Hernando School District

School Board Regular Meeting

Agenda - Final Revised

Tuesday, May 26, 2026 **6:00 PM** **District Office-Board Room**
919 N. Broad Street
Brooksville, FL 34601

CALL TO ORDER

REFLECTION

PLEDGE OF ALLEGIANCE by Chocachatti Elementary School

SCHOOL SPOTLIGHT

ADOPTION OF AGENDA

1. **26-3795** Approval to adopt the agenda dated 5/26/2026.

ELECTED OFFICIALS

STUDENT REPRESENTATIVE TO THE BOARD, Jaserah Abdul-Rahim

2. **26-3796** Student Representative, Jaserah Abdul-Rahim of F.W. Springstead High School, to Share an Update of School Related Activities and Events with the Board

PRESENTATIONS

3. **26-3770** Presentation of the Antibullying Awareness Video for Secondary Schools Contest.

   Attachments: Budget Sheet Sept 2021 Revised NO Financial Impact ACC

4. **26-3812** Recognition of Students for State and National Achievements in Career and Technical Student Organizations.

   Attachments: Budget Sheet Sept 2021 Revised NO Financial Impact ACC

5. **26-3810** Recognize the 2025-2026 Student Delegates and the Student Representative to the School Board

   Attachments: Budget Sheet - NO Financial Impact (1)

6. **26-3808** Recognition of the May HCSD Veteran

Attachments: Budget Sheet - NO Financial Impact (1)

APPROVAL OF THE MINUTES

7. **26-3797** Approval of the Minutes from the Informal, Workshop and Regular School Board Meeting of 5/12/2026.

Attachments: 05-12-26 Informal Minutes DRAFT
05-12-26 Workshop Minutes DRAFT
05-12-26 Regular Meeting Minutes DRAFT

CITIZEN INPUT ON AGENDA ITEMS (GREEN SPEAKER FORMS)

8. **26-3798** Citizen Input on agenda items (Green Form)

Attachments: Citizen Input Speaker Green Form 031424 ACC

ADOPTION OF CONSENT AGENDA (Item #9-28)

Personnel Recommendations

9. **26-3803** Approval of the Personnel Recommendations

Attachments: 25-26 BOARD AGENDA MAY 26 2026.pdf
2026 Inst. Supplements & Differentiated Pay for 5-26-2026.pdf
2026 Noninst., PTS & Adm. Supplements for 5-26-2026.pdf

All Other Teaching & Learning Agenda Items

10. **26-3765** Approve an out of state field trip for Nature Coast Technical High School' Digital Cinema Production students to attend the All-American High School Film Festival Trip from 10/13/2026 to 10/19/2026 in New York, New York.

Attachments: WALD BUDGET SHT 26.27

11. **26-3766** Approval of out of state field trip for Nature Coast Technical High School Senior Class trip to Washington D.C. on April 4, 2027, to April 9, 2027.

Attachments: DC TRIP BUDGET STRIP 26.27

12. **26-3767** Approval of the High-Performing Replication Charter Application for Pineapple Cove Classical Academy Brooksville

Attachments: PCCA Brooksville Complete Application
Budget Sheet

13. **26-3783** Approve an out of state field trip for Robin Paselio, HHS Class of 2027 Senior Trip Sponsor to Washington, DC to attend the 2027 Senior Class trip with a date range of March 28, 2027 through April 16, 2027 in order to get the best airline rates. Our ideal dates to travel are April 4, 2027 through April 9, 2027.

    Attachments: 2027 Senior Class trip to Washington DC Budget Sheet

14. **26-3794** Approve an overnight trip for Weeki Wachee High School teacher, Patrick Skipper to attend the Certiport Educator Conference from June 14-17, 2026 in Nashville, TN.

    Attachments: CERTIFIED Educator Conference _ CERTIFIED
    Hotel Room
    Skipper TDL
    Certiport Budget
    Budget report

15. **26-3804** Approve the agreement between Hernando County School District and Tampa Bay Area Regional Career Pathways Consortium for postsecondary articulation.

    Attachments: Final 1TBCPC- Articulation Agreement-2026-2030-DRAFT (1)
    Budget Sheet Sept 2021 Revised NO Financial Impact ACC

16. **26-3806** Approve an overnight/out of state field trip for Weeki Wachee High School TV Production students to attend the All American HS Film Festival from October 13-19, 2026 in New York City, NY.

    Attachments: Schwef CTE NYC 2026 SB Letter
    Schwef CTE NYC 2026 budget

17. **26-3807** Approve an overnight field trip for D.S. Parrott Middle School Cheer students to attend the UCA Cheer Camp from June 22-25, 2026 in Orlando, Florida.

    Attachments: Cost breakdown 26-3807
    Budget Sheet for 26-3807

18. **26-3809** Approve the apprenticeship training program agreement between Hernando County School Board and Associated Builders and Contractors, Inc.

    Attachments: LEA Agreement - Hernando Final
    Budget Sheet Sept 2021 Revised NO Financial Impact ACC

All Other Purchase Order/Bid Agenda Items

19. **26-3753** Approve the agreement and authorize the purchase of virtual curriculum from Florida Virtual School (FLVS) and authorize the issuance of Purchase Orders on an as needed basis for an estimated annual amount of $123,045.00.

Attachments: 26-27 Franchise Agreement for FLVS
_Budget Sheet FLVS 26-27 legistar

20. **26-3769** Approve the renewal of Bid No. 22-770-44 RN, Roofing Repair & Installation, awarded to multiple vendors for Roofing Repair & Installation and Authorize the Purchase of services for an estimated annual spending of $200,000.00.

Attachments: 22-770-44 RN Roofing Repair & Installation (05-26-26)
Budget Sheet_Roofing 5-11-26

21. **26-3784** Approve the renewal of Bid No. 24-725-27 RN, Motorola Mobile/Portable Radios: Installation and Repair Services, awarded to Bear Communications, Inc. (dba Bearcom), and Tri-Co Communications, Inc., for Motorola Mobile/Portable Radios Installation and Repair Services and authorize spending for an estimated annual amount of $55,000.00.

Attachments: 26-3784 Motorola Radios 24-725-27 RN
26-3784 Budget Sheet Motorola

22. **26-3786** Approve the renewal of Bid No. 22-968-40 RN, Lift Stations & Sump Pumps: Maintenance Services & Repairs, awarded to EMMI dba Lift Station Services and to US Water Services Corporation for Maintenance Services and Repairs to Lift Stations and Sump Pumps and authorize purchases for an estimated annual spending of $100,000.00.

Attachments: 22-968-40 RN Lift Stations (05-26-2026)
Budget Sheet_Lift Stations 5-11-26

23. **26-3788** Approve the Contract between PACE Center for Girls of Hernando County and the Hernando County School District for services to High-Risk Females in Identified Schools with an estimated annual spending of $274,864.

Attachments: Pace Contract 26-27 Clean 5.14.26
PACE Contract Strikethrough 2026-2027
Standard Addendum to Agreements Hernando
State of Florida Affidavit-Hernando
PACE 26-27 HB 5001 (on 3rd Calc WS)
PACE Budget Sheet

24. **26-3790** Approve the Renewal of Bid No. 23-918-39 RN, Real Estate Broker Services awarded to Tampa Commercial Real Estate.

Attachments: 26-3790 Real Estate Broker Services 23-918-39 RN
26-3790 Budget Sheet No Financial Impact

25. **26-3792** Approve the amendment to the contract for multi-function copier devices, Piggyback of OMNIA Partners/US Communities, National IPA & NCPA, Contract No. 2021002788, Print Goods & Services, awarded to Ricoh USA for the addition of one (1) multi-function device and authorize the increase in contract lease cost by $382.07 monthly for the remainder of the lease term.

Attachments: Ricoh Co-Terminus Agreement (CM)
Tabulation Sheet
(1) Omnia - Ricoh Master Lease Document - (E)
(3) Omnia - Ricoh Fleet Product Schedule - (E)
Legislation Details (With Text) - 26-3165
Budget Sheet

26. **26-3811** Approve the Purchase of Simulator Enhancements Supporting Cybersecurity and Information Technology Instruction from Apex Industries, LLC (d/b/a SimCraft) and Authorize the Issuance of a Purchase Order in an Estimated Amount of $65,000.00

Attachments: Hernando High School Apex3 and Grid1 Builder
Budget Sheet Simcraft

27. **26-3817** Approve the piggyback of the Interlocal Purchasing System, TIPS USA, Region 8 Education Service Center, RFP/Contract No. 250604: Glass, Services, Break Repair, Replacement, and Miscellaneous Glass, and approve the Proposal Contract with Armoured One LLC to authorize the purchase of goods and services for an estimated amount of $280,458.68.

Attachments: 26-440-43 PB Glass Services (05-26-26)
Armoured Once proposal contract
Budget Sheet Armoured one 26-3817

All Other School Board Agenda Items

28. **26-3694** Approval to appoint Shannon Rodriguez as the Florida School Board Association (FSBA) Advocacy Committee Member and Michelle Bonczek as the Alternate. The term starts July 1, 2026, and runs through June 30, 2027.

ITEMS REMOVED FROM CONSENT AGENDA FOR ACTION

ADDENDUM ITEMS

*29. 26-3830 Approval of the Charter Application for You Thrive Elementary Academy for Creative Excellence

Attachments: Complete Spring Hill Charter Application
Budget Sheet

*30. 26-3829 Approval of the Charter Application for You Thrive Elementary School of Brooksville Steam

Attachments: Complete Brooksville Charter Application
Budget Sheet

CITIZEN INPUT ON GENERAL TOPICS (PINK SPEAKER FORMS)

31. 26-3799 Citizen Input on Hernando County School issues on which the School Board customarily takes action (Pink Form - non-agenda items)

Attachments: Citizen Input Speaker Pink Form 031424 ACC

INFORMATIONAL AGENDA ITEMS

GENERAL COUNSEL

SCHOOL BOARD COMMENTS

ADJOURNMENT

The next School Board Meetings are scheduled for June 9, 2026:
1:00 PM - Informal Meeting
2:00 PM - Workshop
6:00 PM - Regular Meeting

Mission Statement
The Hernando County School District Collaborates with students, parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world.

Hernando School District

School Board Regular Meeting

Agenda Item # 1. 26-3795 5/26/2026

Title and Board Action Requested
Approval to adopt the agenda dated 5/26/2026.

