills required.

- **Supervisory Experience:**

No supervisory experience required.

- **Language Ability:**

Ability to write reports and business correspondence. Ability to effectively present information in group settings, and to respond to general public, colleagues and students. Excellent English listening and speaking skills required. Ability to work effectively with student, facility, staff and administrators.

- **Math Ability:**

Ability to calculate figures and amounts such as proportions, percentages. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs. Ability to apply concepts of basic algebra and geometry.

Must have understanding of basic statistics used in data collection

- **Reasoning Ability:**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram/chart, or schedule form.

- **Computer Skills:**

Must demonstrate effective use of instructional technology and be familiar with current office hardware and software.

To perform this job successfully, the candidate should have basic knowledge of word processing, spreadsheet, Internet, e-mail, and presentation software

- **Certificates and Licenses:**

Maintains a valid Florida Teaching Certificate or appropriate certification.

**Responsibility for People and Property:**

- None required.

**Responsibility for Communication:**

- **Internal Contacts:**

This position has routine contact with all levels of State College of Florida, Manatee-Sarasota staff and students.

- **External Contacts:**

This position has routine contact with prospective students, special interest groups, and community agencies. Frequent contact with parents, school counselors and faculty, and vendors.

**Work Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

**Physical Demands:**

While performing the duties of this job, the employee is routinely required to sit, use manual dexterity, and talk or hear. The employee is frequently required to reach with hands and arms, and lift up to 10 pounds. The employee is occasionally required to stand, walk, and taste or smell, and lift up to 25 pounds. Specific vision requirements include close, distance, color, and peripheral vision, depth perception, and the ability to adjust focus.

**General Performance Standards and Expectations:**

In addition to satisfactory performance on all of the essential job duties and responsibilities for this job, all State College of Florida, Manatee-Sarasota employees must fulfill the following basic performance expectations:

1. Mission and Goals: Each State College of Florida, Manatee-Sarasota employee is expected to know the College's mission and goals.

Job Description – Instructor

Page 5

2. Customer Service: All State College of Florida, Manatee-Sarasota employees will strive to provide outstanding customer service to everyone they serve including

students, the community, and fellow employees.

3. **Grooming and Appearance:** State College of Florida, Manatee-Sarasota employees are expected to maintain a neat and professional image at all times. When issued, College personnel must wear uniforms, and maintain a neat, clean, and well-groomed appearance.
4. **Safety Awareness:** State College of Florida, Manatee-Sarasota employees are expected to work diligently to maintain safe and healthful working conditions, and to adhere to proper operating practices and procedures designed to prevent injuries. Employees are required to wear personal protective equipment as provided.
5. **Attendance Standards:** State College of Florida, Manatee-Sarasota employees are expected to attend their work assignments and schedules at all times, in accordance with College Rules and Procedures.
6. **Training:** State College of Florida, Manatee-Sarasota employees are expected to attend College-provided training sessions and meetings when deemed necessary.
7. **Continuous Improvement:** State College of Florida, Manatee-Sarasota employees are expected to give attention to continuous assessment and improvement of the position's assigned set of duties and responsibilities.

**Approvals:**

This job description has been reviewed and approved by the leaders whose signatures appear below.

<b>Title</b>	<b>Signature</b>	<b>Date</b>
Principal		
Area Vice President		
Executive Director, Human Resources		

## APPENDIX D

### State College of Florida

#### Job Description

**Job Title:** Administrative Assistant  
**Reports to:** Principal – Collegiate School  
**FLSA Status:** Non-Exempt  
**Level:** 115  
**Position Class:**

#### **Job Summary:**

Serves as administrative assistant to an administrative director or other administrative manager or department. Schedules appointments, gives information to callers, and otherwise relieves officials of clerical work and routine administrative details by performing the following duties.

NOTE: Job descriptions and essential functions are subject to change due to advances in technology, utilization of work force, and other factors which may impact the College's need to modify position requirements.

#### **Essential Duties and Responsibilities:**

The following listing of essential job duties indicates the general nature and level of work required in this job. This is not designed to be a comprehensive listing of all the activities, duties, or responsibilities that may be required in this job. Individuals assigned to this job may be asked to perform other duties as required. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities of the job. Applicants may be asked to demonstrate any or all of the following duties:

1. Provides clerical support to director or other administrative manager or department, including correspondence. Coordinates supervisor's calendar, schedules appointments, screens calls and responds to inquiries as appropriate.
2. Makes copies of correspondence or other printed materials.

3. Prepares outgoing mail and correspondence, including e-mail and faxes.
4. Organizes and maintains electronic and hard copy files (some of which may be confidential) and files correspondence and other records.
5. Greets scheduled visitors and directs or ushers to appropriate area or person
6. Arranges and coordinates travel schedules and reservations.
7. Conducts research, and compiles and types statistical reports.
8. Coordinates and arranges meetings, prepares agendas, reserves and prepares facilities, and records.
9. Creates and maintains database and/or spreadsheet files. Inputs and updates department information into current College computer system. May oversee and maintain functional area web pages.
10. Maintains administrative inventory; orders and maintains supplies, and processes payments according to College requisition system. Arranges for equipment maintenance and/or facility maintenance. May handle petty cash.
11. Assists with preparation of department budget, and maintains budget expenditures and balances.
12. Assigns and coordinates work of student assistants, as necessary.
13. Performs other related tasks to meet department and job-specific requirements.

### **Job Qualifications:**

The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education/Experience:**  
High school diploma or general education degree (GED) and four (4) or more years of related experience and/or training.
- **Supervisory Experience:**  
No supervisory experience required.
- **Language Ability:**  
Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization.

- **Math Ability:**  
Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs. Ability to apply concepts of basic algebra and geometry.
- **Reasoning Ability:**  
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- **Computer Skills:**  
To perform this job successfully, an individual should have advanced knowledge of word processing software; intermediate knowledge of spreadsheet, Internet, email, and database software. Proficiency in use of current College email and database software essential.
- **Certificates and Licenses**  
None required.

**Responsibility for People and Property:**

- This job has no supervisory responsibilities.

**Responsibility for Communication:**

- **Internal Contacts:**  
This position has routine contact with all levels of college faculty, staff, students and administrators.
- **External Contacts:**  
This position has routine contact with external contacts such as accrediting agencies, government or other academic institutions, student and or employment applicants, vendors, and the general public, depending on employing unit.

**Work Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

**Physical Demands:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, use manual dexterity, reach with hands and arms, and talk or hear. The employee is occasionally required to stand and walk. The employee must frequently lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color and ability to adjust focus.

**General Performance Standards and Expectations:**

In addition to satisfactory performance on all of the essential job duties and responsibilities for this job, all State College of Florida employees must fulfill the following basic performance expectations:

1. **Mission and Goals:** Each State College of Florida employee is expected to know the College's mission and goals.
2. **Customer Service:** All State College of Florida employees will strive to provide outstanding customer service to everyone they serve including students, the community, and fellow employees.
3. **Grooming and Appearance:** State College of Florida employees are expected to maintain a neat and professional image at all times. When issued, College personnel must wear uniforms, and maintain a neat, clean, and well-groomed appearance.
4. **Safety Awareness:** State College of Florida employees are expected to work diligently to maintain safe and healthful working conditions, and to adhere to proper operating practices and procedures designed to prevent injuries. Employees are required to wear personal protective equipment as provided.
5. **Attendance Standards:** State College of Florida employees are expected to attend their work assignments and schedules at all times, in accordance with College Rules and Procedures.
6. **Training:** State College of Florida employees are expected to attend College-provided training sessions and meetings when deemed necessary.
7. **Continuous Improvement:** State College of Florida employees are expected to give attention to continuous assessment and improvement of the position's assigned set of duties and responsibilities

**Approvals:**

This job description has been reviewed and approved by the leaders whose signatures appear below.

<b>Title</b>	<b>Signature</b>	<b>Date</b>
Collegiate School Principal		
Area Vice President		
Executive Director, Human Resources		



## APPENDIX E

### State College of Florida

#### Collegiate School Salary Schedule

Following are the hiring ranges for each position, based on education and experience:

**PRINCIPAL** \$95,800 to \$130,000

#### **CURRICULUM SERVICES COORDINATOR**

Master's Degree \$53,800 to \$67,250

Master's Degree + 30 \$56,640 to \$70,800

Doctorate Degree \$59,470 to \$74,340

#### **INSTRUCTOR**

Bachelor's Degree \$39,300 to \$51,110

Master's Degree \$40,359 to \$55,616

Master's Degree + 30 \$42,818 to \$59,516

Doctorate Degree \$45,277 to \$61,949

#### **GUIDANCE COUNSELOR**


Master's Degree \$43,359 to \$55,616

Master's Degree + 30 \$45,818 to \$59,516

Doctorate Degree \$48,277 to \$64,949

Clerical Support personnel and Tutors will be paid in accordance with the State College of Florida regular salary schedule.

# PROCEDURE

<b>Subject</b>	Prohibited Harassment	<b>Number:</b> 2.44.01
<b>Source</b>	Office of Human Resources	<b>Reference (Rule #)</b> 6HX14-2.44
<b>President's Approval/Date:</b>  5/6/11		

## PURPOSE:

- A. The purpose of this procedure is to specify State College of Florida, Manatee-Sarasota standards and procedures regarding discrimination and harassment of employees, students, or applicants for employment or College admission (hereinafter collectively, referred to as “applicants”);
- B. To provide procedures to address problems and questions regarding harassment in a prompt, discreet and fair manner. All members of the College Community are expected to comply and cooperate with its provisions; and
- C. To comply with federal and state statutes (Title VII of the Civil Rights Act, Florida Civil Rights Act and Title IX of the Education Amendments of 1972)

## POLICY:

- A. State College of Florida, Manatee-Sarasota maintains a professional work and academic environment wherein all students, staff, faculty, applicants and other members of the College Community are treated with respect and dignity. The goal of the College is to provide an academic and institutional climate that is free of harassment.
- B. Forms of harassment that are encompassed by this procedure include, but are not limited to, harassment based on color, sex, age, religion, genetic information, national origin, ethnicity, disability, marital status, sexual orientation and any factor protected under applicable federal, State and local laws, rules, and regulations.
- C. Harassment is specifically prohibited by state and federal law. Instances of harassment may result in both civil and criminal liability on the part of the individual harasser, as well as the supervisor and the College. The College will not tolerate harassment of its students, applicants, and employees on the campus or at off campus events or programs held under the auspices of the College.

## DEFINITIONS:

- A. College Community is defined as all students, college employees, applicants, contractors, volunteers and visitors.
- B. Sexual Harassment: Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication of a sexual nature when:
  - 1. Submission to or rejection of such conduct is used either explicitly or implicitly as a basis for any decision affecting terms or conditions of an individual's employment, participation in any program or activity, or of obtaining an education, or
  - 2. Such conduct has the effect of unreasonably interfering with the individual's work performance or academic experience by creating an intimidating, hostile, or offensive environment for work or learning.
  - 3. Sexual harassment can occur between any individuals associated with the college, for instance, between staff and a supervisor, between co-workers, between faculty members, between faculty, staff or students and applicants, customer, vendor, or contractor, or between a student and a faculty member or another student.
  - 4. Examples of sexual harassment are such actions as sexual advances; stalking; the requesting of sexual favors accompanied by implied or overt pressure concerning one's job, grade, letter of recommendation, application for employment or admission to the College or similar activities; verbal abuse of a sexual nature including comments couched in humor or, suggestive gestures; physical contact such as patting, pinching, or unnecessary touching; subtle pressure for sexual activity; sexist remarks regarding a person's body, clothing or sexual activity; or derogatory comments about a person's sexual orientation.
- C. The Harassment Complaint Official for students and applicants for admission to the College is the Vice President of Student Development and Enrollment Services. The Harassment Complaint Officials for employees, applicants for employment and visitors are the Executive Director of Human Resources, Director, Human Resource Operations and the Equity Officer.
- D. Stalking is defined as the willful, malicious, and repeated following or harassing of another person. Stalking may be a criminal offense.
- E. Racial Harassment is defined as unwelcome conduct relating to an individual's race or color which unreasonably interferes with an applicants, employee's, or student's status or performance by creating an intimidating, hostile, or offensive working or educational environment. Harassment on the basis of race or color includes offensive or demeaning treatment of an individual, where such treatment is based typically on prejudiced stereotypes of a group to which that individual may belong. It includes, but is not limited to objectionable epithets, threatened or actual, physical harm or abuse, racial slurs, comments or manner of speaking, negative references to racial customs or other intimidating or insulting conduct directed against the individual because of his/her race or color.
- F. Religious Harassment consists of unwelcome physical or verbal conduct which is related

to an individual's religion or creed when the conduct has the effect of creating an intimidating, hostile, or offensive working or academic environment. Harassment on the basis of religion includes derogatory comments regarding surnames, religious traditions, religious clothing, or religious slurs or graffiti.

