

**EDUCATIONAL FACILITIES PLANNING AND CHARTER SCHOOL CONSULTING SERVICES**  
**Proposed Schedule and Time Chart**



Item	CATEGORY AND TASKS	SEQUENCE*	PRIMARY AUDIENCE	DESCRIPTION OF SERVICE
<b>ONE</b>	<b>VISIONING</b>			
1.0	Best Practices Presentation	3	1) Leadership Group such as City Council members 2) Larger stakeholder community	Global best practice discussion. Analysis of related case studied from around the nation and the world. Purpose to Inspire, Inform and Involve Stakeholders
1.1	Visioning Workshop	3	A subset of knowledgeable volunteers within the larger stakeholder community	Getting stakeholders on the same page and united behind a shared vision for the school. The shared vision will become a reference for key future planning and design decisions
1.2	Development Options	2	1) Government Reps 2) A subset of knowledgeable volunteers within the larger stakeholder community	This high-level exercise will take designated school stakeholders through the various development possibilities for preferred sites.
1.3	Change Management Workshop	3	1) A subset of knowledgeable volunteers within the larger stakeholder community 2) People familiar with latest educational developments	This workshop looks at the potential school campus within the overall context of its organizational and management setting. We will look at aspects such as Desired Student Outcomes, School Learning Principles, Curriculum, Staff Development and Scheduling
1.4	Site Walk	1	A small contingent (2-3 people) having excellent familiarity with potential educational resources on the island.	This session will allow FNI principals and designated school stakeholders to gauge the opportunities and constraints of the available sites and see what works and what does not. It will also help in the preparation of a photographic essay of the potential sites and surrounding areas
<b>TWO</b>	<b>EDUCATIONAL FACILITY PLANNING</b>			
2.1	Site Opportunities and Constraints Evaluation	1	A small contingent (2-3 people) having excellent familiarity with potential educational resources on the island.	This document will list site opportunities and constraints that need to be considered in the development of the new school

2.2	30 Strategies Survey	3	This requires that some of the educational leadership is in place.	This is a survey of the educational leadership in the community about 30 established educational strategies to determine the extent to which they wish to push the envelope of educational change in the new charter school
2.3	Treasure Card Survey	3	A small contingent (2-3 people) having excellent familiarity with potential educational resources on the island.	This is a survey that looks at the overall community of Key Biscayne to identify potential learning resources that students at the charter school can tap to augment the education experience
2.4	Blink Exercise	2	As large a community participation as possible. This could be done over 2 or 3 sessions if necessary.	This exercise is geared to understanding, at a very personal level, the extent to which school stakeholders are willing to be innovative in the development of the new school
2.5	Signature Workshop	2	A subset of knowledgeable volunteers within the larger stakeholder community	This will enable the planning team to understand the ethos of the community which will provide guidance for how best to represent the school signature architecturally
2.6	Programming	2	FNI Deliverable: to be reviewed by a subset of knowledgeable volunteers within the larger stakeholder community	This will provide a detailed list of spaces with related sizes
2.7	Planning & Programming Report	2	FNI Deliverable: to be reviewed by a subset of knowledgeable volunteers within the larger stakeholder community and approved by the Council	The results of the Educational Planning work will be captured in the form of a Planning and Programming Workbook
<b>THREE</b>	<b>PLANNING SERVICES</b>			
3.1	Design Patterns Workshop	2	A subset of knowledgeable volunteers within the larger stakeholder community	This exercise will develop the spatial literacy of the school stakeholders and enable them to become active partners in the school design process. FNI's <i>Language of School Design</i> will be used as a basis for this workshop
3.2	Conceptual Site Use Diagram	3	FNI Deliverable: to be reviewed by a subset of knowledgeable volunteers within the larger stakeholder community	Based on the site walk and site evaluation exercise (items 1.4 and 2.1), FNI will develop a desired site use diagram
3.3	Conceptual Floor Plans	3	FNI Deliverable: to be reviewed by a subset of knowledgeable volunteers within the larger stakeholder community	FNI will develop sketch concept design plans that illustrate the educational vision of the school stakeholders
<b>FOUR</b>	<b>EDUCATIONAL FACILITY ASSESSMENT</b>			

4.1	Prepare EFEI template for the Proposed School	2	FNI Deliverable: to be reviewed by a subset of knowledgeable volunteers within the larger stakeholder community	Utilizing the results of the site survey and photo essay, prepare a benchmark EFEI template for the proposed school campus.
4.2	Utilize Customized EFEI During Planning and Concept Design	3	This is an FNI task	By utilizing the EFEI we can be certain that important client priorities remain front and center throughout the process and that none of the key requirements falls between the cracks. Changes, if needed, can be made in a timely fashion before they become expensive and time-consuming fixes later.
<b>FIVE</b>	<b>CHARTER SCHOOL STUDY</b>			
5.1	Overview of Municipal Charter School and the Municipal Co-Sponsor Models	1	This will be done by Ed Visions who may have questions that can be answered by a subset of knowledgeable volunteers within the larger stakeholder community	Advantages/Disadvantages; org structure; start-up costs to drive application phase; source of funds; Operating costs
5.2	Overview of Top Municipal Charter Schools and Small Academies in Florida	1	This will be done by Ed Visions who may have questions that can be answered by a subset of knowledgeable volunteers within the larger stakeholder community	Feeder pattern; small charters and academies; small learning community model
5.3	Operational and Financial Requirements for Facilities	1	As above, but this step will require input from official Village representatives	Operating revenue and expense projections; availability of capital outlay funds; additional sources of funds; employee salaries and benefits; Review Key Biscayne student demographic data
5.4	Overview of the Municipal Charter School Process in Florida	1	As above, but this step will require input from official Village representatives	Application process; Role of Governing board; Transition plans for grades 9-12; Attendance zones; Transportation; Food services; Insurance and indemnification; Interscholastic extracurricular activities; accountability requirements; certification requirements; employees; responsibility of the sponsor and school district; grant opportunities; school operating models
<b>SIX</b>	<b>CURRICULUM ASSESSMENT</b>			
6.1	Curriculum Assessment & Recommendations	3	Ed Visions and Dr. Jon Wiles will work together to develop these recommendations in coordination with designated educational representatives from the Village	Curriculum Specialist Dr. Jon Wiles will assess the Charter School curriculum needs and provide recommendations

\*Note regarding Sequence of Activities:

- 1) This work can begin immediately in summer 2008
- 2) This work will begin immediately after the summer
- 3) This work is recommended to be done at the end of the process