Executive Summary
The Superintendent of Schools, hereby requests the Board adopt the agenda dated 5/26/2026.

My Contact
Ray Pinder
Superintendent of Schools

2023-28 Strategic Focus Area
Other

Financial Impact
No Financial Impact

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Hernando School District

School Board Regular Meeting

Agenda Item # 2. 26-3796 5/26/2026

Title and Board Action Requested
Student Representative, Jaserah Abdul-Rahim of F.W. Springstead High School, to Share an Update of School Related Activities and Events with the Board

Executive Summary
Student Representative, Jaserah Abdul-Rahim of F.W. Springstead High School, to Share an Update of School Related Activities and Events with the Board

My Contact
Jaserah Abdul-Rahim
Student Representative to the School Board

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
No Financial Impact

Agenda Item # 3. 26-3770 5/26/2026

Title and Board Action Requested
Presentation of the Antibullying Awareness Video for Secondary Schools Contest.

Executive Summary
The Director of Student Services, on behalf of the Superintendent of Schools, hereby presents the Antibullying Awareness Video for Secondary Schools Contest. The videos were required to address the issue of bullying and the importance of creating inclusive and safe environments for all. The theme was, **"Be the difference: Speak Up Stand Strong, Stop Bullying!"**

The winning video will be featured on the district website as well as school websites and presented at a school board meeting for recognition.

Video should contribute to raising awareness about bullying and cyberbullying and creating a safe environment for all students. By promoting awareness, students, teachers, and communities can better recognize the signs of bullying, intervene early, and provide support to those affected. It also empowers bystanders to become upstanders, encouraging them to take action when they witness bullying, whether in person or online.
Scoring Rubric
1. Message Clarity and accuracy: 5 points
2. Creativity and originality: 5 points
3. Connection to theme: 5 points
4. Overall Impact and effectiveness: 5 points
5. Adherence to time limit 2-3 minutes: 5 points

My Contact
Jill Kolasa
Director of Student Services
(352) 797-7008

2023-28 Strategic Focus Area
Priority 3: Safe and Healthy Learning Environment

Financial Impact
The cost of this agenda item is $ 0. See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Agenda Item # 4. 26-3812 5/26/2026

Title and Board Action Requested
Recognition of Students for State and National Achievements in Career and Technical Student Organizations.

Executive Summary
The Supervisor of College and Career Programs, on behalf of the Superintendent of Schools, requests the Board to recognize students who have participated and earned top placements at the state and national levels through state-approved Career and Technical Student Organizations (CTSOs) and industry-driven, program-specific student organizations.

These students have demonstrated exceptional leadership, technical skill development, professionalism, and dedication through competitions and events aligned to Career and Technical Education (CTE) pathways. Their accomplishments reflect the high level of instruction, hands-on learning, and workforce preparation taking place across Hernando County schools.

Participation in CTSOs and industry-specific organizations provides students with opportunities to apply classroom knowledge in real-world settings, strengthen employability skills, and compete alongside peers from across Florida and the nation. The District proudly celebrates these students, their teachers, advisors, and community partners for their commitment to excellence and for representing Hernando County School District with distinction.

My Contact
Beth Lastra
Supervisor of College and Career Programs
352-797-7000 ext. 70474
lastra_b@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
No financial impact

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 5. 26-3810 5/26/2026

Title and Board Action Requested
Recognize the 2025-2026 Student Delegates and the Student Representative to the School Board

Executive Summary
The Director of Communications, on behalf of the Superintendent of Schools, hereby requests the Board recognize the 2025-2026 Student Delegates and Jaserah Abdul-Rahim, the 2025-2026 Student Representative to the School Board, for their participation and service to the school district.

My Contact
Aaron Ellerman
Director of Communications
(352) 797-7009 ext. 70129

2023-28 Strategic Focus Area
Priority 4: Community Connection

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Agenda Item # 6. 26-3808 5/26/2026

Title and Board Action Requested
Recognition of the May HCSD Veteran

Executive Summary
The Director of Communications, on behalf of the Superintendent of Schools, hereby wishes to recognize the May HCSD Veteran.

My Contact
Aaron Ellerman
Director of Communications
(352) 797-7009 ext. 70129

2023-28 Strategic Focus Area
Priority 4: Community Connection

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Agenda Item # 7. 26-3797 5/26/2026

Title and Board Action Requested
Approval of the Minutes from the Informal, Workshop and Regular School Board Meeting of 5/12/2026.

Executive Summary
The Superintendent of Schools, hereby requests the Board approve the minutes.

My Contact
Kelly A. Pogue
Executive Office Manager to the School Board and General Counsel
Pogue_k@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Other

Financial Impact
No Financial Impact

Hernando School District

School Board Informal Meeting

Minutes - Draft

Tuesday, May 12, 2026 **1:00 PM** **District Office-Board Room**
919 N. Broad Street
Brooksville, FL 34601

CALL TO ORDER

Present
Board Chair Kayce Hawkins
Vice Chair Shannon Rodriguez
Board Member Michelle Bonczek
Board Member Susan Duval
Board Member Mark Johnson

This meeting was called to order at 1:00 P.M. Also present were Caroline Mockler, Staff Attorney, and Ray Pinder, Superintendent.

GENERAL DISCUSSION

An informal meeting of the School Board has been scheduled for general discussion among Board Members on Educational Matters

Topics of Discussion:

Hawkins: Discussion regarding the FSBA Advocacy Committee Representative and Alternate for the 2026-2027 school year. Consensus is to keep it the same with Mrs. Rodriguez as the representative and Mrs. Bonczek as the alternate.

Johnson: Discussion regarding the end-of-the-year school event calendar and avoiding scheduling conflicts for major events like the Night of Excellence.

Rodriguez: Recognition of Emily Haglland at West Hernando Middle School for her exceptional work at the front desk. Mr. Pinder mentioned providing support and training for front desk staff across the district.

Hawkins: Discussion regarding better marketing and information sharing about the district's e-school as an alternative for parents.

ADJOURNMENT

The meeting adjourned at 1:13 P.M.

Superintendent

Board Chair

Hernando School District

School Board Workshop

Minutes - Draft

Tuesday, May 12, 2026 **2:00 PM** **District Office-Board Room**
919 N. Broad Street
Brooksville, FL 34601

CALL TO ORDER

Present: Board Chair Kayce Hawkins
Vice Chair Shannon Rodriguez
Board Member Michelle Bonczek
Board Member Susan Duval
Board Member Mark Johnson

The Workshop was called to order at 2:00 P.M. Also present were Robert Meyers, School Board Attorney, and Ray Pinder, Superintendent.

PRESENTATIONS

1. **26-3741** Presentation on the Artificial Intelligence (AI) Guidance Framework

Attachments: HCSD AI Framework Board Workshop Presentation 5 12 26
DRAFT AI Policy Guidance Framework 2026
Budget Sheet Sept 2021 Revised NO Financial Impact ACC

Jesse Diaz, Supervisor of Instructional Tech, and Joe Amato, Director of TIS, came forward to present this item.

The framework emphasizes safe, explicit, and purpose-specific use of AI in classrooms, prioritizing student privacy and data security. The board discussed compliance with new state statutes, including parent opt-out features, data accountability, and the "walled garden" approach using tools like Canva AI, Khanmigo, and Microsoft Copilot.

2. **26-3754** Review and tentative approval of the 2026-27 Instructional Personnel Evaluation System Manual.

Attachments: MOU Evaluation Manual 25-26
School Counselor Evaluation.docx
Florida School Counselor Standards
hcsd_district_instructional-acc- strike final
Instructional Evaluation Manual- Clean Final
Budget Sheet - NO Financial Impact

Alexa Neal, Supervisor of Human Resources, and Carrie Wilson, Supervisor of School Counseling Services, came forward to present this item.

The board reviewed updates to the 2026-2027 evaluation manual, primarily featuring a

new school counselor evaluation rubric aligned with Florida standards.

3. **26-3762** Review of the 2023-2028 Strategic Plan Priority 2 and Priority 3

Attachments: 25-26 Update Strategic Plan 2023-2028 - District Report 2024 MASTER (1)
No Impact Budget Sheet
Handout Priority 2&3

Barbara Kidder, Assistant Superintendent of Business and Support Operations; Alexis Brown, Director of Human Resources; Dawn Leo, Coordinator of Retention; Awilda Fonte, Supervisor of Risk and Benefits; and Alexa Neal Supervisor of Human Resources, came forward to present this item.

The team discussed Priority 2 (Talent Management), highlighting successes in vacancy reduction. Board members and staff debated strategies to address the critical shortage of speech and language pathologists, and acknowledging the difficulty of competing with private-sector salaries. They discussed a grow your own program or a CTE program at the high school level.

Lisa Cropley, Executive Director of Student Support Programs; Steve Crognale, Executive Director of Support Operations; Holly Longo, Director of Food and Nutrition Services; Angel Pagan, Director of Safe Schools; Jill Kolasa, Director of Student Services; and Angel Miller-Royal, Coordinator of Student Support Services; and Ralph Leath, Director of Transportation, came forward to present this item.

The team covered Priority 3, which focuses on student support services, nutrition, transportation, and facilities maintenance. Highlights included an increase in summer meal participation and the implementation of a new truancy court to support student attendance goals. The board expressed appreciation for staff efforts regarding school cleanliness and efficient transportation adjustments.

GENERAL COUNSEL

ADDENDUM ITEMS

GOOD OF THE ORDER/BOARD DISCUSSION

School Board Comments

ADJOURNMENT

This meeting adjourned at 4:01 P.M.

Superintendent **Board Chair**

Hernando School District

School Board Regular Meeting

Minutes - Draft

Tuesday, May 12, 2026 **6:00 PM** **District Office-Board Room**
919 N. Broad Street
Brooksville, FL 34601

CALL TO ORDER

Present: Board Chair Kayce Hawkins
Vice Chair Shannon Rodriguez
Board Member Michelle Bonczek
Board Member Susan Duval
Board Member Mark Johnson

This meeting was called to order at 6:00 P.M. Also present were Robert Meyers, School Board Attorney, and Ray Pinder, Superintendent.

PLEDGE OF ALLEGIANCE by Brooksville Elementary School

REFLECTION

The reflection was provided by Shannon Rodriguez.