- G. National Origin/Ethnicity Harassment consists of unwelcome physical or verbal conduct which is related to an individual's national origin or ethnicity when the conduct has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment. Harassment on the basis of national origin includes negative comments regarding surnames, manner of speaking, custom, language, or ethnic slurs.
- H. Disability Harassment consists of unwelcome physical or verbal conduct relating to an individual's disability when the conduct has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment.
- I. Sexual Orientation Harassment consists of unwelcome physical or verbal conduct relating to an individual's sexual orientation when the conduct has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment. Harassment on the basis of sexual orientation includes unwelcome verbal, written or physical conduct, directed at the characteristics of a person's sexual orientation such as negative name calling or imitating mannerisms.

**A Special Note to Faculty, Teaching Assistants, Supervisors, and Other Persons in Positions of Power.** Harassment can occur when a person who is in a position of trust or authority engages in behaviors or creates conditions that are perceived as inappropriate, unwanted and/or that are non-reciprocal. Sexual harassment, in particular, can occur when an unwelcome personal element is introduced into what should be a sex-neutral situation. Because of the difference in authority between faculty and students and supervisors and employees, a faculty member or supervisor cannot be certain that a personal relationship is truly welcome or consensual. Members of the College Community should be aware that whatever differences in status exist, as between supervisor and employee, or faculty member and student, abuses of status may take the form of sexual harassment. Charges of sexual harassment may arise even when romantic or amorous relationships exist that are apparently consensual. Should such a relationship result in a subsequent charge of sexual harassment, the claim that the relationship is or was consensual will not be an adequate defense. Moreover, other individuals may be affected by such relationship. Those who abuse, or appear to abuse, their position violate their responsibility to the College Community. The College expects its employees to be aware of the potential for problems and conflicts of interest.

#### **COMPLAINT PROCEDURE:**

- A. Anyone who feels that a Member of the College Community is violating the intent of this policy should report the offensive behavior to a College official. If appropriate, an individual may advise the Member of the specific behavior that is perceived to be objectionable and request that the behavior cease. State College of Florida, Manatee-Sarasota emphasizes that its applicants, employees, and students are not required to complain to a supervisor, faculty member, or administrator if that person is the individual allegedly harassing the applicant, employee or student.
- B. College employees who receive complaints or observe harassing conduct should

immediately inform the Executive Director of Human Resources, Director, Human Resources Operations or Equity Officer of the College in cases involving employees, applicants for employment or visitors, or the Vice President of Student Development and Enrollment Services in cases involving students or applicants for admission to the College. (The “Harassment Complaint Officials”).

- C. Although complaints should be brought as soon as possible, preferably immediately after an offensive incident, the College recognizes the sensitivity involved in certain situations may cause individuals to delay taking action.
- D. Informal complaints may be oral or written and directed to the Harassment Complaint Official. The accused will be informed of the existence and nature of the informal complaint and will have an opportunity to respond. State College of Florida, Manatee-Sarasota has adopted this informal process by which harassment complaints may be resolved by mutual agreement between the complainant and the person accused of harassment. If informal resolution fails to resolve the matter to the complainant’s satisfaction, the complainant may file a formal complaint with a Harassment Complaint Official.
- E. A formal complaint must be documented by hard copy in writing to the Harassment Complaint Official.
- F. The Harassment Complaint Official shall conduct a prompt, thorough and confidential investigation. Accounts from witnesses and other parties, as well as other relevant information may be investigated. The Harassment Complaint Official also has the discretion to determine whether the situation warrants a meeting, either with the complainant and the alleged offender both present or with the parties separately. Denial by the accuser is not sufficient to close the investigation.
  - 1. Every effort to maintain the confidentiality of the accuser, accused and witnesses will be used. However, the Harassment Complaint Official recognizes that it must balance the complainant’s right of privacy and the need to be fair to the alleged offender by notifying him/her of the allegation. The Harassment Complaint Official has the discretion to determine when the situation requires notification of an alleged offender.
  - 2. A final report of findings will be made by the Harassment Complaint Official and given to both the accuser and the accused within 20 business days of the formal complaint. If due process requires further investigation, a written notice will be sent to the accuser and accused.
- G. Possible outcomes of the investigation are that the allegations are substantiated, or that allegations are not substantiated, i.e. an inconclusive investigation. Every claim of harassment will be considered on an individual basis. In the event the allegations are substantiated the College will take whatever corrective action and/or disciplinary measures it considers appropriate under the circumstances, including but not limited to counseling, reprimand, probation, suspension, transfer, demotion or immediate termination of an employee or student in accordance with its policies.


**CONFIDENTIALITY**

- A. All information regarding harassment will be kept in confidence to the greatest extent practicable and appropriate under the circumstances. Only those individuals necessary for the investigation and resolution of the complaint shall be given information about it. The College cannot, however, guarantee that the identity of the complainant will be concealed from the accused harasser. When reasonable, the College will consider requests for separation of the primary parties during the investigation.
- B. In order to ensure that a complete investigation of harassment claims can be conducted it may be necessary for the College to disclose to others portions of the information provided by the complainant. The College will make every effort to honor any complainant's and accused's request that the College not disclose certain information provided, consistent with the College's obligation to identify and to correct instances of harassment, including sexual harassment. All parties to the complaint should treat the matter under investigation with discretion and respect for the reputation of all parties involved. Violations of these confidentiality requirements may be independent grounds for disciplinary action.

### **RETALIATION / FRIVOLOUS CLAIMS**

- A. Retaliation against an individual for reporting harassment or for participating in an investigation is prohibited by College policy and state and federal laws. Retaliation is a serious violation which can subject the offender to discipline independent of the merits of the harassment allegation.
- B. Any retaliation committed by the accused harasser by way of irresponsible, malicious or unfounded complaints will be investigated.
- C. It is a violation of this policy for anyone to knowingly make false accusations of sexual harassment. Failure to prove a claim of harassment is not equivalent to a false allegation. Discipline will be imposed for making false accusations of harassment

# PROCEDURE

<b>Subject</b>	Code of Ethical Behavior: Confidentiality, Non-discrimination, Professionalism, Conflict of Interest, Consensual Sexual Relationship	<b>Number:</b> 2.55.01
<b>Source</b>	Office of Human Resources	<b>Reference (Rule #)</b> 6HX14-2.55.01
<b>President's Approval/Date:</b> 10/18/11		

## **PURPOSE:**

To provide a guide to ethical behavior for all who participate in the educational mission of State College of Florida, Manatee-Sarasota

## **POLICY:**

State College of Florida, Manatee-Sarasota has adopted a Code of Ethical Behavior that will apply to all employees, faculty, administrators, staff, students, visitors, volunteers, and contractors and their agents hereafter referred to as Members of the Collegiate Community. Members of the Collegiate Community have the responsibility to promote ethical conduct among Members. Questions about the application of the principles contained in this code to specific situations should be addressed to the Executive Director, Human Resources.

Violations of this code may result in disciplinary action up to and including termination of employment, or dismissal from the College, and, if warranted, legal action.

## **CODE OF ETHICAL BEHAVIOR**

### **I. INTRODUCTION**

State College of Florida, Manatee-Sarasota is committed to quality educational programs and services that provide opportunities for students to achieve their goals and that satisfy community needs. Thus, the College seeks to improve the quality of life by offering excellence in academic, occupational, cultural, economic, and personal development programs and services.

SCF is committed to providing a collegiate environment wherein professionalism and personal growth can flourish. SCF personnel are committed to the highest ideals of professionalism as practiced within the legal framework of Florida Statutes, State Board of Education Rules, and policies established by the College's District Board of Trustees.

Members of the Collegiate Community are committed to upholding the dignity and worth of each person encountered at SCF. This policy will provide a guide to the conduct of activities at State College of Florida, Manatee-Sarasota.

## **II. STANDARDS**

### **A. Confidentiality**

Members of the Collegiate Community shall keep in confidence personally identifiable information obtained in the course of professional or related service, unless disclosure is essential for professional purposes or is required by law, and shall report suspected breaches of confidentiality by others.

### **B. Non-discrimination**

Members of the Collegiate Community shall not harass or discriminate against any Member on the basis of sex, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information, sexual orientation or other factors prohibited under applicable federal, state, and local civil rights laws, rules and regulations. Members of the Collegiate Community shall also make reasonable effort to assure that each Member is protected from harassment or discrimination.

### **C. Professionalism**

1. Faculty and Instructional Support, whether full-time, adjunct or volunteer, are hereafter called Instructional Staff:
  - a. Shall encourage the free pursuit of learning in students and hold before SCF students the best scholarly and ethical standards of their discipline.
  - b. Shall demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors.
  - c. Shall make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit.
  - d. Shall not exploit a relationship with a student for personal gain or advantage.
  - e. Shall acknowledge significant academic assistance from students or colleagues.
  - f. Shall take reasonable precautions to distinguish between personal views and those of the College or any other organization with which the individual is affiliated.
  - g. Shall not intentionally distort or misrepresent an educational matter in direct or indirect public expression.
  - h. Instructor shall disclose to department chair if a relative has been assigned to his/her class to determine if an appropriate academic alternative is available.
2. Members of the Collegiate Community:
  - a. Shall not make malicious or intentionally false statements about the College or any Member of the Collegiate Community.



- b. Shall conduct business dealings in an ethical manner and with integrity and shall not engage in self-dealing or fraud. Therefore, an employee may not accept a gratuity, gift or favor that is intended to provide a special business or personal advantage to the giver. An employee shall not exploit a relationship with any Member of the Collegiate Community or use institutional privileges for personal gain or for the gain of others which may be to the advantage of the employee nor support or assist those who do.
- c. Shall not misuse State College of Florida, Manatee-Sarasota privileges or resources, including, but not limited to, SCF personnel, vehicles, equipment, material, time, or reimbursements for other than legitimate SCF business. In addition to other potential disciplinary action, reimbursement for all costs to SCF incurred by misuse or inappropriate use of SCF resources shall be required.
- d. Shall treat all with dignity, respect and common courtesy and adhere to their proper roles.
- e. Shall obey all federal and state laws and regulations.
- f. Shall not use any SCF communication system to transmit, store, or retrieve obscene, pornographic, defamatory, harassing, or threatening material. Furthermore, messages of a personal nature shall not be transmitted to the entire college. Circulation of chain letters is prohibited. Use of any SCF communication system for the mass distribution of personal non-business-related computer files, such as graphic files that are not related to the performance of one's duties at SCF, is prohibited.
- g. Shall recognize that theft of the physical or intellectual property of the college or of Members of the Collegiate Community is both unethical and illegal.
- h. Shall not use profanity or verbally abuse any Member of the Collegiate Community.
- i. Shall conduct themselves at all times in a manner that will not discredit the reputation of State College of Florida, Manatee-Sarasota.

#### **D. Employment of Relatives**

1. Definitions – for purposes of this procedure only, with respect to a college employee, the following terms shall have the following definitions:
  - a. “Relatives” or “Related Person” means an individual who maintains an intimate relationship with the employee or is related to the employee as father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, daughter-in-law, son-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister; or an individual with an external business relationship with the employee.
  - b. “External Business Relationship” is defined as having mutual business in the form of a business venture in which the parties intend to gain financially by such relationship. This shall not include investment in publicly traded ventures.
  - c. “Intimate Relationship” is defined as having a personal, private relationship beyond friendship, usually of a committed nature.

- d. “Conflicts of Interest” – a conflict of interest arises when a related person participates in making recommendations or decisions specifically affecting the appointment, retention, tenure, contractual status, work assignment, evaluation, promotion, demotion, or salary of his or her relative, or any attempt to influence a relative’s supervisor with any regard to matters concerning the relative.
- e. “General”. Employment of related persons at the college is allowed where there is no direct supervisory responsibility between relative and where the functions of their positions do not create a conflict of interest, or if there is a conflict of interest, there is a demonstrated critical shortage of qualified applicants. An employee shall be considered in the direct supervisory line of his or her relative even though they are separated by intermediary positions.
- f. “Procedures for Approval”. A written request for the employment of related persons in the same department shall be submitted by the employing department head to the respective Vice President for approval, prior to the offer of employment. The request must document why recruitment efforts were unable to identify a qualified non-related applicant to fill the vacant position or contain justification for requesting an exception to this procedure. The Vice President shall determine whether a conflict of interest will occur if the relative is employed and provide written notification of the approval or disapproval of the request to the department head and the Executive Director, Human Resources. The President shall approve or disapprove any request involving a person related to a Vice President.
- g. “Violations and Penalties”. In the event a related person covered by this rule is hired without prior approval, whether through intentional or unintentional failure to disclose a conflicting relationship, the related person hired will be subject to one or more of the following actions: transfer, reassignment, and/or disciplinary action including dismissal. No employee shall attempt to influence the supervisor of a related person with regard to a term or condition of the related person’s employment. Violation of this procedure may result in disciplinary action.
- h. Relationship to a staff member constitutes neither an advantage nor a deterrent to appointment by SCF. It is only required that the individual meet and fulfill the standards appropriate to the college appointment.


## **E. Consensual Sexual/Romantic Relationships**

Members of the Collegiate Community should be aware that whatever differences in status exist, as between supervisor and employee, or faculty member and student, abuses of status may take the form of sexual harassment. Charges of sexual harassment may arise even when romantic or amorous relationships exist that are apparently consensual. Should such a relationship result in a subsequent charge of sexual harassment, the claim that the relationship is or was consensual will not be an adequate defense.

Consensual romantic or sexual relationships are prohibited between a Member of the Collegiate Community and any other member who teaches, supervises, evaluates, or otherwise is in a position to exercise power or authority over the Member.

Likewise, consensual sexual relationships between a Member and any other Member of the Collegiate Community who is not in a position to exercise direct power or authority over the Member may be inappropriate because of a perception of power or influence. Any Member who engages in such a relationship must accept responsibility for assuring that it does not result in a conflict of interest or raise other issues of professional ethics. In cases of doubt, advice and counsel should be sought from the Executive Director, Human Resources and the appropriate Vice President.

# PROCEDURE

<b>Subject</b>	<b>Appointment of Personnel</b>	<b>Number:</b> 2.06.01
<b>Source</b>	Human Resources	<b>Reference(Rule #)</b> 6HX14-2.06
<b>President's Approval/Date:</b> 7/15/10		

## I. PURPOSE

- a. To work with Managers to fill vacant positions with the best suited candidate for the position.
- b. To provide Human Resources expertise and counsel to Managers in the recruitment process.
- c. To provide a flexible recruitment process that will meet each Manager's individual recruitment style, while working within Federal and State laws and College policy.

## II. HIRING PROCEDURE

New positions:

- a. Hiring manager must:
  - a. Complete a job description questionnaire to aid in the creation of the job description and submit to HR. The position will go through the scoring process to determine the appropriate salary level.
  - b. Submit a Personnel Requisition ("green sheet") to the appropriate area Vice President, following the instructions on that form (which requires a current, signed job description).
- b. Human Resources:
  - a. Obtains approval to staff the position from the President.
  - b. Receives the approved Personnel Requisition, which is then signed by the Executive Director of Human Resources, after human resources information is completed.
  - c. The position is posted on the SCF web-site and other Internet sites, advertised in the local newspaper and professional journals based on input from the Hiring Manager.
  - d. Positions are posted electronically on the employment website. Training on the employment software is provided by a member of human resources department.

### III. APPLICATION PROCESS

- a. Applicants must submit the required online application and supplemental documents (i.e. cover letter, resume, and transcripts, if applicable). Once the application is complete, the applicant will receive a confirmation number and an email verifying their application has been successfully submitted to the position.
- b. Human Resources reviews all resumes and applications from internal and external applicants and screens out those applicants who do not meet the minimum qualifications of the position.

### IV. SELECTION PROCEDURE

**A. SEARCH COMMITTEES** - A Search Committee is appointed for faculty, professional and administrative positions in accordance with BOT Rule 6HX14-2.06 and charged by the Office of Human Resources.

**1. Composition of Search Committee, as determined by direct supervisor with approval of area Vice President, will be diverse in terms of gender and race.**

**a. Executives, Administrators and Professional Support Staff**

1. Administrator will serve as Committee Chair
2. Diversity Representative (appointed by the Human Resources Office)
3. At least three or four other members (representatives from various functions of the College is highly recommended)

**b. Teaching Faculty**

1. Provost/Dean (optional) will serve as Committee Chair
2. The Department Chair will serve as Committee Chair (in the absence of Provost/Dean)
3. Diversity Representative (appointed by Human Resources Office)
4. A minimum of two (2) full-time faculty members within the respective/related discipline

Department members not serving on the Search Committee may have the opportunity to observe finalist applicant presentations and provide written input to the committee chair. Copies of curriculum vitae of finalists will be available for review in the committee chair's office.

**c. Department Chair / Program Chair**

1. The respective Provost/Dean will serve as Committee Chair
2. Four (4) department full-time faculty members (elected by the department) with at least one (1) member from each campus
3. Department Chair from another department
4. Diversity Representative (appointed by Human Resources Office).

In filling a vacancy for Department Chair, the position is posted internally for a minimum of five (5) days, then advertised externally if desired. When requested, Human Resources will copy transcripts from the applicant's personnel file and attach it to the application materials.

Department or Division members not serving on the Search Committee may have the opportunity to provide written input to the Committee Chair.

**NOTE: It is the applicant's responsibility to provide updated official transcripts for their personnel file.**

## 2. Search Committee Procedures

- a. The Search Committee will be charged by the Manager, Employment/Equity, the Assistant Director of Human Resources, or the Executive Director of Human Resources. The Charge will include:
  1. Instructions on the procedure for the search
  2. A summary of recruitment procedures used to create a diversified applicant pool.
  3. A review of the College's current employee profile and emphasis on hiring qualified employees to meet College's diversity goals.
  4. EO/ADA guidelines.
  5. Legally defensible interviewing practices.
  6. Information regarding telephone, videoconference and on-campus interview policies.
  7. Mandatory first level interview requirements (i.e. current employees who have been employed for at least 6 months in a "regular" budgeted position and who meet the minimum requirements).
- b. Human Resources will review all applications to determine minimum qualifications. If these qualifications are met, Human Resources will move the application into a queue viewable to the search committee.
- c. The Search Committee will screen the applications to identify those for future consideration. Additional screening may be accomplished through telephone prior to selection for on-campus or videoconference interviews. The Diversity Representative shall review the applicant pool for diversity and adhering to EO/ADA guidelines.

*Reminder: If utilizing the recording function for a videoconference, the Diversity Representative is responsible for having applicants sign the release form giving permission to record.*
- d. After the appropriate screening, the Search Committee recommends to the area Vice President, at least two applicants for the next level interview. The Vice President, in collaboration with the Search Committee Chair, recommends the top applicant for final interviews with the President, Vice President, Executive Director of Human Resources or designee, and others based on the position. Dependent on need, use of video conferencing through LifeSize or other programs will be encouraged. Process managed by the Employment Manager of Human Resources.

If deemed appropriate, travel for the top two (2) to five (5) finalists for Directors and above positions, and travel for top two (2) or three (3) faculty positions, will be arranged through Human Resources, exceptions require Presidential approval.

NOTE: Interviews with Executive Director of Human Resources for faculty positions are optional.

- e. Reference checks from previous supervisors are to be conducted on candidates designated as finalists, prior to on-campus/videoconference interviews. The Committee Chair and/or other search committee members (not office assistants) are responsible for completing the reference checks. At least three (3) of the most recent supervisory employment references should be obtained. A candidate's current employer should not be contacted without permission. However, if expensive travel is required and permission to contact current employer is not granted, authorization for travel payment must be granted by area Vice President prior to making travel arrangements. No offer of employment may be made without reference from the current employer. When an on-campus interview is conducted, the schedule will be prepared for the applicants by the Search Committee Chair as follows:
  - 1. The Search Committee
  - 2. Provost/Dean or other Administrators, as appropriate
  - 3. Executive Director of Human Resources or Assistant Director of Human Resources (administrators, special faculty positions)
  - 4. Area Vice President, as desired
  - 5. President (Faculty, Directors and above)
- f. After the interviews, the Search Committee, Human Resources and others who may have conducted an interview, will forward final applicants (in alphabetical order) to the appropriate Provost/Dean/Area Vice President. The area Vice President will forward his/her recommendation to hire to the President.
- g. Once a candidate is selected for an offer, the candidate's application is reviewed to establish a salary offer. Human Resources will determine the salary amount based on experience, market value and internal equity. Salary recommendations over mid-point must be approved by the Assistant Director of Human Resources or Executive Director of Human Resources. For teaching faculty positions the salary and certification is completed by an academic administrator and Vice President of Academic Quality and Success.

Dependent on the level, Human Resources or the area VP/President will extend the verbal offer. A tentative start date is determined by consultation with Human Resources, the direct supervisor and the candidate.

**NOTE: No position may be offered until it is posted for a minimum of five (5) working days.**

- h. Once, a verbal offer is extended and accepted by the candidate, Human Resources initiates a Payroll Authorization Form ("P.A. form") and forwards it through the approval process. Internal candidates, interviewed but not selected, will be notified by the Search Committee Chair by telephone, followed by an e-mail on non-selection

- i. An offer letter is mailed to the candidate by Human Resources.
- j. Working with the Search Committee Chair, the Diversity Representative will designate the status of each applicant in the on-line recruiting system. Once the committee decides to remove an applicant from the applicant pool, the Diversity Representative will change the “status” in the recruiting system and the applicant will automatically be notified, via email. For applicants that received an on-campus or videoconference interview, the Search Committee Chair will contact the applicant to inform him/her that the position has been filled before the Diversity Representative changes the status in the system.
- k. Upon completion of the search, the Committee Chair is responsible for providing Human Resources with signed applications, verifying statements and references from all that interviewed on-campus or videoconference, interview questions (both telephone and on-campus/videoconference), logs of search committee meetings, final applicant score sheet, Recommendation to Interview, Recommendation to Hire form, Final Notification form, EEO Summary and a completed Initial Rank and Salary form (for Faculty positions). If a videoconference interview was conducted, the record release document also needs to be submitted to HR.

**B. CAREER POSITIONS:**

1. Application procedures as stated in Section III, Application Process.
2. Human Resources will review all applications to determine minimum qualifications. If these qualifications are met, HR will move the application into a queue viewable to the hiring manager.
3. Top applicants are identified and called for a first interview with the Hiring Manager. Each applicant MUST complete an SCF employment application prior to any interview. The Hiring Manager may choose to interview alone or with other staff chosen by the Hiring Manager.
4. Reference checks will be conducted by the Hiring Manager and should contact three (3) previous supervisors including the most recent supervisor (with candidate’s permission) for input.
5. Once the finalist(s) are determined by the Hiring Manager, Human Resources provides a screening interview to establish salary expectations, clarify work history and identify potential problems and/or continued interest of applicant.
6. After the HR interview(s) are conducted, HR and the hiring manager will narrow the selection process to select a candidate for an offer or to continue the recruitment process.
7. The Manager, Employment/Equity, Assistant Director of Human Resources, or Executive Director of Human Resources establishes the salary offer to be discussed with the Hiring Manager and, if agreed, with the candidate. If the offer is above the “market rate”, approval is sought from the Assistant Director of Human Resources or Executive Director of Human Resources.
8. Human Resources will extend the verbal offer. A tentative start date is determined by consultation with Human Resources, the Hiring Manager and the candidate.
9. Once a verbal offer is extended and accepted by the candidate, Human Resources will initiate a Payroll Authorization Form (“P.A. form”) and forward it through the approval process.