SCHOOL SPOTLIGHT

Mr. RJ Inmon, Principal; and Wilson Sommer, Assistant Principal of Brooksville Elementary School (BES) came forward to share school updates. Long-term employees from Brooksville Elementary were honored for 30+ years of service.

ADOPTION OF AGENDA

1. 26-3772 Approval to adopt the agenda dated 5/12/2026.

RESULT: **ADOPTED AS AMENDED**
MOVER: Mark Johnson
SECONDER: Michelle Bonczek
AYES: Hawkins, Rodriguez, Bonczek, Duval, Johnson

Mrs. Hawkins stated that she found good cause to allow the revision to item #23. 26-3755: Approval of the Contract for the Sale of the Jackson Property, Parcel Key 332562. Caroline Mockler, Staff Attorney came forward to explain the revision. Ms. Mockler explained that the change involved recommending the approval of a vacant land contract between the school board and Cowgirl Company 1 LLC for the specified property, as well as amending a previous resolution [R26-006] to authorize the superintendent or his designee to execute the contract and all necessary closing

documents.

ELECTED OFFICIALS

No one came forward to speak on this item.

STUDENT REPRESENTATIVE TO THE BOARD, Jaserah Abdul-Rahim

2. **26-3773** Student Representative, Jaserah Abdul-Rahim of F.W. Springstead High School, to Share an Update of School Related Activities and Events with the Board

PRESENTATIONS

3. **26-3758** Recognition of the Numeracy Week "Pouring Our Hearts into Math" Activity

Attachments: Budget Sheet Sept 2021 Revised NO Financial Impact ACC

John Morris, Director of Secondary Programs came forward to introduce this item.

4. **26-3764** Recognition of Springstead High School Students

Attachments: Budget Sheet - NO Financial Impact (1)

Aaron Ellerman, Director of Communications came forward to present this item.

5. **26-3744** Recognition of the Hernando High School Students that have Received New Worlds Scholar Designation

Attachments: Budget Sheet Sept 2021 Revised NO Financial Impact ACC

Tiffany Howard, Director of Elementary Programs came forward to introduce this item.

6. **26-3751** Recognition of Graduating Seniors for Leadership, Community Service, and Scholarship Awards

Attachments: Budget Sheet Sept 2021 Revised NO Financial Impact ACC

Beth Lastra, Supervisor of College & Career Programs came forward to introduce this item.

7. **26-3743** Recognition of Hernando County School District (HCSD) 2025-2026 Artificial Intelligence (AI) Task Force

Attachments: Budget Sheet Sept 2021 Revised NO Financial Impact ACC

Jesse Diaz, Supervisor of Instructional Tech, came forward to present this item.

8. **26-3720** Recognition of Patrick McHugh, the WWHS Athletic Director, for being recognized by the Florida Interscholastic Athletic Administrators Association as the 2026 Section 2 AD of the Year as well as for earning his Certified Athletic Administrator designation from the National Interscholastic Administrators Association.

Attachments: Budget Sheet Sept 2021 Revised NO Financial Impact ACC.pdf

Dustin Kupcik, District Athletic Director came forward to present this item.

9. **26-3623** Master's in Educational Leadership Cohort Recognition

Attachments: Budget Sheet - No Financial Impact (1)

Lisa Cropley, Executive Director of Student Support Programs, came forward to present this item.

APPROVAL OF THE MINUTES

10. **26-3774** Approval of the Minutes from the 1 PM and 2 PM Special School Board Meetings held on April 21, 2026; and the Workshop and Regular School Board Meeting held on April 28, 2026.

Attachments: 04-21-26 Special Mtg Minutes - Shellabarger DRAFT
04-21-26 Special Mtg Minutes - Thornton DRAFT
04-28-26 Workshop Minutes DRAFT
04-28-26 Regular Meeting Minutes DRAFT

RESULT: **ADOPTED**
MOVER: Mark Johnson
SECONDER: Michelle Bonczek
AYES: Hawkins, Rodriguez, Bonczek, Duval, Johnson

CITIZEN INPUT ON AGENDA ITEMS (GREEN SPEAKER FORMS)

11. **26-3775** Citizen Input on agenda items (Green Form)

Attachments: Citizen Input Speaker Green Form 031424 ACC

No one came forward to speak on this item.

ADOPTION OF CONSENT AGENDA

The following items were pulled from the consent agenda by Ms. Duval for discussion:

#13. 26-3736: Approval of the Charter Application for You Thrive Elementary School of Brooksville Steam
#15. 26-3738: Approval of the Charter Application for You Thrive Elementary Academy for Creative Excellence

RESULT: **APPROVED THE CONSENT AGENDA**
MOVER: Michelle Bonczek
SECONDER: Mark Johnson
AYES: Hawkins, Rodriguez, Bonczek, Duval, Johnson

Personnel Recommendations

12. **26-3759** Approval of the Personnel Recommendations

Attachments: 25-26 BOARD AGENDA MAY 12 2026
2026 Inst. Supplements & Differentiated Pay for 5-12-2026
2026 Noninst., PTS & Adm. Supplements for 5-12-2026

All Other Teaching & Learning Agenda Items

14. **26-3737** Approve an overnight field trip for Hernando High School's Jv Cheerleaders to attend UCA cheer camp from July 20-22, 2026 at the University of South Florida/USF in Tampa, Florida.

Attachments: 2026 HHS Jv Cheer Camp at USF Budget Sheet

16. **26-3739** Approve an overnight field trip for Hernando High School's Varsity Cheerleaders to attend the UCA Masters Camp from June 27-30, 2026 at the University of Central Florida in Orlando, Florida.

Attachments: 2026 Varsity Cheer Camp at UCF Budget Sheet

17. **26-3746** Approve the Agreement Between Hernando County School Board and the Early Learning Coalition for Voluntary Pre-Kindergarten (VPK) Program Services

Attachments: 2026 2027 VPK Contract
Budget Sheet Sept 2021 Revised NO Financial Impact ACC

18. **26-3748** Approve Memorandum of Understanding (MOU) Between American Institutes for Research (AIR) and Hernando County School District (HCSD) Pre-K Early Learning Program for Study Entitled "Waterford Early Learning"

Attachments: AIR Waterford MOU
Waterfor EIR Research Site Agreement
Waterford Software Terms of Service
Waterford DSPA
Standard Addendum to Agreements
State of Florida Affidavit
PUR 1355
VPK Research Grant Parent Consent Form.
Budget Sheet Sept 2021 Revised NO Financial Impact ACC

19. **26-3756** Approve an overnight field trip for Weeki Wachee High School Yearbook students to attend the 2026 Balfour Conference from June 16-18, 2026 in St. Petersburg, Fl.

Attachments: Yearbook Budget sheet

20. **26-3760** Approve an overnight field trip for Weeki Wachee High School Cheer students to attend the UCA Camp from July 28, 2026 to July 31, 2026 in Orlando, FL.

Attachments: Cheer USA Camp budget

21. **26-3768** Approve an overnight field trip for Central High School's NJROTC Cadets to Runaway Bay, Texas, to attend Texas Junior Orienteering Camp, on May 31 - June 5, 2026.

Attachments: CHS - NJROTC TX 053126 Cover Sheet
CHS - NJROTC TX 053126 Budget Sheet

All Other Business Services Agenda Items

22. **26-3726** Approve the Affiliation Agreement with University of South Florida Social Work for interns.

Attachments: USF Social Work Agreement 2026- PDF
Budget Sheet - NO Financial Impact

All Other Support Operations Agenda Items

23. **26-3755** Approval of the Contract for the Sale of the Jackson Property, Parcel Key 332562.

Attachments: 26-3755 Vacant Land Contract rev. signed by SMG
26-3755 Resolution R26-006 Disposal of Jackson Property 3.24.26 FULLY EXECUTED
26-3755 Budget Sheet-Jackson Property Sale
R26-006 - Jackson Property AMENDED 051226

This item was amended during the adoption of the agenda.

All Other Purchase Order/Bid Agenda Items

24. **26-3742** Approve the renewal of bid no. 24-285-35 RN, Electrical Parts, Supplies, Equipment & Related Products, awarded to City Electric for the purchase of electrical parts, supplies and related goods and authorize spending for an estimated annual amount of $60,000.00.

Attachments: 24-285-35 RN Electrical Parts & Supplies (05-12-2026)
Budget Sheet_ Electrical Parts City Electric

25. **26-3745** Approve the amendment and renewal of bid no. 23-968-42 RN: General Construction Services, awarded to multiple vendors, for general construction services for projects in the amount of $600,000.00 or less and authorize the purchase of goods and services for an estimated annual amount of $2,400,000.00 using various funds.

Attachments: 26-3745 General Construction Services 23-968-42 RN
26-3745 General Construction Services Amended 23-968-42 RN
26-3745 Budget Sheet General Construction Svcs

26. 26-3747 Approve the Purchase of Instructional Materials for High School Intensive Reading Grades 9-10 from Lexia Learning Systems LLC and Authorize the Issuance of Purchase Orders in an Estimated Amount of $78,620.00

Attachments: Program Evaluation Form Lexia 26
Lexia Quote Q 698621 1a
Standard Addendum to Agreements
Lexia DSPA exp 4 22 27
State of Florida Affidavit
PUR 1355
Budget Sheet Lexia

27. 26-3750 Approve the renewal of Bid No. 22-365-41 RN: Custodial Floor Cleaning & Care Equipment, awarded to multiple vendors and authorize the purchase of custodial flooring goods for estimated annual spending of $55,000.00.

Attachments: 22-365-41 RN Custodial Floor Cleaning Equip (05-12-2026)
Budget Sheet_Custodial Equipment

28. 26-3757 Award Bid No. 26-936-35, Generator Onsite Repairs & Preventative Maintenance Services, to Multiple Vendors, for Generator Repairs and Preventative Maintenance and Authorize the Purchase of Services for an Estimated Annual Spending Of $70,000.00.