10. An offer letter is mailed to the candidate by Human Resources.
11. Human Resources gathers all the recruitment materials (i.e. interview questions). The hiring manager is responsible for changing the “statuses” in the recruiting system to reflect who was interviewed and those who were not selected for the position. Once a “status” has been changed in the system, the applicant will automatically receive an email indicating that they were not selected for the position. Those applicants that were interviewed on-campus but not selected should be contacted by the Hiring Manager to inform the applicant that the position has been filled.

**C. INTERNAL APPLICANTS:**

1. An internal applicant is defined as an employee in a “regular” budgeted position.
2. Generally internal candidates must have completed six months in the current position before they are eligible for a transfer. However, the Vice-President of the area and Executive Director of Human Resources may waive this rule if it is deemed to be in the best interest of the College.
3. Internal applicants are included in the process as stated in Section A. or B.
4. All searches begin as soon as a position opening is posted. No position may be offered until it is posted for a minimum of five (5) working days.
5. Internal applicants (as defined above) who meet the minimum qualifications will have a first level screening interview with the Search Committee

**a. Covered Veteran Applicants**

1. Covered veterans who supply the required documentation (i.e. DD214 and SCF’s Veteran Preference Form) and meet minimum qualifications are required to have a first level interview with the Hiring Manager.
  2. Hiring Managers are required to complete the Veteran’s Preference – Interview Process documentation of the covered veteran interview.
6. Once an internal applicant is selected for a first level interview, he/she **MUST** notify the current supervisor of their intention to interview for the position. Human Resources will verify supervisor’s notification, prior to the first interview.
  7. Human Resources will check references for the internal applicants with current and previous supervisors.
  8. If an internal applicant is selected for the position, the current supervisor and new supervisor negotiate transfer date to provide a smooth transition. A minimum of two (2) weeks and maximum of four (4) weeks’ notice should be provided to the current supervisor.
  9. Once a position has been offered and accepted, if an internal candidate is not selected, he/she will be notified by telephone by the Hiring Manager, followed by a letter of non-selection.

**NOTE: Offers are always contingent upon two things:**




1. **Completion of satisfactory background and reference checks.**
2. **Final approval from the President on the “Recommendation to Hire” form.**

**D. SPECIAL CIRCUMSTANCES:**

1. The Executive Director of Human Resources is authorized to waive the five (5) day posting requirement as well as the minimum experience and training requirements for administrative or career positions under the following conditions:
  - The request for waiver of posting requirement must be submitted in writing documenting special and/or emergency situations necessitating the waiver.
  - Waiver of the minimum experience and/or training requirements may be made only after a concerted effort to solicit qualified applicants.
  - The department director will submit to the Executive Director of Human Resources, or her designee, a report which includes documentation of all interviews conducted, including reasons why applicants meeting minimum qualifications do not satisfy department needs.
2. There may be times when it may not be possible, and others when it is not practical, to follow the guidelines of this procedure. (Examples of such situations may include, but are not limited to, grants with certain specified personnel or very brief recruitment times for completing contract requirements; special reassignments within the College by the College President; potential contribution of candidate’s skills/abilities/knowledge/experiences to achieve the mission of the College or the equity/accountability goals or strategic diversity initiatives.) The College President reserves the right in these, and other unusual circumstances, to depart from the selection process described in this procedure.

# PROCEDURE

<b>Subject</b>	Background Checks and Fingerprinting for Employment <small>Page 1 of 3</small>	<b>Number:</b> 2.57.01
<b>Source</b>	Office of Human Resources	<b>Reference (Rule #)</b> 6HX14-2.57
<b>President's Approval/Date:</b> 06/08/10		

**PURPOSE:**

State College of Florida, Manatee-Sarasota shall provide criminal background checks for designated employees, students, volunteers and contracted staff to support its goal to provide a professional and safe learning environment for its students, staff and community members using its facilities and services.

**POLICY:**

**I. Definitions:**

**Employee:**

New Personnel – New personnel is defined as any person, whether an external applicant or current employee of State College of Florida, Manatee-Sarasota, who is offered employment to fill a vacancy for a regular full/part-time position or temporary instructional (excluding overload teaching for which the faculty member is certified) or non-instructional positions.

Regular Employee – Regular employees are those employees hired into budgeted positions included in the annual or amended Board approved staffing plan.

Temporary Instructional Staff – Teaching faculty, also called “adjunct faculty”, who are hired on an “as needed” basis by semester or part of term. These also include “extended adjunct” positions.

Temporary Non-instructional Staff - Temporary non-instructional employees in non-teaching positions who are hired on an “as needed” basis from time-to-time.

**Contracted Personnel:**

Contractors/sub-contractors – Persons providing services to the College on a continuous basis for more than six consecutive months.

Contracted Staffing Agency Personnel – Temporary staff hired by the College’s contracted staffing agency must complete a criminal background check through the contracted agency.

Positions of “special trust or responsibility” or in “sensitive locations”– Positions specifically designated in programs dedicated to working with minors, persons with disabilities, and/or the elderly; those who handle money as a significant responsibility of their position or have primary responsibility for the finances of the College; safety/security positions; or, positions with extensive access to College property and/or hazardous materials, and/or others as designated by the President.

**Volunteers:**

Persons providing regular volunteer services to the College (except for parents/and or guardians of students involved in their own child’s activity).

**Student Assistant:**

Students who work in areas where they are exposed to primarily minors such as; SCF Collegiate School (SCFCS), Summer Spectrum, sports camps or others as deemed necessary.

**II. Procedure**

Beginning January 3, 2005, new personnel who will begin work on, or any time following January 3, 2005, will be fingerprinted for the purpose of conducting criminal background checks. This applies to the following positions: all regular full and part-time positions, temporary instructional and non-instructional, and other positions of special trust or responsibility or those in sensitive locations as designated by the President. Current employees who have not previously undergone criminal background checks and fingerprinting within the last three (3) years, and who work within positions that are designated as having special trust or responsibility or in sensitive locations will also be fingerprinted.

Temporary Instructional Staff are required to complete a criminal background check if two or more years have lapsed since their most recent employment at SCF.

The College shall provide for the taking of fingerprints by trained personnel and request State of Florida and National background checks of all positions referenced above using College approved or law enforcement equipment.

1. The President of the College shall delegate responsibility to the Executive Director, Human Resources to develop policies and procedures, identify equipment, vendors or other sources to provide for the taking of fingerprints and providing background checks that meet regulatory requirements.
2. Information obtained from criminal background checks shall be sent by the vendor to the human resources department and reviewed by the Executive Director, Human Resources, and/or her/his designee. The Executive Director, Human Resources and/or designee receives negative background check information, and where appropriate will work in consultation with the area vice president in making any recommendations to the President for employment decisions.
3. Determination of the status of a current employee whose background check discloses a criminal record not formerly disclosed on the employee’s application shall be made by

the President based upon information and research from the Human Resources Office. Employment may be denied to a person because of past misconduct if determined to be in the best interest of the College.

4. All records related to fingerprinting and criminal background checks shall be maintained in locked files, separate from personnel records, in the Human Resources Office. Only employees with a designated need to know may view criminal background checks.
5. Employees or job applicants whose criminal background check discloses negative information, which may affect the continued employment or new employment of said employee or applicant, shall be provided the opportunity to review and discuss the criminal background check with the Executive Director, Human Resources. If there is a disagreement as to accuracy of the record, a determination will be made by the Executive Director, Human Resources as to the process for resolving the issue.

This procedure does not preclude the College from conducting additional background or law enforcement checks when in the best interests of the College.

**Appendix 14**

**FACILITIES**

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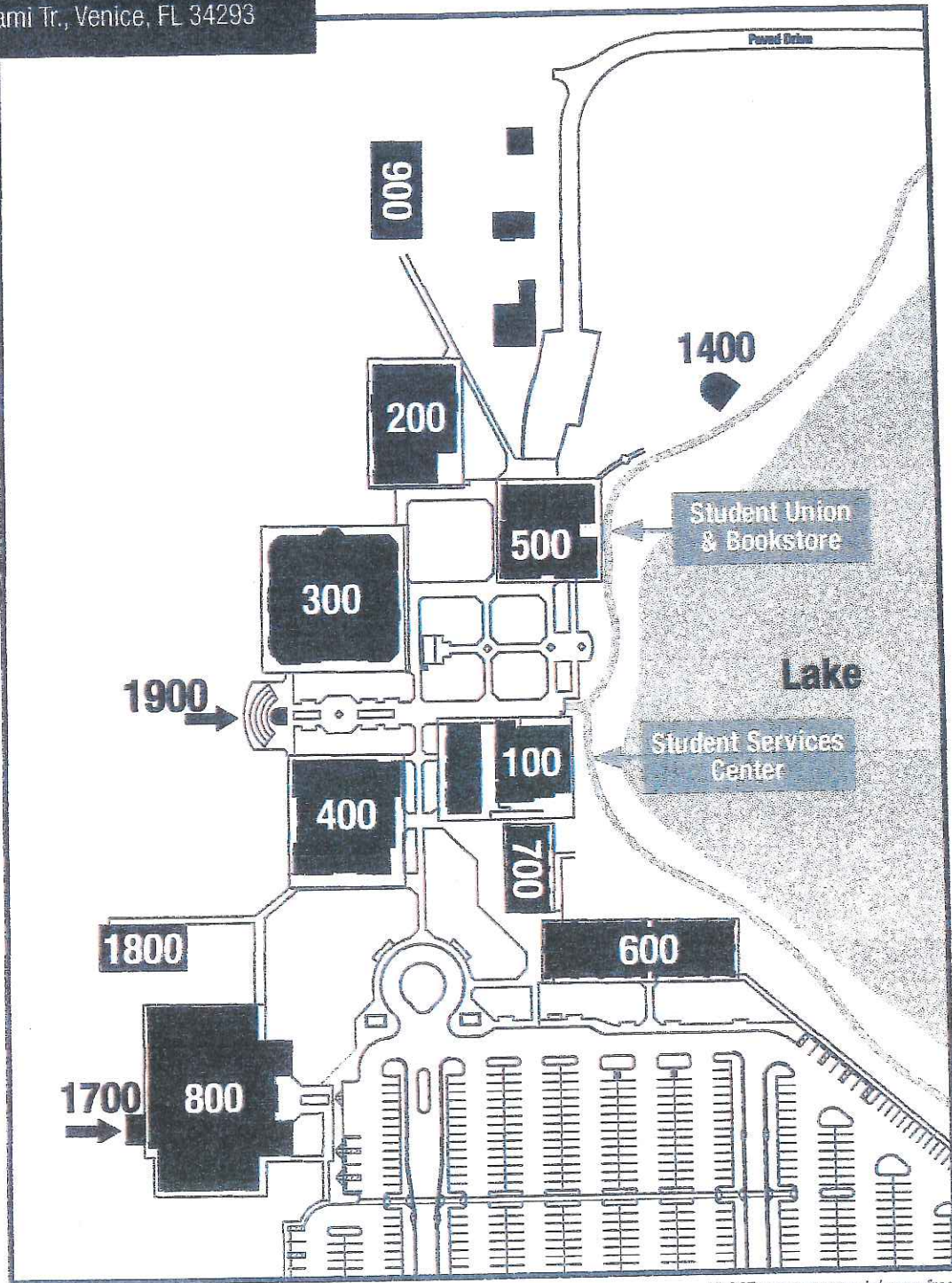
**APPENDICES**

APPENDIX A	Campus layout
APPENDIX B	Building description
APPENDIX C	Renovations for administrator area

# SCF Venice

8000 S. Tamiami Tr., Venice, FL 34293

A.



All SCF campuses are tobacco-free.

## Directory

100	Student Services Center	500	Student Union & Bookstore	900	Facilities Planning & Maintenance
200	Science	600	Faculty Offices	1400	Environmental Education Center
300	Library	700	Fine Arts	1700	Music Practice
400	Academic Resource Center	800	Professional Development Center	1800	Portable: Student Services Center Extension
				1900	Performance Pavilion

# STATE COLLEGE OF FLORIDA - SCF Venice Building Descriptions

(See reverse side for detailed map of Venice campus)

B.

**Bldg. 100—Student Services Center**

Administrative offices, admissions, advising and registration

**Bldg. 200—Natural Science Building**

Laboratories for chemistry, physics and biology, and greenhouse

**Bldg. 300—Library**

Books, electronic resources, online databases, photocopying, classrooms and art gallery in foyer

**Bldg. 400—Academic Resource Center**

Computer science classrooms, laboratories, and math, English, science and language tutorial center

**Bldg. 500—Student Union**

Café and food service, public safety, bookstore, and student life offices

**Bldg. 600—Faculty Office Building**

Faculty offices, conference room, and classrooms

**Bldg. 700—Fine Arts Building**

Art laboratories

**Bldg. 800—Sarah H. Pappas Professional Development Center**

Classrooms, nursing laboratories, Corporate and Community Development offices, and multipurpose room with caterer's kitchen

**Bldg. 900—Facilities Planning and Maintenance**

**Bldg. 1400—Environmental Education Center**

Base for science department field activities

**Bldg. 1700—Music Practice**

Music practice and private lesson classroom

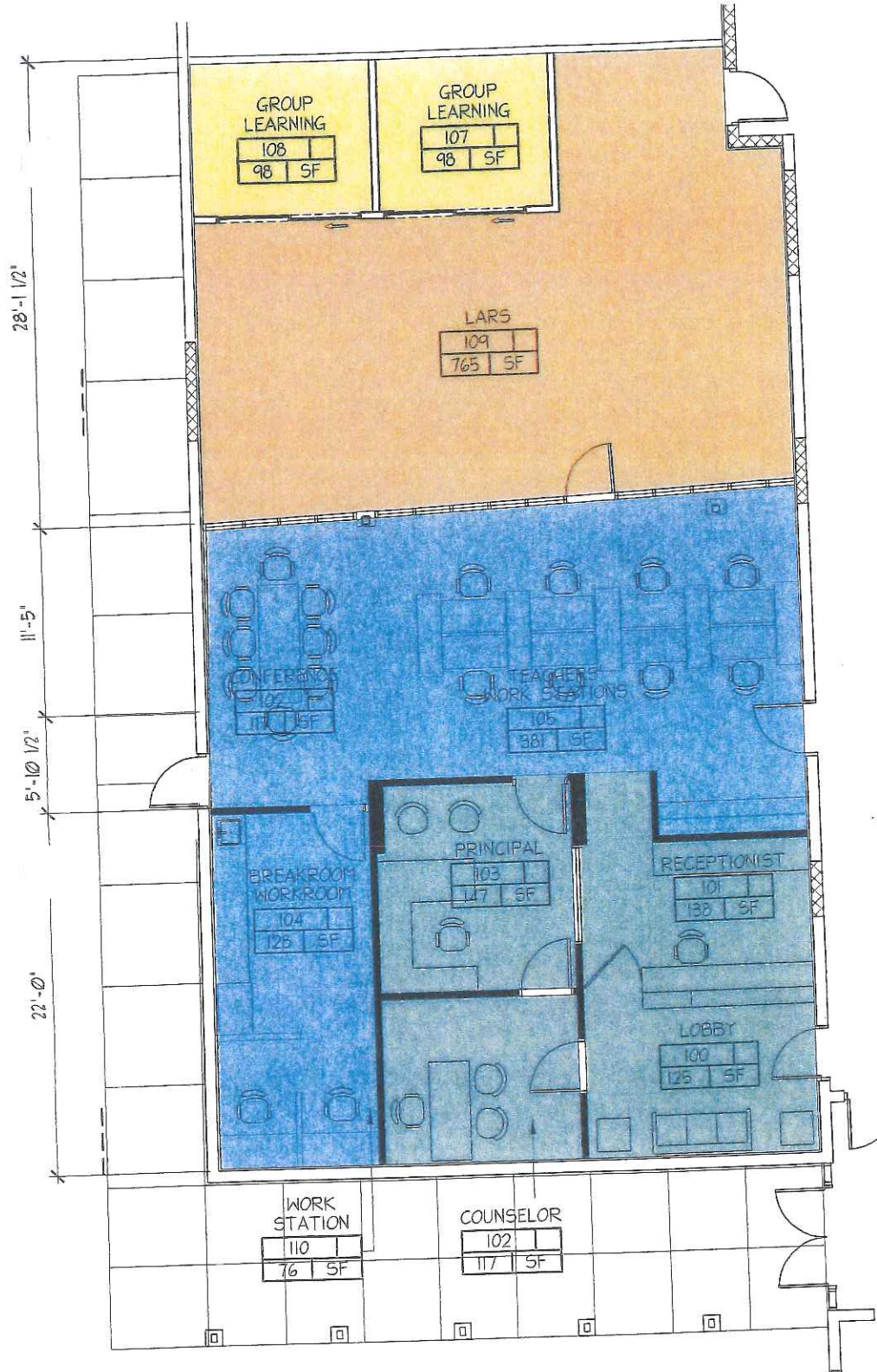
**Bldg. 1800—Portable: Student Services Center Extension**

Financial aid and university advising center

**Bldg. 1900—Georgia and Michael Miller Performance Pavilion**

Outdoor pavilion for performances

C.



FLOOR PLAN OPTION B

1/8" = 1'-0"

4



***Appendix 17***

**BUDGET**

**TABLE OF CONTENTS**

**APPENDICES**

APPENDIX A	Schedule of Budgeted Revenue, Expenditures, and Fund Balance
APPENDIX B	Start up budget
APPENDIX C	Narrative
APPENDIX D	Budget Priorities
APPENDIX E	Schedule of Monthly Cash Flow

## 17. Budget

**Appendix 17 A**– Schedule of Budgeted Revenues, Expenditures, and Fund Balance for: Operating budget covering each year of the requested charter term

**Appendix 17 B** Start-up budget

### Section 17 C – Narrative

Members of the SCFCS Task Force evaluated financial information from several established Charter Schools within the State because adequate financial planning was deemed paramount to success. After feedback from the district, the budget has been revised to reflect more realistic projected sources of revenues and expenses to ensure the financial viability of the school.

SCFCS A+STEM expects to receive the majority of its revenue stream from State and Local funding, e.g. FEFP, SAI, Class Size Reduction, and Local Effort. These amounts are calculated based on the Revenue Estimate Worksheet for the Sarasota County School District made available by the Florida Department of Education. The State also appropriates funds for facilities based on FTE enrollment that will be provided via CCPS.

See appendix 17C for calculation criteria for meal cost and revenue, textbook costs

### Section 17 D – Budget Priorities

To carry out the Mission and ensure that the School remains viable, SCFCS A+STEM will prioritize spending and retain a focus on providing excellent services to students. Business practices will include the proper and timely payment of its teachers and support staff, the purchase of quality instructional and educational materials, and capital outlay necessary to maintain a safe environment. Specifically, priorities include:

- Instructional – Salaries, Wages, Textbooks, Materials, and Publications
- Instructional and Administrative Support – Salaries and Wages
- Capital – Software, Hardware, Furniture, A/V Equipment,

The expenditures primarily involve salaries and wages including fringe benefits for the principal, four full-time teachers, and two part-time teachers. Salaries and wages for an educational records specialist, guidance counselor, as well as other support staff are also included in the budget. Other expenditures include amounts for the cost of materials, supplies, textbooks, software, hardware, furniture, insurance, auditing, student transportation and other purchased services. All amounts are estimated based on the number of students and statistical information obtained for the area that is being served, and financial information obtained from other Florida colleges with similar collegiate school operations. Please see **Appendix 17 A** Schedule of Budgeted Revenues, Expenditures, and Fund Balance for detailed budget and spending priorities.

## **Section 17 E Monthly Cash Flow**

### **Appendix 17E – Schedule of Monthly Cash Flows for:**

- Monthly cash flow projections for the school's start-up period

Monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) and each year of the requested charter term, can be found in **Appendix 17E - Schedule of Monthly Cash Flows**.

### **F. Fundraising Plan**

SCFCS A+STEM fundraising activities will be initiated with oversight by the State College of Florida, Manatee-Sarasota Foundation, Inc., a Direct Support Organization of the College. Community, parent and student initiatives will be implemented in concert with the Foundation's fundraising guidelines. The Campus Provost and Principal will lead community fundraising initiatives.



STATE COLLEGE OF FLORIDA COLLEGIATE SCHOOL

# FLORIDA CHARTER SCHOOL APPLICATION

Revised Budget

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**Submitted to**

**The Sarasota County School Board**

**By**

**Dr. Lars A. Hafner, President**

**State College of Florida, Manatee - Sarasota**

**January 2012**

STATE COLLEGE OF FLORIDA COLLEGIATE SCHOOL - STEM VC  
 SCHEDULE OF BUDGETED REVENUES, EXPENDITURES AND FUND BALANCE  
 FOR THE FISCAL YEARS ENDING JUNE 30, 2012 THROUGH 2017

ACCOUNT TITLE	2011-12 BUDGET ESTIMATED	2012-13 BUDGET ESTIMATED	2013-14 BUDGET ESTIMATED	2014-15 BUDGET ESTIMATED	2015-16 BUDGET ESTIMATED	2016-17 BUDGET ESTIMATED	Notes
<b>SUPPORT FROM LOCAL GOVERNMENT</b>							
FEPP Funding	\$ -	\$ 770,691	\$ 1,045,428	\$ 1,045,428	\$ 1,045,428	\$ 1,045,428	Grades 10, 11 and 12 years 2 - 5 25 students/class - 4 classes each grade (300) 1st Year: 25 student 12th; 100 ea. 10th & 11th
FEPP - ESE Services Funding	-	32,112	32,112	32,112	32,112	32,112	
Supplemental Academic Instruction	-	44,650	59,796	59,796	59,796	59,796	
Class Size Reduction	-	208,612	280,003	280,003	280,003	280,003	
Other FEPP (WFTE Share)	-	6,620	8,885	8,885	8,885	8,885	
Discretionary Local Effort (WFTE Share)	-	156,656	210,264	210,264	210,264	210,264	
Equal Percentage Adjustment (WFTE share)	-	(132)	(178)	(178)	(178)	(178)	
Proration to Funds Available (WFTE share)	-	-	-	-	-	-	
Discretionary Millage (UFTE Share)	-	622	835	835	835	835	
Discretionary Lottery (WFTE Share)	-	16,861	22,634	22,634	22,634	22,634	
Instructional Materials	-	264	355	355	355	355	
Science and Laboratory Materials	-	-	-	-	-	-	
<b>SUB-TOTAL SARASOTA CSD CONTRACT</b>	\$ -	\$ 1,236,856	\$ 1,660,134	\$ 1,660,134	\$ 1,660,134	\$ 1,660,134	
State College of Florida - Auxiliary Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	To be repaid in 1st full year
<b>TOTAL SUPPORT FROM LOCAL GOVERNMENT</b>	\$ 50,000	\$ 1,236,856	\$ 1,660,134	\$ 1,660,134	\$ 1,660,134	\$ 1,660,134	
<b>FEDERAL SUPPORT</b>							
Grants and Contracts from Federal Government							
Office of Independent Education and Parental Choice:							
Public Charter School Grant Program	\$ 25,000	\$ 250,000	\$ 100,000	\$ -	\$ -	\$ -	
Federal Student Lunch Program	\$ -	\$ 6,790	\$ 6,790	\$ 6,790	\$ 6,790	\$ 6,790	70 students x 194 days x \$.50
<b>TOTAL FEDERAL SUPPORT</b>	\$ 25,000	\$ 256,790	\$ 106,790	\$ 6,790	\$ 6,790	\$ 6,790	
<b>LOCAL SUPPORT</b>							
Food Service Sales	\$ -	\$ 21,825	\$ 22,480	\$ 23,154	\$ 23,849	\$ 24,564	30 paying students @\$3.75/day x 194 days; > 3%/year
<b>TOTAL LOCAL SUPPORT</b>	\$ -	\$ 21,825	\$ 22,480	\$ 23,154	\$ 23,849	\$ 24,564	
<b>GRAND TOTAL REVENUES</b>	\$ 75,000	\$ 1,515,471	\$ 1,789,404	\$ 1,690,078	\$ 1,690,773	\$ 1,691,488	
<b>PERSONNEL EXPENSES</b>							
Administrators							
Principal	\$ 12,500	\$ 75,000	\$ 77,250	\$ 79,568	\$ 81,955	\$ 84,413	1st yr = 2 mos; assume 3% increase each year
Staff Assistant III	2,621	15,726	16,196	16,882	17,183	17,698	1st yr = 2 mos; assume 3% increase each year
Curriculum Planning	6,555	-	-	-	-	-	Equal to 3 overloads at master's level
Classroom Teachers - FT	-	193,200	198,996	204,966	211,115	217,448	see schedule; 3% increase each year
Classroom Teachers - PT	-	10,640	10,959	11,288	11,627	11,975	see schedule; 3% increase each year
Other Certified Staff/Counselors and Specialists	-	52,667	54,247	55,874	57,551	59,277	see schedule; 3% increase each year
Guidance Counselor	-	6,000	6,180	6,365	6,556	6,753	5 days/teacher x \$100/day; 3% > each year
Substitute Teachers	-	-	-	-	-	-	
Other Support Personnel	1,996	25,955	26,733	27,536	28,361	29,212	1st yr = 2 mos; assume 3% increase each year
Educational Records	-	-	-	-	-	-	1st yr = .5 FTE; FT 2nd year; assume 3% increase each year
IT Tech Support Specialist	3,172	19,031	39,206	40,382	41,593	42,842	