Attachments: 26-936-35 Generator Repairs & Maintenance (05-12-26)
Budget Sheet_Generators

29. 26-3761 Approve the Renewal and Purchase of Services from Renaissance Learning, Inc. and Issuance of Purchase Orders in an Estimated Annual Amount of $177,892.15 for the 2026-2027 School Year

Attachments: EduClimber Program Evaluation
STAR Math Program Evaluation
STAR Early Learning Program Evaluation
Renaissance Quote Q355613 v14
Renaissance Quote Q346836 v3
Renaissance Quote Q454473 v1
Standard Addendum
FL NDPA Standard V2
Federal Terms and Conditions
State of Florida Affidavit
PUR 1355
Budget Sheet Renaissance

30. 26-3763 Approve The Renewal Of Bid No. 23-485-20 RN: Toilet Tissue/Paper Towels (Warehouse Delivery), Awarded To Buckeye Cleaning Center, And Authorize The Purchase Of Toilet Tissue And Paper Products For An Estimated Annual Spending Of $350,000.00

Attachments: 23-485-20 RN Toilet Tissue (05-12-26)
Budget Sheet

All Other School Board Agenda Items

31. **26-3740** Approval Requested for out of county travel for School Board Member(s) to attend the FSBA 2026 Summer Conference June 9-12, 2026 in Tampa, FL that may exceed $500 per Board Member.

Attachments: Tentative Agenda_FSBA FADSS Annual Summer Conference
FSBA Annual Summer 2026 - Cost Breakdown
Budget Sheet

ITEMS REMOVED FROM CONSENT AGENDA FOR ACTION

13. **26-3736** Approval of the Charter Application for You Thrive Elementary School of Brooksville Steam

Attachments: Complete Brooksville Charter Application
Budget Sheet

RESULT: **FAILED**
MOVER: Kayce Hawkins
SECONDER: Mark Johnson
AYES: Bonczek, Johnson
NAYS: Hawkins, Rodriguez, Duval

This item (#13) was pulled by Susan Duval for discussion. Ms. Duval asked Dawn Williams, Supervisor of School Choice, to come forward and read the concerns expressed by the committee reviewing this application. Mrs. Williams read the concerns. The motion to approve passed 4-1 with Mrs. Hawkins voting no.

15. **26-3738** Approval of the Charter Application for You Thrive Elementary Academy for Creative Excellence

Attachments: Complete Spring Hill Charter Application
Budget Sheet

RESULT: **FAILED**
MOVER: Mark Johnson
SECONDER: Michelle Bonczek
AYES: Bonczek, Johnson
NAYS: Hawkins, Rodriguez, Duval

This item (#15) was pulled by Susan Duval for discussion. Ms. Duval asked Dawn Williams, Supervisor of School Choice, to come forward and read the concerns expressed by the committee reviewing this application. Mrs. Williams read the concerns. The motion to approve passed 3-2 with Duval and Rodriguez voting no.

Mr. Meyers explained that Mrs. Rodriguez voted in error on item #13 and would like to change her vote. He stated that it would be appropriate to allow the change based on the circumstances. Ms. Duval asked to be afforded the same opportunity to change her vote. The board allowed the changes. The motion to approve item #13 fails 2-3 with Hawkins,

Rodriguez and Duval voting no.

Mrs. Hawkins stated that she would like to change her vote on item #15 from yes to no. The board allowed the change. The motion to approve #15 fails 2-3 with Rodriguez, Duval and Hawkins voting no.

ADDENDUM ITEMS

CITIZEN INPUT ON GENERAL TOPICS (PINK SPEAKER FORMS)

32. **26-3776** Citizen Input on Hernando County School issues on which the School Board customarily takes action (Pink Form - non-agenda items)

Attachments: Citizen Input Speaker Pink Form 031424 ACC

Mr. Meyers read the instructions for this item. The following citizens came forward to speak: 1. Chrisandra Rogers, 2. Diane Limbrecht, 3. Kimberly Mulrooney, 4. Beverly Coe, 5. Lisa Masserio, and 6. Aimee Crisp.

INFORMATIONAL AGENDA ITEMS

33. **26-3749** Deductive Change Order 001 to the contract with Wharton-Smith, Inc. for Remodeling Buildings 4 & 6 for Eastside Elementary School is provided for the Board's information. No board action is required.

Attachments: 26-3749 EES PH2 Deductive CO 001 Wharton-Smith
26-3749 Budget Sheet NO Financial Impact ACC

GENERAL COUNSEL

Mr. Meyers explained the statute regarding the board's function on approving or denying the charter school applications. He stated that the law does require within 10 days of the decision a letter of just cause be sent with the reasons of the denial. The applicant can appeal to the state if they do not agree with the reasons outlined in the letter. Mr. Meyers stated that there is a good chance that the state would overrule the board and approve the charters, however, that is not a guarantee.

SCHOOL BOARD COMMENTS

Board members and Superintendent Pinder discussed the student delegate position, student safety, and the importance of supporting student well-being over testing pressures.

ADJOURNMENT

This meeting adjourned at 7:53 P.M.

Superintendent **Board Chair**

Mission Statement
The Hernando County School District Collaborates with students, parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world.

Agenda Item # 8. 26-3798 5/26/2026

Title and Board Action Requested
Citizen Input on agenda items (Green Form)

Executive Summary
Please see the attached form if you wish to make a presentation before the School Board for matters that pertain to an item for this meeting.

My Contact
Ray Pinder
Superintendent of Schools

2023-28 Strategic Focus Area
Priority 3: Community Connection

Financial Impact
There is no financial impact

AGENDA ITEM COMMENT FORM FOR SPEAKERS

Failure to complete this form or to sign below will prevent the Citizen Input form from being presented to the Board Chair.

LEGAL NAME/**PRINTED**: _____

LEGAL ADDRESS: _____

PHONE: (_____) _____

Identify agenda item to be addressed:

Ex.) Agenda item #: 10

Agenda item #: _____

Agenda item #: _____

Guidelines:

Limited agenda time and the need to conduct meetings in an orderly fashion require that you adhere to the following Citizen's Input guidelines:

- The speaker will adhere to a three (3) minute time limit per speaker.
- Time may not be yielded to other speakers.
- The Chairperson has the authority to limit discussion if the subject is outside of the authority of the School Board Members regarding an issue that is repetitive or is addressing a legally confidential issue.
- Materials or documents you wish to share with the School Board must be attached to this form.
- The Chairperson may deny all forms submitted after the School Board Meeting is called to order.
- The HCSD Code of Civility will be in effect at all times (see other side).
- The Board typically does not respond to remarks or questions made during Citizen Comments.

My signature is confirmation that I have read, understand, and agree to abide by all guidelines and HCSD Code of Civility:

Signature of speaker: _____

Chairperson's Approval of form: _____

FOR OFFICE USE ONLY:

Date Received: _____

Time Received: _____

Hernando County School Board
CODE OF CIVILITY

The education of our children depends on the ability of the community, parents and staff to share responsibilities, meaningful communication and welcomed participation. Civility reflects the ability of each person to affirm the collective worth of being respectful.

With that, all persons attending or speaking at a school board meeting shall:

- Listen carefully and respectfully
- Not use any offensive gestures, language or profanity
- Not use any threatening words or actions
- Not display any disruptive behaviors, temper or insulting/demeaning words
- Treat others as they would like to be treated
- Never bully, harass or abuse others

*Any lack of civility by any person will result in that person being directed by the Superintendent, or Chairperson, to leave the premises. Failure to follow a directive will result in law enforcement assistance.

Note: The Board typically does not respond to remarks or questions made during citizen input. While no immediate action will be taken by the Board, the Superintendent may follow up the inquiries/comments by directing staff to intervene.

Agenda Item # 9. 26-3803 5/26/2026

Title and Board Action Requested
Approval of the Personnel Recommendations

Executive Summary
The Director of Human Resources, on behalf of the Superintendent of Schools, hereby requests the Board approve the Personnel Recommendations as attached.

My Contact
Alexis Brown
Director of Human Resources
352-797-7070 Ext. 70445
brown_a1@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 2: Talent Management

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

I. CONSENT AGENDA

A. Approval of Personnel Recommendation

1. Instructional Leaves

First Name	Last Name	Position	Site	From	Through
Kailee	Morito	Teacher	CES	04/23/26	06/02/26
Megan	Reed	Teacher	MES	04/08/26	05/06/26
Kesha	Russell	Teacher	EK8	04/16/26	04/30/26

Intermittent Leave

First Name	Last Name	Position	Site	From	Through
Sarah	Beckett	Program/Staffing Specialist	ESE	04/22/26	06/02/26
Tiffany	Gray	Teacher	DES	03/27/26	06/02/26
Karen	Mosley	Occupational/Physical Therapist	ESE	04/13/26	06/02/26

Return from Leave Early

First Name	Last Name	Position	Site	Return Date
Lena	Alabed	Teacher	NCTHS	05/04/26
Krystal	Castro	Teacher	CHS	04/27/26

9. Instructional Separations

First Name	Last Name	Position	Site	Date	Type
Cindy	Armstrong	Teacher	WWK8	06/02/26	Retirement
Nicole	Ashworth	Teacher	FWSHS	06/02/26	Resignation
Traci	Athanason	Teacher	WWHS	06/02/26	Retirement
Tawana	Basso	Teacher	WHMS	06/02/26	Retirement
Kaitlin	Bixler	Teacher	DSPMS	06/02/26	Resignation
Robert	Bradley	Teacher Hospital Homebound	ESE	06/02/26	Retirement
April	Brown	Teacher	HHS	06/02/26	Resignation
Kimberly	Bugner	Teacher	MES	06/02/26	Retirement
Susan	Dolphie	Teacher	PGES	06/02/26	Resignation
Susan	Fitzgerald	Teacher	EK8	06/02/26	Retirement
Milena	Fonseca	Teacher	WWK8	06/02/26	Resignation
Awilda	Hernandez	Teacher	CHS	06/02/26	Retirement
David	Hibbert	Teacher	HHS	06/02/26	Retirement
Christopher	Hill	Teacher	CHS	06/02/26	Resignation
Nancy	Jacobs	Teacher	HHS	06/02/26	Retirement
Rachel	Kiley	Teacher	MES	06/02/26	Retirement
Jazmine	King	Teacher	WHMS	06/02/26	Resignation
Cristina	Lehman	Teacher	CES	06/02/26	Resignation
Holly	Larkin	School Psychologist	Student Services	06/02/26	Resignation
Nancy	Littlefield	Teacher	HHS	06/02/26	Retirement
Chloe	Lynch	Teacher	WWK8	06/02/26	Resignation
Kim	Moynihan	Teacher	CES	06/02/26	Resignation
Jacquelynn	Muncy	Teacher	BES	06/02/26	Resignation
Lynne	Noark	Teacher	BES	06/02/26	Retirement
David	Pletinicks	Teacher	PMS	06/02/26	Resignation
Laura	Rieker	Teacher	EES	06/02/26	Retirement
Kelice	Robinson	Teacher	EK8	06/02/26	Resignation
Christopher	Rocanelli	Teacher	FWSHS	06/02/26	Resignation
Elane	Rogers	Teacher	EK8	06/02/26	Retirement
Sherri	Romanowski	Teacher	JDFES	06/02/26	Retirement
Susan	Roth	Teacher	JDFES	06/02/26	Retirement
Juanita	Sholes	Teacher	WWK8	06/02/26	Retirement
Debra	Stenstrom	Teacher	NCTHS	06/02/26	Retirement
Michelle	Van Horn	Teacher	EK8	06/02/26	Resignation
Marvin	Wethington II	Teacher	SES	06/02/26	Retirement
Majorie	White	Teacher	BES	06/02/26	Resignation
Tashae	Williams	Teacher	BES	06/02/26	Resignation
Pamela	Winks	Teacher	DES	06/02/26	Retirement
Sara	Zolik	Teacher	EK8	06/02/26	Resignation

10. Administrative Leaves

Intermittent Leave

First Name	Last Name	Position	Site	From	Through
Michelle	Fox	Assistant Principal	JDFES	03/24/26	06/02/26

13. Administrative Separations

First Name	Last Name	Position	Site	Date	Type
Caroline	Mockler	Staff Counsel	Business Services	05/15/26	Resignation
Dana	Pearce	Principal	FWSHS	06/30/26	Resignation

14. Non-instructional and Professional/Technical/Supervisory Leaves

First Name	Last Name	Position	Site	From	Through
Virginia	Kretzer	Bookkeeper	NCTHS	04/07/26	06/30/26

Extension of Previously Approved Leave

First Name	Last Name	Position	Site	From	Through
Jaecy	Greene	Paraprofessional	JDFES	02/17/26	03/06/26
Barbara	Olivencia	Environmental Services Tech I	PGES	04/16/26	05/06/26

Return from Leave Early

First Name	Last Name	Position	Site	Return Date
Jose	Valladares Horta	Environmental Services Tech I	WHMS	04/27/26

15. Non-instructional and Professional/Technical/Supervisory Appointments

First Name	Last Name	Position	Site	Date
Eunice	Figueroa Ramos	Bus Attendant	Transportation	04/27/26
Monica	Martinez	Bus Attendant	Transportation	04/14/26
Paula	Paulukonis	Bus Attendant	Transportation	04/13/26

16. Non-instructional and Professional/Technical/Supervisory Transfers

First Name	Last Name	From	To	Date
Daniel	Arias	Environmental Services Tech I, HHS	Environmental Services Tech I, CES	04/13/26
Wendy	Bean	Bus Attendant, Transportation	Transportation Small Vehicle Operator, Transportation	04/13/26
Bridget	Cotto	ISS Monitor, WHMS	Paraprofessional, EES	04/13/26
Breanna	McIntyre	Secretary III Conf., Human Resources	Secretary III Conf., Office of Safe Schools	05/04/26
Fabio	Orozco	Bus Attendant, Transportation	Transportation Small Vehicle Operator, Transportation	04/13/26
Jose	Torres	Bus Attendant, Transportation	Bus Operator, Transportation	04/27/26
Jennifer	Wolfe	Paraprofessional, EK8	Paraprofessional, CHS	04/13/26

17. Non-instructional and Professional/Technical/Supervisory Separations

First Name	Last Name	Position	Site	Date	Type
Francisco	Alvarez	Environmental Services Tech I	CK8	06/30/26	Retirement
Whitnee	Anderson	Paraprofessional	EK8	05/29/26	Resignation
Macie	Anderson	Paraprofessional II	EK8	05/29/26	Resignation
Bret	Bemis	Safety Guardian	Safe Schools	04/22/26	Resignation
Marian	Chickering	School Health Professional	CES	05/29/26	Retirement
Sheryl	Crane	Paraprofessional	BES	05/29/26	Resignation
Diana	Cruz Montoya	Environmental Services Tech I	CHS	05/15/26	Resignation
Yuleth	Davi	Paraprofessional II	EK8	05/29/26	Resignation
Darin	Defilippo	Manager of Telecommunications	Telecommunications	06/30/26	Retirement
Gerriann	Fernandez	Paraprofessional	SES	05/29/26	Retirement
Marvin	Gordon	Computer Lab Manager	ENDV	06/02/26	Resignation
Caitlin	Kehler	Paraprofessional	FCMS	04/17/26	Abandoned Position
Genevieve	Levrie	Paraprofessional	JDFES	04/20/26	Resignation
Samantha	Marina	Food/Nutrition Wellness Coordinator	Food/Nutrition	05/22/26	Resignation
Logan	Mendoza	Paraprofessional	EK8	05/29/26	Resignation

Margaret	Merillo	School Health Professional	WWHS	05/29/26	Retirement
Sara	Phifer	Paraprofessional	SHES	05/29/26	Resignation
Dale	Richards	Electronics Tech III	Maintenance	06/30/26	Retirement
Lonnie	Roush	Food/Nutrition Services Associate	WWK8	05/08/26	Resignation
Pamela	Sanchez	Bus Operator	Transportation	05/29/26	Resignation
Teresa	Schille	Paraprofessional	CHS	04/29/26	Resignation
Terri	Slider	Secretary III	School Choice	06/30/26	Retirement
Jenna	Thorne	Paraprofessional	BES	03/03/26	Resignation
Jose	Vasquez	Environmental Services Tech II	SHES	05/01/26	Probationary Release
Ondina	Waldron	Certified School Counselor	DES	06/02/26	Resignation
Robin	Zelinsky	Bus Attendant	Transportation	05/07/26	Resignation

18. Other
Additional Duty, and/or Additional Days/Hours

Name	Position - Site	Activity	Date	Total Hrs	Funding
Maria Alcantara	Paraprofessional, WWHS	Annual ELL Award Ceremony	04/24/26	3 Total	Title I
Qiang An	Teacher, PMS	Interpreting/Planning for IEP Meeting	04/21/26	1 Total	IDEA
Christine Blevins	Teacher, WES	5th Grade Extended Day	01/26/26	30 Total	Title I
Christina Brandhuber	Media Specialist, EES	Compact and PFEP Editor	06/03/26	40 Total	Title I
Tiffany Hoblit	Teacher, Endeavor	Summer Test Administration - Assessment	06/08/26	50 Total	Summer School
Emily Joswick	Teacher, WES	3rd Grade Extended Day	01/20/26	21 Total	Title I
Shone Jung	Teacher, CK8	Science Boot Camp for 8th Grade	04/27/26	10 Total	General Fund
Marcia Lambert	Bus Operator, Transportation	Federal Programs Parent Engagement Mobile Unit Bus Driver	05/02/26	6 Total	Title I
Jennifer Lawson	Teacher, CES	Additional Summer Hours - Counselor	06/03/26	77.5 Total	General Fund
Shannon Liebler	Teacher, SES	Summer Test Administration - Assessment	06/08/26	50 Total	Summer School
Laura Pope	Teacher, EK8	Extended Day for SWD	01/12/26	51 Total	Title I
Melinda Reiter	Teacher, CK8	3rd Grade Summer Reading Camp	06/03/26	90 Total	General Fund
Jennifer Resto	Teacher, CHS	Summer Test Administration - Assessment	06/08/26	50 Total	Summer School
Anita Sola	Teacher, PMS	Tutoring OSS Student After Hours	04/01/26	2 Total	General Fund
Arleatha Swackard	Teacher, HHS	After School Accommodations for ESE Student	01/20/26	6 Total	General Fund
Roxanne Witt	Teacher, FCMS	Summer Test Administration - Assessment	06/08/26	50 Total	Summer School

Approve Teacher(s), K-2 Tutoring (JDFES) - 04/13/2026 - 24 Max Total Hrs. (JDFES SAC)

First Name	Last Name
Savannah	Boone
Marlene	Cannon
Evelyn	Colon
Caroline	Fulton
Amanda	Hay
Pamela	Sheeder

Approve Teacher(s), Annual ELL Awards Ceremony (Title I) - 04/24/2026 - 5 Max Total Hrs. (Title III)

First Name	Last Name
Sonya	Burns
Robert	Rasmussen

Approve Teacher(s), Math Facilitated Lesson Planning (JDFES) - 04/23/2026 - 2 Total Hrs. (Title I)

First Name	Last Name
Kara	Anderson

Jennifer	Arthur
Amy	Barrett
Laura	Bartow
Allison	Bender
Savannah	Boone
Marlene	Cannon
Michelle	Chamberlin
Arlene	Cotto
Shelly	Demegilo
Tonya	Evans
Amanda	Flux
Caroline	Fulton
Heather	Helmer
Jennifer	Kristof
Cynthia	Marrero
Doreen	Mylrea
Daria	Newton
Yvette	Novomestky
Kathleen	Pritchard
Denise	Rigaud
Wendi	Rode
Madison	Rowland
Michael	Ruiz
Pamela	Sheeder
Sherri	Stevens
Allyson	Truman
Elissa	White
Maragret	White
Iraida	Whitter

Approve Teacher(s), AP Exam Proctoring (FWSHS) - 05/01/2026 - 15 Max Total Hrs. (AP District Funds)

First Name	Last Name
Christopher	Auricchio
Dawn	Erb
Jeffrey	Erb
Kendra	Malcolm Baker
Lillian	Mantooth
Maryann	Scott
Robert	Wilson

Approve Teacher(s), Kindergarten Sneak Peek Event (WES) - 05/06/2026 - 2 Total Hrs. (Title I)

First Name	Last Name
Joy	Demaria
Linda	Fiorillo
Jennifer	Lane
Erica	Metzler
Danielle	Parshook
Maria	Woop

Approve Teacher(s), 1st Grade Poetry Family Event (WES) - 05/08/2026 - 1 Total Hrs. (Title I)

First Name	Last Name
Theresa	Badala
Cheryl	Baeza
Julia	Kelly
Dawn	Rivera
Robert	Strmensky

Approve School Counselor(s), Edgenuity Extended Learning Program (DSPMS) - 05/08/2026 - 8 Total Hrs. (Title I)

First Name	Last Name
Kelly	Smith
Kellyann	Torres

Approve Teacher(s), Family Fun Event Saturday (WES) - 05/08/2026 - 3.5 Total Hrs. (Title I)