STATE COLLEGE OF FLORIDA COLLEGIATE SCHOOL - STEM VC  
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ACCOUNT TITLE	2011-12 BUDGET ESTIMATED	2012-13 BUDGET ESTIMATED	2013-14 BUDGET ESTIMATED	2014-15 BUDGET ESTIMATED	2015-16 BUDGET ESTIMATED	2016-17 BUDGET ESTIMATED	Notes
<b>PERSONNEL EXPENSES (CONT.)</b>							
Accountant	4,880	29,279	30,158	31,062	31,994	32,954	1st yr = 2 mos; .50 FTE; assume 3% increase each year 6.20% 1.45% 7.91% FT and PT reg emp; > 3% thereafter 1st year = \$6,180; 10% increase ea. Yr. .135\$/1000 FT and PT regular employees Total salaries x 1.25% 2.7% of first \$7,000 each employee
FICA/Social Security	1,967	26,505	28,515	29,371	30,252	31,160	
FICA/Medicare	460	6,199	6,669	6,869	7,075	7,287	
Retirement Contributions	1,558	32,499	35,024	36,075	37,157	38,272	
Health Insurance	5,148	52,527	59,473	63,639	68,094	72,865	
Life Insurance	45	666	717	739	761	784	
Disability Insurance Contributions	58	863	930	958	986	1,016	
Workers' Compensation	397	5,136	5,535	5,701	5,872	6,048	
Unemployment Compensation	680	1,890	1,890	1,890	1,890	1,890	
<b>TOTAL PERSONNEL EXPENSES</b>	<b>\$ 42,037</b>	<b>\$ 553,783</b>	<b>\$ 598,678</b>	<b>\$ 618,965</b>	<b>\$ 640,022</b>	<b>\$ 661,894</b>	
<b>CURRENT EXPENSES</b>							
<b>PURCHASED SERVICES</b>							
Professional and Technical Services							Annual audit
Accounting/Auditing	\$ -	12,000	12,000	12,000	14,000	14,000	Promethian training
Other Contractual Services		2,000	1,000	1,000	1,000	1,000	ESE Specialist; \$65/hr x 4.5 hrs x 40 weeks; 5% increase each year thereafter
Contracted Instructional Services		11,700	12,285	12,899	13,544	14,221	Start up consulting
Consultant Fees		5,000	7,000	8,470	9,317	10,249	10% increase each year
Insurance		4,000	4,400	4,840	5,324	5,856	10% increase each year
Travel	1,000	1,000	1,000	1,000	1,000	1,200	
Institutional Memberships		67,900	69,937	72,035	74,196	76,422	100 students @\$3.50/day x 194 days; > 3%/year
Food		18,000	18,600	19,200	19,800	20,400	SCAT passes: \$30/semester/student; increase.
Student Transportation		5,000	6,000	6,500	7,000	7,500	\$1/semester each yr.
Temporary Personnel Services		2,500	3,000	3,500	4,000	5,000	To fill personnel gaps if required
Student Help		500	550	600	650	700	Telephone, front desk, general help
Other Purchased Services		136,600	136,472	142,144	149,931	156,549	Miscellaneous
<b>TOTAL PURCHASED SERVICES</b>	<b>\$ 1,000</b>	<b>\$ 136,600</b>	<b>\$ 136,472</b>	<b>\$ 142,144</b>	<b>\$ 149,931</b>	<b>\$ 156,549</b>	
<b>MATERIALS AND SUPPLIES</b>							
Supplies - Educational	\$ 500	5,000	5,250	5,513	5,788	6,078	\$50/student 10th only; 5% increase/year
Textbooks - 10th		31,500	33,075	34,729	36,465	38,288	\$300/student 10th only 5% increase/year
Textbooks - 11th and 12th		125,000*	220,000	242,000	266,200	292,820	\$1,000/yr/student 11th, 12th; increase 10%/year
Copy and Print Expense	200	5,000	5,500	6,000	6,500	7,000	For instructors, primarily
Postage		750	769	788	808	828	2.5% increase/year
Periodicals		250	313	391	488	610	25% increase each year
Supplies - Office	500	3,000	3,150	3,308	3,473	3,647	5% > per year
Other Materials and Supplies		7,000	7,000	7,000	7,000	7,000	\$70/student
<b>TOTAL MATERIALS AND SUPPLIES</b>	<b>\$ 1,200</b>	<b>\$ 177,500</b>	<b>\$ 275,056</b>	<b>\$ 299,728</b>	<b>\$ 326,722</b>	<b>\$ 356,270</b>	
<b>OTHER EXPENSES</b>							
Dues and Fees	\$ -	250	300	350	400	450	Professional organizations
Depreciation Expense		12,000	29,000	35,750	37,500	37,500	10 year property; half-year convention
Repayment of Auxiliary Funds		50,000					Start up funding, if required (repayment)

STATE COLLEGE OF FLORIDA COLLEGIATE SCHOOL - STEM VC  
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<b>CURRENT EXPENSES (CONT.)</b>							
Miscellaneous Expense	-	500	1,000	1,000	1,000	1,000	
<b>TOTAL OTHER EXPENSES</b>	\$ -	\$ 62,750	\$ 30,300	\$ 37,100	\$ 38,900	\$ 38,950	
<b>TOTAL CURRENT EXPENSES</b>	\$ 2,200	\$ 376,850	\$ 441,828	\$ 478,972	\$ 515,553	\$ 551,769	
<b>CAPITAL OUTLAY</b>							
Institutional Technology							
Capitalized	25,000	35,250	10,000	-	-	-	Technology Equipment
Noncapitalized	-	5,450	10,000	-	-	-	Technology Equipment
Furniture, Fixtures and Equipment	-	-	-	-	-	-	
Capitalized Furniture, Fixtures and Equipment	-	100,000	60,000	10,000	10,000	10,000	Initial furniture and equipment
Noncapitalized Furniture, Fixtures and Equipment	-	20,000	20,000	5,000	5,000	5,000	Initial furniture and equipment
Capitalized Computer Hardware	-	-	-	20,000	-	20,000	
Operating Lease	-	51,216	72,846	94,475	99,597	101,760	Apple lease
Computer Software - Noncapitalized	-	21,000	21,100	22,155	23,263	24,426	Deep Freeze, Cloud Security, LMS 5% >yr
<b>TOTAL CAPITAL OUTLAY</b>	\$ 25,000	\$ 232,916	\$ 193,946	\$ 151,630	\$ 137,860	\$ 161,186	
<b>TOTAL EXPENSES</b>	\$ 69,237	\$ 1,163,549	\$ 1,234,452	\$ 1,249,567	\$ 1,293,435	\$ 1,374,849	
<b>NET REVENUES</b>	\$ 5,763	\$ 351,922	\$ 554,952	\$ 440,511	\$ 397,337	\$ 316,639	
<b>FUND BALANCE</b>	\$ 5,763	\$ 357,685	\$ 912,637	\$ 1,353,147	\$ 1,750,485	\$ 2,067,124	

Federal Grant Expenditures 25,000 250,000 100,000

Partial \*

SALARY CALCULATIONS SCFCS - STEM VC  
November 9, 2011

Salaries	2011-2012 (2 months)		Year 1 2012-13		Year 2 2013-14		Year 3 2014-15		Year 4 2015-16		Year 5 2016-17	
	FTE		FTE		FTE		FTE		FTE		FTE	
Principal	0.17	12,500	1.00	75,000	1.00	77,250	1.00	79,588	1.00	81,955	1.00	84,413
Staff Assistant III	0.08	2,621	0.50	15,725	0.50	16,197	0.50	16,682	0.50	17,183	0.50	17,698
Full time Instructors		0	4.00	193,200	4.00	198,996	4.00	204,966	4.00	211,115	4.00	217,448
Part-time Instructors		0	2.00	10,640	2.00	10,959	2.00	11,288	2.00	11,627	2.00	11,975
Substitute Teachers		0		6,000		6,180		6,365		6,556		6,768
Guidance Counselor		0	1.00	52,667	1.00	54,247	1.00	55,874	1.00	57,551	1.00	59,277
Curriculum Planning Stipend		6,555		0		0		0		0		0
Educational Records Spec.	0.17	1,997	1.00	25,955	1.00	26,733	1.00	27,535	1.00	28,361	1.00	29,212
Specialist, Tech Support	0.08	3,172	0.50	19,032	1.00	39,206	1.00	40,382	1.00	41,594	1.00	42,841
Accountant	0.17	4,880	0.50	29,279	0.50	30,158	0.50	31,062	0.50	31,994	0.50	32,954
<b>Total Salaries</b>	<b>0.67</b>	<b>\$31,724</b>	<b>10.50</b>	<b>\$427,498</b>	<b>11.00</b>	<b>\$459,925</b>	<b>11.00</b>	<b>\$473,723</b>	<b>11.00</b>	<b>\$487,935</b>	<b>11.00</b>	<b>\$502,573</b>
Used for benefits calculation (Retire, Health, Life, LTD)	0.67	\$31,724	8.50	\$410,958	9.00	\$442,786	9.00	\$456,070	9.00	\$469,752	9.00	\$483,844
<b>Benefits</b>												
Social Security		1,967		26,505		28,515		29,371		30,252		31,160
FICA Medicare		460		6,199		6,669		6,869		7,075		7,287
Retirement		1,558		32,499		35,024		36,075		37,157		38,272
Health Insurance		5,150		52,530		59,472		63,639		68,094		72,864
Life Insurance		45		666		717		739		761		784
Long Term Disability		58		863		930		958		986		1,016
Workers Compensation		397		5,136		5,535		5,701		5,872		6,048
Unemployment		680		1,890		1,890		1,890		1,890		1,890
<b>Total Benefits</b>		<b>\$10,313</b>		<b>\$126,287</b>		<b>\$138,763</b>		<b>\$145,241</b>		<b>\$152,088</b>		<b>\$159,321</b>
<b>Total Salaries and Benefits</b>		<b>\$42,037</b>		<b>\$553,783</b>		<b>\$598,678</b>		<b>\$618,965</b>		<b>\$640,022</b>		<b>\$661,894</b>

Student FTE  
Year 1: 100 each 10th, 11th; 25-12th (225)  
Year 2: 100 each 10th, 11th, 12th (300)  
Year 3: 100 each 10th, 11th, 12th (300)  
Year 4: 100 each 10th, 11th, 12th (300)  
Year 5: 100 each 10th, 11th, 12th (300)

No benefits except FICA, FICM

Rate

6.20%  
1.45%  
7.91%; > 3% following yrs  
\$6,180; then 10% > each yr  
.135/\$1,000  
1.25% of all compensation  
2.7% x 1st \$7,000/employee

NOTES:  
Teachers salaries are estimated assuming a Masters Degree and about 4 years experience. Assumed midpoint of range.  
Guidance Counselors are estimated assuming a Masters Degree + 30 hours at midpoint of range.  
Curriculum Planning Stipend is estimated using the equivalent of a 9 credit hour course overload (\$2,185/3 hrs) for masters degree faculty  
Part time teachers are based on adjunct rate of \$2,660 per semester for 5 hours and two semesters each. Not benefits eligible.  
Accountant is estimated assuming a Masters Degree and 4 years experience and .50 FTE  
A 3% salary increase was calculated from academic years 2012-2013 through 2016-2017  
Workers Compensation: Salaries x 1.25%  
Unemployment Compensation: 2.7% of the first \$7,000 for each employee  
Substitutes: 15 days/teacher (7 sick and 8 professional development) at \$100/day  
FTE = Full time equivalent