First Name	Last Name
Heather	Cochrane
Maria	Woop

Approve Teacher(s), Summer Facilitated Lesson Planning (EK8) - 06/08/2026 - 24 Max Total Hrs. (Title I)

First Name	Last Name
Jessica	Adams
Aaron	Blazsek
Dawn	Burrows
Jennifer	Campbell
Ann	Connell
Sara	Currier
Julia	Dunn
Kelly	Erickson
Jocelyn	Fischer
Tanya	Garcia
Hannah	Gordon
Amy	Hunter
Beth	Huntley
Jessica	Jackson
Jennifer	Kruck
Jessica	Langdon
Joseph	Leone Jr
Jennifer	McDowell
Juan	Ortiz
Toni	Palmieri-Ortiz
Julia	Rivera
Tammy	Rodriguez
Bethany	Seitz
Donald	Weed
Tasha	Williams

Approve Specialist(s), SFIT Summer Work (Federal Programs) - 06/09/2026 - 88 Total Hrs. (Title I)

First Name	Last Name
Pamela	Barron
Debra	Kelly
Vanessa	Torres

Approve Teacher(s), ESOL Audits and Data Review (Federal Programs) - 06/03/2026 - 32 Total Hrs. (Title I)

First Name	Last Name
Jennifer	Bradley
Pamela	Gauvin
Angelina	Haripersad
Dyane	Maxey
Lizette	Moreno
Rosa	Pease
Ashley	Velez
Trisha	Wise

Approve Teacher(s), Safety Summit (Federal Programs) - 06/04/2026 - 16 Total Hrs. (Title IV)

First Name	Last Name
Daniel	Garofano
Virginia	Gaustad
Elizabeth	Goodworth
Jeffrey	Laing
Dena	Libengood
Kara	Mance
Patrick	McHugh
Albert	Sorrentino
Denise	Suiters
Donald	Weed

Approve Teacher(s), Facilitated Lesson Planning (FCMS) - 06/08/2026 - 32 Max Total Hrs. (Title I)

First Name	Last Name
Lyndsay	Bartley
Trina	Blevins
John	Bliffen
Sarah	Bradburn
Gary	Burns

Edward	Carlson
Jeremiah	Cole
Janice	Davis
Elizabeth	Decker
Hanna	Diemer
Trinette	Dushame
Melissa	Dyer
Coriander	Fay
Maureen	Gallagher
Nicole	Gantz
Lavonda	Gray
Scott	Grinnen
Tina	Hall
Steven	Howland
Tiffany	Howland
Rachel	Jarrett Pettigrew
Amber	Kittoe
Maria	Kretschmar
Betty	Kuczynski
Cynthia	Kufner
Frank	Lembo Jr
Zachary	Loflin
Lisa	Madden
Kevin	Markey
Alexander	Meisberger
Kaley	Morrissey
Kyle	Morrissey
Kelly	Pelfrey
Bianca	Perez
Lesli	Post
Alex	Record
Holly	Record
Alexandra	Richeson
Arlene	Rodriguez
David	Schlechter
Jennifer	Soccorso
Samuel	Takyi
Danielle	Terrero Dominguez
Florence	Thompson
Denise	Wanigina
Yanique	Whyte
Roxanne	Witt
Anna-Kaye	Wright
Danielle	Zammetti

Approve Certified School Counselor(s), Additional Summer Hours - Counselor (SES) - 06/03/2026 - 77. 5 Total Hrs. (General Fund)

First Name	Last Name
Kelly	Baker
Amy	Gendron Angeletti

Approve Teacher(s), Additional Summer Hours - Counselor (FWSHS) - 06/03/2026 - 77. 5 Total Hrs. (General Fund)

First Name	Last Name
Robyn	Danchise
Sarah	Reyes
Jeannine	Rotella
Carmela	Sardogan
Tammy	Swartout

Approve Teacher(s), Additional Summer Hours - Counselor (WWK8) - 06/03/2026 - 77. 5 Total Hrs. (General Fund)

First Name	Last Name
Tabbitha	Burlett

Lindsay	Mraz
Allison	Sharrer

Approve Teacher(s), Additional Summer Hours - Counselor (CHS) - 06/03/2026 - 77. 5 Total Hrs. (General Fund)

First Name	Last Name
Holly	Becker
Wendy	Corr
Michelle	Mayhill
Alicen	Mcleod
Kelly	Minnear

Approve Teacher(s), Additional Summer Hours - Counselor (PMS) - 06/03/2026 - 77. 5 Total Hrs. (General Fund)

First Name	Last Name
Lisa	Labelle
Katherine	Seitz

Approve Certified School Counselor(s), Additional Summer Hours - Counselor (HHS) - 06/03/2026 - 77. 5 Total Hrs. (General Fund)

First Name	Last Name
Ashley	Day
David	McDuffie
Janice	Greene
Jennifer	Lee

Approve Paraprofessional(s), ESOL Summer Camp (Federal Programs) - 06/03/2026 - 58 Max Total Hrs. (Title III)

First Name	Last Name
Ivone	Agard
Mercedes	Alicea
Edgardo	Escudero
Neysa	Hernandez
Katya	Villodas Ramos

Approve Teacher(s), ESOL Summer Camp (Federal Programs) - 06/03/2026 - 74 Max Total Hrs. (Title III)

First Name	Last Name
Jennifer	Bradley
Pamela	Gauvin
Lizette	Moreno

Approve Teacher(s), Edgenuity Extended Learning Program Held at HHS (DSPMS) - 06/08/2026 - 48 Total Hrs. (Title I)

First Name	Last Name
Veronica	Flynn
Bridie	Jones

Approve Teacher(s), Summer Facilitated Lesson Planning (SES) - 06/03/2026 - 18 Total Hrs. (Title I)

First Name	Last Name
Erika	Balmer
Michelle	Baud
Kimberly	Beyerl
Kaitlyn	Brunner
Kristen	Cameron
Alexis	Chin
Carla	Cornell
Christine	Demaris
Adina	Eaton
Erica	Enriquez
Brittany	Faillace
Amy	Howard
Amy	Hynes
Hunter	Karius
Laura	Kortman
Patricia	Laverghetta
Amanda	Leon

Shannon	Liebler
Sabrina	Martin
Mary	McCarthy
Britney	Murray
Miranda	Napier
Shannon	Pease
Dianna	Rybka
Karen	Saverino
Kelly	Slaga
Casey	Tobias

Approve Teacher(s), 5th Grade Student Achievement Event (WES) - 05/26/2026 - 2.5 Total Hrs. (Title I)

First Name	Last Name
Christine	Blevins
Luis	Gonzalez
Amanda	O'Reilly
Brittany	Rhoads
Kelly	Thompson
Allison	Williams
Maria	Woop

Approve Certified School Counselor(s), Edgenuity Extended Learning Program Held at HHS (DSPMS) - 06/03/2026 - .75 Total Hrs. (Title I)

First Name	Last Name
Kelly	Smith
Kellyann	Torres

Approve Teacher(s), Math Bootcamp (PMS) - 05/11/2026 - 4 Total Hrs. (General Fund)

First Name	Last Name
Patricia	Casson
Michael	Fox
Jeselle	Loveria
Danielle	Walden

Approve Teacher(s), Summer Facilitated Lesson Planning (WES) - 06/03/2026 - 9 Max Total Hrs. (Title I)

First Name	Last Name
Phyllis	Addie
Theresa	Badala
Cheryl	Baeza
Loren	Ballard
Christine	Blevins
Adrienne	Boysel
Tracey	Burke
Heather	Cochrane
Daniel	Cohen
Joy	DeMaria
Emma	Dieter
Rebecca	Fields
Nicole	Keller-Wiseman
Joshua	Kelly
Julia	Kelly
Jennifer	Lane
Erica	Metzler
Danielle	Parshook
Amanda	Saunders
Robert	Strmensky
Kelly	Thompson
Allison	Williams
Maria	Woop

Approve Teacher(s), Student Led Data Chat Night (PGES) - 02/26/2026 - 2 Total Hrs. (Title I)

First Name	Last Name
Susan	Dolphie
Ashley	Green
Michelle	Haenel
Kim	Hamann

Lori	Jackson-Smith
Vicki	Nogalski

Adult Education Part Time Teacher(s) for 2025-2026 Year

First Name	Last Name
Bethann	Brooks
Riley Joe	Sapp

19. Drop Program Participant(s)

First Name	Last Name	Position	Site	Date
Sandra	Marshall	Data Entry Operator	ENDV	05/01/26
Jennifer	Zito	Teacher	SHES	07/01/26

20. Supplements - see attached list(s)

Running Total (Per Attached List) 2025-2026 School Year

$	2,935,277.62	Instructional
$	134,163.34	Noninstructional
$	3,069,440.96	Sub-Total
$	702,288.09	Benefits (22.88%)
$	3,771,729.05	Total

INSTRUCTIONAL SUPPLEMENTS/DIFFERENTIATED PAY FOR ADDITIONAL DUTIES 2025-2026									
		Board Action 5/26/2026							
Yatsok, Chritopher	WWHS	Advanced Degree - MA (eff 4/13/26)	$ 469.54						
Chenard, Javier	HHS	Advanced Degree - Juris Doctor (eff 8/4/25)	$ 4,500.00						
Daly, Jason	WWHS	Advanced Degree - Juris Doctor (eff 4/13/26)	$ 845.17						
Record, Holly	FCMS	Advanced Degree - Juris Doctor (eff 8/4/25)	$ 4,500.00						
Lembo, Frank	FCMS	Advanced Degree - Juris Doctor (eff 8/4/25)	$ 4,500.00						
Selg, Isa	NCTHS	Lunch Duty (eff 3/24/26)	$ 274.01						
Wilcox, Wade	HHS	Coach - Asst. Varsity Football (Spring)	$ 378.00						
Bingham, Shawn	HHS	Coach - Asst. Varsity Football (Spring)	$ 378.00						
Quarto, Michael	WWHS	Coach - Asst. Varsity Football (Spring)	$ 378.00						
Graham, Tyson	SHS	Coach - Track Asst Girls Coach	$ 1,590.75						
Kean, Jason	CK8	Coach - Track Equity Asst	$ 900.00						
Jernigan, Kristi	BES	Visual Arts	$ 250.00						
Mance, Kara	SHS	Coach - Softball Asst Equity	$ 900.00						
Colonna, James	SHS	Coach - Baseball Head JV (eff 4/9/26)	$ 244.74						
Martinez, Stephanie	WWK8	Adv Degree - MA (Eff 4/13/26)	$ 469.54						
Williams, Tyrone	SHS	Adv Degree - MA (Eff 4/13/26)	$ 2,500.00						
Brooks, Bethann	CHS	Adv Degree - MA (Eff 4/13/26)	$ 469.54						
Billick, Nanette	WWHS	ADV Degree - DO (eff 8/4/25 - adj made for payments recd)	$ 4,500.00						
Brooks, Debra	Academic Svcs	Lead Mentor - WWHS	$ 250.00						
Visceglie, Stacey	Academic Svcs	Lead Mentor - WWK8	$ 250.00						
DiFresco, Dawn	Academic Svcs	Lead Mentor - Student Svcs.	$ 250.00						
Dodson, Jennifer	Academic Svcs	Lead Mentor - CHS	$ 250.00						
Baeza, Cheryl	Academic Svcs	Lead Mentor - WES	$ 250.00						
Schlechter, David	Academic Svcs	Lead Mentor - FCMS	$ 250.00						
Brunner, Laura	Academic Svcs	Lead Mentor - NCTHS	$ 250.00						
Barile, Roseann	Academic Svcs	Lead Mentor - SHS	$ 250.00						
Wilkerson, Chrstine	Academic Svcs	Lead Mentor - CES	$ 250.00						
Hard, Lisa	Academic Svcs	Lead Mentor - DES	$ 250.00						
Kidd, Robin	Academic Svcs	Lead Mentor - MES	$ 250.00						
Wright, Tara	Academic Svcs	Lead Mentor - HHS	$ 250.00						
Gibson, Patricia	Academic Svcs	Lead Mentor - BES	$ 250.00						
Shaw, James	Academic Svcs	Lead Mentor - EES	$ 250.00						
McCalla, Stacy	Academic Svcs	Lead Mentor - DSPMS	$ 250.00						
Romanello, Jennine	Academic Svcs	Lead Mentor - CK8	$ 250.00						
Fischer, Jocelyn	Academic Svcs	Lead Mentor - EK8	$ 250.00						
Blaszek, Dana	Academic Svcs	Lead Mentor - FES	$ 250.00						
Monroe, Stacey	Academic Svcs	Lead Mentor - PGES	$ 250.00						
Reiter, Karen	Academic Svcs	Lead Mentor - PMS	$ 250.00						
Treanor, Sarah	Academic Svcs	Lead Mentor - SHES	$ 250.00						
Faillace, Brittany	Academic Svcs	Lead Mentor - SES	$ 250.00						
Buse, Jessica	Academic Svcs	Lead Mentor - WHMS	$ 250.00						
Miller, Jennifer	Academic Svcs	Site Based Mentor - PMS (A.Butler eff 3/13/26)	$ 386.36						
Palka, Dana	Academic Svcs	Site Based Mentor - BES Holawkowski	$ 750.00						
Spears, Caitlin	Academic Svcs	Site Based Mentor - BES White	$ 750.00						
Shaw, James	Academic Svcs	Site Based Mentor - EES Willis	$ 750.00						
Salinas, Leslie	Academic Svcs	Site Based Mentor - HHS Cole	$ 750.00						
Salinas, Leslie	Academic Svcs	Site Based Mentor - HHS Gresco	$ 750.00						
Santiago, Laura	Academic Svcs	Site Based Mentor - WWHS A. Santiago	$ 750.00						
Bates, Jessica	Academic Svcs	Site Based Mentor - DSPMS Zipperer	$ 750.00						
Harrin, Joseph	Academic Svcs	Site Based Mentor - DSPMS Christensen	$ 750.00						
Kronenfeld, Jennifer	Academic Svcs	Site Based Mentor - WWK8 Torres	$ 750.00						
Farrington, Julie	Academic Svcs	Site Based Mentor - WWK8 Colman	$ 750.00						
Wright, Karen	Academic Svcs	Site Based Mentor - PMS Hatfield	$ 750.00						
Kepner, Lisa	Academic Svcs	Site Based Mentor - PMS Rodriguez	$ 750.00						
Longo, Deirdre	Academic Svcs	Site Based Mentor - HHS Vollmer	$ 750.00						
DiLorenzo-Francis, Kathleen	Academic Svcs	Site Based Mentor - GCES Villanueva	$ 750.00						
Donaghy, Garrett	Academic Svcs	Site Based Mentor - DES Baeza	$ 750.00						
Smith, Caley	Academic Svcs	Site Based Mentor - DES Marosi	$ 750.00						
McCaffrey, Jerry	Academic Svcs	Site Based Mentor - DES Gonzalez	$ 750.00						
DeMaria, Joy	Academic Svcs	Site Based Mentor - DES Stewart	$ 750.00						
Walker, Dana	Academic Svcs	Site Based Mentor - FCMS Wright	$ 750.00						
Gemmati, Susan	Academic Svcs	Site Based Mentor - FCMS Dyer	$ 750.00						
Torres, Bonnie	Academic Svcs	Site Based Mentor - CHS DeClaro (eff 3/2/26)	$ 453.23						
Domico, Marianne	Academic Svcs	Site Based Mentor - CHS Stevenson	$ 750.00						
McCarthy, Ross	Academic Svcs	Site Based Mentor - CHS Saltzberg	$ 750.00						
Malcolm Baker, Kendra	Academic Svcs	Site Based Mentor - SHS Cruz	$ 750.00						
Malcolm Baker, Kendra	Academic Svcs	Site Based Mentor - SHS Mantooth (eff 1/14/26)	$ 690.99						
DiFresco, Dawn	Academic Svcs	Site Based Mentor - Student Svc Earl	$ 750.00						
Ilowit, Isaiah	Academic Svcs	Site Based Mentor - Student Svc Holden	$ 750.00						
Nugent, Cristina	Academic Svcs	Site Based Mentor - CK8 Sanchez	$ 750.00						
Dunn, Julia	Academic Svcs	Site Based Mentor - EK8 Rice	$ 750.00						
Elefante-Edwards, Tina	Academic Svcs	Site Based Mentor - EK8 Caudill	$ 750.00						
Manning, Denise	Academic Svcs	Site Based Mentor - EK8 Aviolla	$ 750.00						
Schwartz, Heather	Academic Svcs	Site Based Mentor - EK8 Darrah	$ 750.00						
Seitz, Bethany	Academic Svcs	Site Based Mentor - EK8 Desmond	$ 750.00						
Maiorini, Cynthia	Academic Svcs	Site Based Mentor - PGES Ferreira	$ 750.00						
Norford, Charlotte	Academic Svcs	Site Based Mentor - DES Reidinger (eff 3/9)	$ 416.08						
Becker, Dawn	Academic Svcs	Site Based Mentor - MES Cabbage	$ 750.00						
Becker, Dawn	Academic Svcs	Site Based Mentor - MES Reed	$ 750.00						
Farmer, Krista	Academic Svcs	Site Based Mentor - MES Boutin	$ 750.00						
Hardy, Rachal	Academic Svcs	Site Based Mentor - MES McNulty	$ 750.00						
Mills, Jodi	Academic Svcs	Site Based Mentor - MES Sierra Rivera	$ 750.00						
Holtz, Savannah	Academic Svcs	Site Based Mentor - MES Nieves	$ 750.00						
Holtz, Savannah	Academic Svcs	Site Based Mentor - MES Ramiriz	$ 750.00						
Kidd, Robin	Academic Svcs	Site Based Mentor - MES Pastor	$ 750.00						
Coffel, Emma	Academic Svcs	Site Based Mentor - MES Hackett	$ 750.00						