Total Salaries for 5 years, 2 months **\$2,383,378**  
Total Benefits for 5 years, 2 months **\$732,002**  
Total Salaries and Benefits **\$3,115,380**



**Revenue Estimate Worksheet for SCFCS\_STEM VC Charter School**

Based on the Second Calculation of the FEFP 2011-12

School District: Sarasota

**1. 2011-12 FEFP State and Local Funding**

Base Student Allocation \$3,479.22 District Cost Differential: 1.0064

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2011-12 Base Funding WFTE x BSA x DCD (e)	
101 Basic K-3		1.102	0.0000	\$	-
111 Basic K-3 with ESE Services		1.102	0.0000	\$	-
102 Basic 4-8		1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services		1.000	0.0000	\$	-
103 Basic 9-12	216.00	1.019	220.1040	\$	770,691
113 Basic 9-12 with ESE Services	9.00	1.019	9.1710	\$	32,112
254 ESE Level 4 (Grade Level PK-3)		3.550	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.550	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.550	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.022	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.022	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.022	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.161	0.0000	\$	-
130 ESOL (Grade Level 4-8)		1.161	0.0000	\$	-
130 ESOL (Grade Level 9-12)		1.161	0.0000	\$	-
300 Career Education (Grades 9-12)		0.999	0.0000	\$	-
<b>Totals</b>	<b>225.00</b>		<b>229.2750</b>	<b>\$</b>	<b>802,803</b>

**2. ESE Guaranteed Allocation:**

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE		PK-3	251	\$ 1,028	\$ -
Guaranteed Allocation. Enter the		PK-3	252	\$ 3,318	\$ -
FTE from 111, 112, & 113 by		PK-3	253	\$ 6,771	\$ -
grade and matrix level. Students		4-8	251	\$ 1,152	\$ -
who do not have a matrix level		4-8	252	\$ 3,442	\$ -
should be considered 251. This		4-8	253	\$ 6,895	\$ -
total should equal all FTE from		9-12	251	\$ 820	\$ -
programs 111, 112 & 113 above.		9-12	252	\$ 3,110	\$ -
		9-12	253	\$ 6,563	\$ -
<b>Total FTE with ESE Services</b>	<b>0.00</b>			<b>Total from ESE Guarantee</b>	<b>\$ -</b>

**3. Supplemental Academic Instruction:**

District SAI Allocation	\$ 8,043,210	Per Student	
divided by district FTE	40,714.22	\$ 198	\$ 44,550
(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 \$ 847,353**

**5. Class size Reduction Funds:**

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors		
PK - 3	0.0000		1.0064	1322.25	=	0
4-8	0.0000		1.0064	901.91	=	0
9-12	229.2750		1.0064	904.09	=	208,612
<b>Total *</b>	<b>229.2750</b>			<b>Total Class Size Reduction Funds</b>	<b>\$</b>	<b>208,612</b>

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

APPENDIX 17 C – YEAR 1

<b>6A. Divide school's Weighted FTE (WFTE) total computed</b>				
in (d) above:	<u>229.2750</u>	by district's WFTE:	<u>44,174.27</u>	
to obtain school's WFTE share.				0.5190%
<b>6B. Divide school's Unweighted FTE (UFTE) total computed</b>				
in (b) above:	<u>225.00</u>	by district's UFTE:	<u>40,714.22</u>	
to obtain school's UFTE share.				0.5526%
<b>6C. Divide school's High School Unweighted FTE (UFTE) total computed</b>				
in (b) above:	<u>225.00</u>	by district's UFTE:	<u>40,714.22</u>	
to obtain school's UFTE share.				0.5526%

Letters Refer to Notes At Bottom:

<b>7. Other FEFP (WFTE share)</b>	(a)	<u>1,275,520</u>	x	0.5190%	\$	<u>6,620</u>
Applicable to all Charter Schools:						
Declining Enrollment		159,085				
Sparsity Supplement		0				
Program Related Requirements:						
Safe Schools		1,116,435				
Lab School Discretionary		0				
<b>8. Discretionary Local Effort (WFTE share)</b>	(d)	<u>30,184,277</u>	x	0.5190%	\$	<u>156,656</u>
<b>9. Discretionary Millage Compression Allocation</b>						
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.5526%	\$	<u>-</u>
.250 mills (UFTE share)	(b)	<u>0</u>	x	0.5526%	\$	<u>-</u>
<b>10. Proration to Funds Available (WFTE share)</b>	(a)	<u>(25,522)</u>	x	0.5190%	\$	<u>132</u>
<b>11. Discretionary Lottery (WFTE share)</b>	(a)	<u>119,878</u>	x	0.5190%	\$	<u>622</u>
<b>12. Instructional Materials Allocation (UFTE share)</b>	(b)	<u>3,051,262</u>	x	0.5526%	\$	<u>16,861</u>
Science Laboratory Materials (high school only)	(c)	<u>47,857</u>	x	0.5526%	\$	<u>264</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)						
<b>13. Student Transportation</b>	(e)					
Enter All Riders			x		341	\$ -
Enter ESE Student Riders			x		1,307	\$ -
<b>14. Florida Teachers Lead Program Stipend</b>	(f)					
<b>15. Food Service Allocation</b>	(g)					
<b>16. Performance Pay Plan</b>						
					<b>Total</b>	<b>\$ <u>1,236,856</u></b>

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
- (b) District allocations multiplied by percentage from item 6B.
- (c) District allocations multiplied by percentage from item 6C.
- (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
- (e) Consistent with Chapter 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 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) If the district's decision is to use the State Fiscal Stabilization Funds, then the charter school will have to comply with the district's requirements for assurances and reporting.
- (i) As provided in the 2008 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

*Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*

*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 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%.*

*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.*

**APPENDIX 17 C – YEARS 2-5**

**Revenue Estimate Worksheet for SCFCS\_STEM VC Charter School**

Based on the Second Calculation of the FEFP 2011-12

School District: **Sarasota**

**1. 2011-12 FEFP State and Local Funding**

Base Student Allocation \$3,479.22 District Cost Differential: 1.0064

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2011-12 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.102	0.0000	\$ -
111 Basic K-3 with ESE Services		1.102	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	293.00	1.019	298.5670	\$ 1,045,428
113 Basic 9-12 with ESE Services	9.00	1.019	9.1710	\$ 32,112
254 ESE Level 4 (Grade Level PK-3)		3.550	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.550	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.550	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.022	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.022	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.022	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.161	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.161	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.161	0.0000	\$ -
300 Career Education (Grades 9-12)		0.999	0.0000	\$ -
<b>Totals</b>	<b>302.00</b>		<b>307.7380</b>	<b>\$ 1,077,540</b>

**2. ESE Guaranteed Allocation:**

	FTE	Grade Level	Matrix Level	Guarantee Per Student
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.		PK-3	251	\$ 1,028
		PK-3	252	\$ 3,318
		PK-3	253	\$ 6,771
		4-8	251	\$ 1,152
		4-8	252	\$ 3,442
		4-8	253	\$ 6,895
		9-12	251	\$ 820
		9-12	252	\$ 3,110
		9-12	253	\$ 6,563
<b>Total FTE with ESE Services</b>	<b>0.00</b>			<b>Total from ESE Guarantee \$ -</b>

**3. Supplemental Academic Instruction:**

District SAI Allocation	\$ 8,043,210	Per Student	
divided by district FTE	40,714.22	\$ 198	\$ 59,796
(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 \$ 1,137,336**

**5. Class size Reduction Funds:**

	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	
PK - 3	0.0000		1.0064	1322.25	=	0
4-8	0.0000		1.0064	901.91	=	0
9-12	307.7380		1.0064	904.09	=	280,003
<b>Total *</b>	<b>307.7380</b>					<b>Total Class Size Reduction Funds \$ 280,003</b>

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

## APPENDIX 17 C – YEARS 2-5

<b>6A. Divide school's Weighted FTE (WFTE) total computed</b>					
in (d) above:	<u>307,7380</u>	by district's WFTE:	<u>44,174.27</u>		
to obtain school's WFTE share.				0.6966%	
<b>6B. Divide school's Unweighted FTE (UFTE) total computed</b>					
in (b) above:	<u>302.00</u>	by district's UFTE:	<u>40,714.22</u>		
to obtain school's UFTE share.				0.7418%	
<b>6C. Divide school's High School Unweighted FTE (UFTE) total computed</b>					
in (b) above:	<u>302.00</u>	by district's UFTE:	<u>40,714.22</u>		
to obtain school's UFTE share.				0.7418%	
<b>Letters Refer to Notes At Bottom:</b>					
<b>7. Other FEFP (WFTE share)</b>	(a)	<u>1,275,520</u>	x	0.6966%	<u>\$ 8,885</u>
Applicable to all Charter Schools:					
Declining Enrollment		159,085			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		1,116,435			
Lab School Discretionary		0			
<b>8. Discretionary Local Effort (WFTE share)</b>	(d)	<u>30,184,277</u>	x	0.6966%	<u>\$ 210,264</u>
<b>9. Discretionary Millage Compression Allocation</b>					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.7418%	<u>\$ -</u>
.250 mills (UFTE share)	(b)	<u>0</u>	x	0.7418%	<u>\$ -</u>
<b>10. Proration to Funds Available (WFTE share)</b>	(a)	<u>(25,522)</u>	x	0.6966%	<u>-\$ 178</u>
<b>11. Discretionary Lottery (WFTE share)</b>	(a)	<u>119,878</u>	x	0.6966%	<u>\$ 835</u>
<b>12. Instructional Materials Allocation (UFTE share)</b>	(b)	<u>3,051,262</u>	x	0.7418%	<u>\$ 22,634</u>
Science Laboratory Materials (high school only)	(c)	<u>47,857</u>	x	0.7418%	<u>\$ 355</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
<b>13. Student Transportation</b>	(e)				
Enter All Riders			x	341	<u>\$ -</u>
Enter ESE Student Riders			x	1,307	<u>\$ -</u>
<b>14. Florida Teachers Lead Program Stipend</b>	(f)				
<b>15. Food Service Allocation</b>	(g)				
<b>16. Performance Pay Plan</b>					
				<b>Total</b>	<u><u>\$ 1,660,134</u></u>

**NOTES:**

- (a) District allocations multiplied by percentage from item 6A.
- (b) District allocations multiplied by percentage from item 6B.
- (c) District allocations multiplied by percentage from item 6C.
- (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
- (e) Consistent with Chapter 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 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) If the district's decision is to use the State Fiscal Stabilization Funds, then the charter school will have to comply with the district's requirements for assurances and reporting.
- (i) As provided in the 2008 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(f), Florida Statutes.

*Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*

*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 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%.*

*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.*

State College of Florida Collegiate School STEM VC  
Textbooks and Supplies

	2011-12 BUDGET ESTIMATED	2012-13 BUDGET ESTIMATED	2012-13 BUDGET ESTIMATED	2013-14 BUDGET ESTIMATED	2014-15 BUDGET ESTIMATED	2015-16 BUDGET ESTIMATED	Notes
Number of Students 10th		100	100	100	100	100	
Number of Student 11th		100	100	100	100	100	
Number of Students 12th		25	100	100	100	100	
<b>Total</b>	<b>0</b>	<b>225</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>	
<b>Textbooks</b>							
10th Grade - \$300/student; 5% increase/year		30,000	31,500	33,075	34,729	36,465	
Teachers' Books - 10th		1,500	1,575	1,654	1,736	1,823	
		<b>31,500</b>	<b>33,075</b>	<b>34,729</b>	<b>36,465</b>	<b>38,288</b>	
11th and 12th - \$1,000/year; 10% increase/year		125,000	220,000	242,000	266,200	292,820	
<b>Total Textbook Cost</b>	<b>0</b>	<b>188,000</b>	<b>286,150</b>	<b>311,458</b>	<b>339,130</b>	<b>369,397</b>	
<b>Supplies</b>							
10th Grade - \$50/student; 5% increase each year	500	5,000	5,250	5,513	5,788	6,078	Educational
Other Materials and Supplies (\$70/student) - 10th only	0	7,000	7,000	7,000	7,000	7,000	

# APPENDIX 17 E

## SCFCS STEM VC Twelve Month Cash Flow

For Fiscal year Beginning Jul-11

	Jul-11	Aug-11	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12
Cash on Hand (Beginning of Month)	0	0	0	0	0	0	0	0	0	0	0	2,882
<b>CASH RECEIPTS</b>												
Local Government Support (SCF)											50,000	
Food Service Sales												
Federal Grants and Programs												25,000
State Support (through Sarasota CDS)												
<b>TOTAL CASH RECEIPTS</b>	0	0	0	0	0	0	0	0	0	0	50,000	25,000
Total Cash Available Before Cash Out	0	0	0	0	0	0	0	0	0	0	50,000	27,882
<b>CASH PAID OUT</b>												
Personnel Expenses											21,018	21,019
Operating Expenses (Current)											1,100	1,100
Capital Outlay											25,000	
<b>TOTAL CASH PAID OUT</b>	0	0	0	0	0	0	0	0	0	0	47,118	22,119
Cash Position - end of Month	0	0	0	0	0	0	0	0	0	0	2,882	5,763

## SCFCS STEM VC Twelve Month Cash Flow

For Fiscal year Beginning Jul-12

	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13
Cash on Hand (Beginning of Month)	5,763	11,873	19,075	108,121	207,166	296,211	305,256	314,300	323,346	332,393	341,440	350,486
<b>CASH RECEIPTS</b>												
Local Government Support (SCF)												
Food Service Sales		1,092	2,182	2,182	2,182	2,182	2,182	2,183	2,183	2,183	2,183	1,091
Federal Grants and Programs			80,754	90,754	80,754	754	754	755	755	755	755	
State Support (through Sarasota CDS)	103,071	103,071	103,071	103,071	103,071	103,071	103,071	103,071	103,072	103,072	103,072	103,072
<b>TOTAL CASH RECEIPTS</b>	103,071	104,163	186,007	196,007	186,007	106,007	106,007	106,009	106,010	106,010	106,010	104,163
Total Cash Available Before Cash Out	108,834	116,036	205,082	304,128	393,173	402,218	411,263	420,309	429,356	438,403	447,450	454,649
<b>CASH PAID OUT</b>												
Personnel Expenses	46,148	46,148	46,148	46,148	46,148	46,148	46,149	46,149	46,149	46,149	46,149	46,149
Operating Expenses (Current)	31,404	31,404	31,404	31,404	31,404	31,404	31,404	31,404	31,404	31,404	31,405	31,405
Capital Outlay	19,409	19,409	19,409	19,410	19,410	19,410	19,410	19,410	19,410	19,410	19,410	19,410
<b>TOTAL CASH PAID OUT</b>	96,961	96,961	96,961	96,962	96,962	96,962	96,963	96,963	96,963	96,963	96,964	96,964
Cash Position - end of Month	11,873	19,075	108,121	207,166	296,211	305,256	314,300	323,346	332,393	341,440	350,486	357,685

## SCFCS STEM VC Twelve Month Cash Flow

For Fiscal year Beginning Jul-13

	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14
Cash on Hand (Beginning of Month)	357,685	401,492	446,423	493,231	540,039	586,847	633,655	680,465	727,275	774,085	820,896	867,706
<b>CASH RECEIPTS</b>												
Local Government Support (SCF)												
Food Service Sales		1,124	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	1,124
Federal Grants and Programs	8,333	8,333	9,087	9,087	9,087	9,087	9,088	9,088	9,088	9,089	9,089	8,334
State Support (through Sarasota CDS)	138,344	138,344	138,344	138,344	138,344	138,344	138,345	138,345	138,345	138,345	138,345	138,345
<b>TOTAL CASH RECEIPTS</b>	146,677	147,801	149,679	149,679	149,679	149,679	149,681	149,681	149,681	149,682	149,682	147,803
Total Cash Available Before Cash Out	504,362	549,293	596,102	642,910	689,718	736,526	783,336	830,146	876,956	923,767	970,578	1,015,509
<b>CASH PAID OUT</b>												
Personnel Expenses	49,889	49,889	49,890	49,890	49,890	49,890	49,890	49,890	49,890	49,890	49,890	49,890
Operating Expenses (Current)	36,819	36,819	36,819	36,819	36,819	36,819	36,819	36,819	36,819	36,819	36,819	36,819
Capital Outlay	16,162	16,162	16,162	16,162	16,162	16,162	16,162	16,162	16,162	16,162	16,163	16,163
<b>TOTAL CASH PAID OUT</b>	102,870	102,870	102,871	102,871	102,871	102,871	102,871	102,871	102,871	102,871	102,872	102,872
Cash Position - end of Month	401,492	446,423	493,231	540,039	586,847	633,655	680,465	727,275	774,085	820,896	867,706	912,637

## APPENDIX 17 E

### SCFCS STEM VC Twelve Month Cash Flow

For Fiscal year Beginning Jul-14

	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15
Cash on Hand (Beginning of Month)	912,637	946,852	982,224	1,019,507	1,056,790	1,094,073	1,131,356	1,168,640	1,205,925	1,243,209	1,280,493	1,317,777
<b>CASH RECEIPTS</b>												
Local Government Support (SCF)												
Food Service Sales		1,158	2,315	2,315	2,315	2,315	2,315	2,316	2,316	2,316	2,316	1,157
Federal Grants and Programs			754	754	754	754	754	755	755	755	755	
State Support (through Sarasota CDS)	138,344	138,344	138,344	138,344	138,344	138,344	138,345	138,345	138,345	138,345	138,345	138,345
<b>TOTAL CASH RECEIPTS</b>	<b>138,344</b>	<b>139,502</b>	<b>141,413</b>	<b>141,413</b>	<b>141,413</b>	<b>141,413</b>	<b>141,414</b>	<b>141,416</b>	<b>141,416</b>	<b>141,416</b>	<b>141,416</b>	<b>139,502</b>
Total Cash Available Before Cash Out	1,050,981	1,086,354	1,123,637	1,160,920	1,198,203	1,235,486	1,272,770	1,310,056	1,347,341	1,384,625	1,421,909	1,457,279
<b>CASH PAID OUT</b>												
Personnel Expenses	51,580	51,580	51,580	51,580	51,580	51,580	51,580	51,581	51,581	51,581	51,581	51,581
Operating Expenses (Current)	39,914	39,914	39,914	39,914	39,914	39,914	39,914	39,914	39,915	39,915	39,915	39,915
Capital Outlay	12,635	12,636	12,636	12,636	12,636	12,636	12,636	12,636	12,636	12,636	12,636	12,636
<b>TOTAL CASH PAID OUT</b>	<b>104,129</b>	<b>104,130</b>	<b>104,130</b>	<b>104,130</b>	<b>104,130</b>	<b>104,130</b>	<b>104,130</b>	<b>104,131</b>	<b>104,132</b>	<b>104,132</b>	<b>104,132</b>	<b>104,132</b>
Cash Position - end of Month	946,852	982,224	1,019,507	1,056,790	1,094,073	1,131,356	1,168,640	1,205,925	1,243,209	1,280,493	1,317,777	1,353,147

### SCFCS STEM VC Twelve Month Cash Flow

For Fiscal year Beginning Jul-15

	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16
Cash on Hand (Beginning of Month)	1,353,147	1,383,706	1,415,457	1,449,155	1,482,852	1,516,549	1,550,246	1,583,944	1,617,643	1,651,341	1,685,039	1,718,736
<b>CASH RECEIPTS</b>												
Local Government Support (SCF)												
Food Service Sales		1,192	2,385	2,385	2,385	2,385	2,385	2,385	2,385	2,385	2,385	1,192
Federal Grants and Programs			754	754	754	754	754	755	755	755	755	
State Support (through Sarasota CDS)	138,344	138,344	138,344	138,344	138,344	138,344	138,345	138,345	138,345	138,345	138,345	138,345
<b>TOTAL CASH RECEIPTS</b>	<b>138,344</b>	<b>139,536</b>	<b>141,483</b>	<b>141,483</b>	<b>141,483</b>	<b>141,483</b>	<b>141,484</b>	<b>141,485</b>	<b>141,485</b>	<b>141,485</b>	<b>141,485</b>	<b>139,536</b>
Total Cash Available Before Cash Out	1,491,491	1,523,242	1,556,940	1,590,638	1,624,335	1,658,032	1,691,730	1,725,429	1,759,128	1,792,826	1,826,524	1,860,273
<b>CASH PAID OUT</b>												
Personnel Expenses	53,335	53,335	53,335	53,335	53,335	53,335	53,335	53,335	53,335	53,335	53,336	53,336
Operating Expenses (Current)	42,962	42,962	42,962	42,963	42,963	42,963	42,963	42,963	42,963	42,963	42,963	42,963
Capital Outlay	11,488	11,488	11,488	11,488	11,488	11,488	11,488	11,488	11,489	11,489	11,489	11,489
<b>TOTAL CASH PAID OUT</b>	<b>107,785</b>	<b>107,785</b>	<b>107,785</b>	<b>107,786</b>	<b>107,786</b>	<b>107,786</b>	<b>107,786</b>	<b>107,786</b>	<b>107,787</b>	<b>107,787</b>	<b>107,788</b>	<b>107,788</b>
Cash Position - end of Month	1,383,706	1,415,457	1,449,155	1,482,852	1,516,549	1,550,246	1,583,944	1,617,643	1,651,341	1,685,039	1,718,736	1,750,485

### SCFCS STEM VC Twelve Month Cash Flow

For Fiscal year Beginning Jul-16

	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17
Cash on Hand (Beginning of Month)	1,750,485	1,774,260	1,799,263	1,826,247	1,853,230	1,880,213	1,907,196	1,934,180	1,961,166	1,988,152	2,015,138	2,042,123
<b>CASH RECEIPTS</b>												
Local Government Support (SCF)												
Food Service Sales		1,228	2,456	2,456	2,456	2,456	2,456	2,457	2,457	2,457	2,457	1,228
Federal Grants and Programs			754	754	754	754	754	755	755	755	755	
State Support (through Sarasota CDS)	138,344	138,344	138,344	138,344	138,344	138,344	138,345	138,345	138,345	138,345	138,345	138,345
<b>TOTAL CASH RECEIPTS</b>	<b>138,344</b>	<b>139,572</b>	<b>141,554</b>	<b>141,554</b>	<b>141,554</b>	<b>141,554</b>	<b>141,555</b>	<b>141,557</b>	<b>141,557</b>	<b>141,557</b>	<b>141,557</b>	<b>139,573</b>
Total Cash Available Before Cash Out	1,888,829	1,913,832	1,940,817	1,967,801	1,994,784	2,021,767	2,048,751	2,075,737	2,102,723	2,129,709	2,156,695	2,181,696
<b>CASH PAID OUT</b>												
Personnel Expenses	55,157	55,157	55,158	55,158	55,158	55,158	55,158	55,158	55,158	55,158	55,158	55,158
Operating Expenses (Current)	45,980	45,980	45,980	45,981	45,981	45,981	45,981	45,981	45,981	45,981	45,981	45,981
Capital Outlay	13,432	13,432	13,432	13,432	13,432	13,432	13,432	13,432	13,432	13,432	13,433	13,433
<b>TOTAL CASH PAID OUT</b>	<b>114,569</b>	<b>114,569</b>	<b>114,570</b>	<b>114,571</b>	<b>114,571</b>	<b>114,571</b>	<b>114,571</b>	<b>114,571</b>	<b>114,571</b>	<b>114,571</b>	<b>114,572</b>	<b>114,572</b>
Cash Position - end of Month	1,774,260	1,799,263	1,826,247	1,853,230	1,880,213	1,907,196	1,934,180	1,961,166	1,988,152	2,015,138	2,042,123	2,067,107

# APPENDIX 17 F

## State College of Florida Collegiate School - STEM VC Enrollment Projections By Grade

	2012-13 BUDGET ESTIMATED	2013-14 BUDGET ESTIMATED	2014-15 BUDGET ESTIMATED	2015-16 BUDGET ESTIMATED	2016-17 BUDGET ESTIMATED
Number of Students 10th	100	100	100	100	100
Number of Students 11th	100	100	100	100	100
Number of Students 12th	25	100	100	100	100
<b>Total</b>	<b>225</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>

Note: 4 classes each grade of 25 students each; 1st year, 25 in grade 12.