Bugner, Kimberly	Academic Svcs	Site Based Mentor - MES Russell	$ 750.00						
Reed, Theresa	Academic Svcs	Site Based Mentor - WWK8 Whitehurst	$ 750.00						
Reed, Theresa	Academic Svcs	Site Based Mentor - WWK8 Willman	$ 750.00						
Torres, Debbie	Academic Svcs	Site Based Mentor - WWK8 Bendl	$ 750.00						
Torres, Debbie	Academic Svcs	Site Based Mentor - WWK8 Baker	$ 750.00						
Hurd, Vanessa	Academic Svcs	Site Based Mentor - WWK8 Lynch	$ 750.00						
Kruszynski, Brandi	Academic Svcs	Site Based Mentor - WWK8 Medina	$ 750.00						
LaBelle, Lisa	Academic Svcs	Site Based Mentor - WWK8 Sharrer	$ 750.00						
Vincent, Charity	Academic Svcs	Site Based Mentor - WWK8 Dunlap	$ 750.00						
Wagner, Emily	Academic Svcs	Site Based Mentor - WWK8 Brunelle	$ 750.00						
McCalla, Stacy	Academic Svcs	Site Based Mentor - DSPMS Primeau (ended 2/13)	$ 222.90						
McCalla, Stacy	Academic Svcs	Site Based Mentor - DSPMS Anderson	$ 750.00						
Milholland, Eric	Academic Svcs	Site Based Mentor - DSPMS Abuhmaid	$ 750.00						
Neal, Lamon	Academic Svcs	Site Based Mentor - DSPMS Flynn	$ 750.00						
Neal, Lamon	Academic Svcs	Site Based Mentor - DSPMS Colvard	$ 750.00						
Bates, Jessica	Academic Svcs	Site Based Mentor - DSPMS Aviles	$ 750.00						
Brooks, Debra	Academic Svcs	Site Based Mentor - WWHS Judson	$ 750.00						
Buckey, Adam	Academic Svcs	Site Based Mentor - WWHS Alonso	$ 750.00						
Hafliger, Michael	Academic Svcs	Site Based Mentor - WWHS Scroggins	$ 750.00						
Brady, Julie	Academic Svcs	Site Based Mentor - WWHS S. Santiago (ended 3/27)	$ 408.65						
Maternowski, Adam	Academic Svcs	Site Based Mentor - WWHS Curry	$ 750.00						
Edwards, Carissa	Academic Svcs	Site Based Mentor - WWHS Hickey	$ 750.00						
Woolcock, Jeremy	Academic Svcs	Site Based Mentor - WWHS Dronov	$ 750.00						
Longo, Deirdre	Academic Svcs	Site Based Mentor - HHS Aske	$ 750.00						
Michaels, Heather	Academic Svcs	Site Based Mentor - HHS Upasana	$ 750.00						
Knierim, Shaunna	Academic Svcs	Site Based Mentor - HHS Kerr	$ 750.00						
Jones, Latressa	Academic Svcs	Site Based Mentor - HHS Deen	$ 750.00						
Paselio, Robin	Academic Svcs	Site Based Mentor - HHS Rydzik	$ 750.00						
Paselio, Robin	Academic Svcs	Site Based Mentor - HHS Agyemang	$ 750.00						
Wright, Tara	Academic Svcs	Site Based Mentor - HHS Murugesan	$ 750.00						
Lewis, Mason	Academic Svcs	Site Based Mentor - HHS Jones	$ 750.00						
Lewis, Mason	Academic Svcs	Site Based Mentor - HHS Staub	$ 750.00						
White, Nicole	Academic Svcs	Site Based Mentor - EES Johnson	$ 750.00						
Brandhuber, Christina	Academic Svcs	Site Based Mentor - EES Maner	$ 750.00						
Brandhuber, Christina	Academic Svcs	Site Based Mentor - EES Dadez	$ 750.00						
Vivelo, Jaclyn	Academic Svcs	Site Based Mentor - EES Capel	$ 750.00						
Garrow, Susan	Academic Svcs	Site Based Mentor - EES Rich	$ 750.00						
Shaw, James	Academic Svcs	Site Based Mentor - EES Crum	$ 750.00						
Frampton, Brandon	Academic Svcs	Site Based Mentor - EES Oliveira	$ 750.00						
Capel, Sandy	Academic Svcs	Site Based Mentor - BES Bailey	$ 750.00						
Brown, Theresa	Academic Svcs	Site Based Mentor - BES Aguayo	$ 750.00						
Lovelock, Nancy	Academic Svcs	Site Based Mentor - BES Neblock	$ 750.00						
Lancaster, Jenna	Academic Svcs	Site Based Mentor - BES Young	$ 750.00						
Crisci, April	Academic Svcs	Site Based Mentor - BES DeRamus	$ 750.00						
Romanello, Jennine	Academic Svcs	Site Based Mentor - CK8 Davis	$ 750.00						
Ladines, Michelle	Academic Svcs	Site Based Mentor - CK8 Diesz	$ 750.00						
Kryk, Jonathan	Academic Svcs	Site Based Mentor - CK8 Gari	$ 750.00						
Aughtman, Erin	Academic Svcs	Site Based Mentor - FCMS Diemer	$ 750.00						
Aughtman, Erin	Academic Svcs	Site Based Mentor - FCMS Ross	$ 750.00						
Barker, Jacqueline	Academic Svcs	Site Based Mentor - EK8 Jiminez	$ 750.00						
Elefante-Edwards, Tina	Academic Svcs	Site Based Mentor - EK8 Von Klock	$ 750.00						
Fischer, Jocelyn	Academic Svcs	Site Based Mentor - EK8 Mott	$ 750.00						
Gordon, Hannah	Academic Svcs	Site Based Mentor - EK8 Ketterer	$ 750.00						
Gordon, Hannah	Academic Svcs	Site Based Mentor - EK8 Hunter	$ 750.00						
Hagler, Nicole	Academic Svcs	Site Based Mentor - EK8 Erickson	$ 750.00						
Huntley, Beth	Academic Svcs	Site Based Mentor - EK8 Currier	$ 750.00						
Manning, Denise	Academic Svcs	Site Based Mentor - EK8 Curtis	$ 750.00						
Schwartz, Heather	Academic Svcs	Site Based Mentor - EK8 Blakely	$ 750.00						
Anderson, Kara	Academic Svcs	Site Based Mentor - FES Pritchard	$ 750.00						
Blaszek, Dana	Academic Svcs	Site Based Mentor - FES Boone	$ 750.00						
Brooks, Margaret	Academic Svcs	Site Based Mentor - FES Ramundo	$ 750.00						
Colon, Evelyn	Academic Svcs	Site Based Mentor - FES Jackson	$ 750.00						
Colon, Evelyn	Academic Svcs	Site Based Mentor - FES Helmer	$ 750.00						
Stoessel, Amy	Academic Svcs	Site Based Mentor - FES Novomestky	$ 750.00						
Touati, Jessica	Academic Svcs	Site Based Mentor - FES Masterson	$ 750.00						
Touati, Jessica	Academic Svcs	Site Based Mentor - FES Rowland	$ 750.00						
Vitale-Fay, Jessica	Academic Svcs	Site Based Mentor - FES Demeglio	$ 750.00						
Bozarth, Amanda	Academic Svcs	Site Based Mentor - PGES Dubuque	$ 750.00						
Bozarth, Amanda	Academic Svcs	Site Based Mentor - PGES Smith	$ 750.00						
Kimble, Tasheba	Academic Svcs	Site Based Mentor - PGES Nogalski	$ 750.00						
Lambert, Laura	Academic Svcs	Site Based Mentor - SHES Devlin	$ 750.00						
Monroe, Stacey	Academic Svcs	Site Based Mentor - PGES Graves	$ 750.00						
Monroe, Stacey	Academic Svcs	Site Based Mentor - PGES Berg	$ 750.00						
Morelli, Marlo	Academic Svcs	Site Based Mentor - PGES Rosario	$ 750.00						
Morelli, Marlo	Academic Svcs	Site Based Mentor - PGES Robinson	$ 750.00						
Myers, Jennifer	Academic Svcs	Site Based Mentor - PGES Swoyer	$ 750.00						
Bastien, Emily	Academic Svcs	Site Based Mentor - PMS Fox	$ 750.00						
Bastien, Emily	Academic Svcs	Site Based Mentor - PMS Saul Fraser	$ 750.00						
McCarthy, Ross	Academic Svcs	Site Based Mentor - PMS Riddle (eff 1/26/26)	$ 638.98						
Miller, Jennifer	Academic Svcs	Site Based Mentor - PMS St. Pierre	$ 750.00						
Miller, Jennifer	Academic Svcs	Site Based Mentor - PMS Bryska (ended 2/11/26)	$ 208.04						
Reiter, Karen	Academic Svcs	Site Based Mentor - PMS Singer	$ 750.00						
Wright, Karen	Academic Svcs	Site Based Mentor - PMS Lendo	$ 750.00						
Chin, Alexis	Academic Svcs	Site Based Mentor - SES Varno	$ 750.00						
Howard, Amy	Academic Svcs	Site Based Mentor - SES Allen	$ 750.00						
Leon, Amanda	Academic Svcs	Site Based Mentor - SES Blaha	$ 750.00						
Childers, Dawn	Academic Svcs	Site Based Mentor - SHES Jonas	$ 750.00						
Childers, Dawn	Academic Svcs	Site Based Mentor - SHES Blake	$ 750.00						
Eppley, Kimberly	Academic Svcs	Site Based Mentor - Stud Svcs Corsones (ended 1/30/26)	$ 163.46						
Garman, Ashley	Academic Svcs	Site Based Mentor - SHES McLaughlin	$ 750.00						
Herrick-Quiroga, Jill	Academic Svcs	Site Based Mentor - SHES Baynham	$ 750.00						
Ribe, Ashley	Academic Svcs	Site Based Mentor - SHES Perry	$ 750.00						
Ribe, Ashley	Academic Svcs	Site Based Mentor - SHES Martinez	$ 750.00						

Rodriguez, Maxine	Academic Svcs	Site Based Mentor - SHES Johnson	$ 750.00						
Treanor, Sarah	Academic Svcs	Site Based Mentor - SHES Newman	$ 750.00						
Treanor, Sarah	Academic Svcs	Site Based Mentor - SHES Swan	$ 750.00						
VanCleave, Lisa	Academic Svcs	Site Based Mentor - SHES Liggett	$ 750.00						
Anderson, Shilah	Academic Svcs	Site Based Mentor - WHMS Champlain	$ 750.00						
BeCude, Thomas	Academic Svcs	Site Based Mentor - WHMS Studzin	$ 750.00						
Buse, Jessica	Academic Svcs	Site Based Mentor - WHMS Jackson, B.	$ 750.00						
Buse, Jessica	Academic Svcs	Site Based Mentor - WHMS Jackson, A.	$ 750.00						
Richartz, Samantha	Academic Svcs	Site Based Mentor - WHMS Cotto	$ 750.00						
Floriano, Leah	Academic Svcs	Site Based Mentor - BEST Smith (eff 2/25/26)	$ 475.52						
Wilkerson, Chrstine	Academic Svcs	Site Based Mentor - CES Dilly	$ 750.00						
Judd, Courtney	Academic Svcs	Site Based Mentor - CES Mraz	$ 750.00						
Hard, Lisa	Academic Svcs	Site Based Mentor - DES Pagan	$ 750.00						
Hard, Lisa	Academic Svcs	Site Based Mentor - DES Bierwiler	$ 750.00						
Donaghy, Garrett	Academic Svcs	Site Based Mentor - DES Benitez	$ 750.00						
Smith, Caley	Academic Svcs	Site Based Mentor - DES Vizcarrondo	$ 750.00						
Greenwood, Patricia	Academic Svcs	Site Based Mentor - DES Stackel	$ 750.00						
McCaffrey, Cerina	Academic Svcs	Site Based Mentor - DES Grauer	$ 750.00						
Norford, Charlotte	Academic Svcs	Site Based Mentor - DES Flanders	$ 750.00						
Hill, Stacie	Academic Svcs	Site Based Mentor - DES Hill	$ 750.00						
DeMaria, Joy	Academic Svcs	Site Based Mentor - DES Hicks	$ 750.00						
Maggard, Charles	Academic Svcs	Site Based Mentor - DES Gray	$ 750.00						
Blevins, Trina	Academic Svcs	Site Based Mentor - FCMS Morrissey	$ 750.00						
Blevins, Trina	Academic Svcs	Site Based Mentor - FCMS Jarrett-Pettigrew	$ 750.00						
Record, Holly	Academic Svcs	Site Based Mentor - FCMS Meisberger	$ 750.00						
Zammetti, Danielle	Academic Svcs	Site Based Mentor - FCMS Fay	$ 750.00						
Walker, Dana	Academic Svcs	Site Based Mentor - FCMS Markey	$ 750.00						
Cuevas, Toni	Academic Svcs	Site Based Mentor - FCMS Lembo	$ 750.00						
McCarthy, Nancy	Academic Svcs	Site Based Mentor - CHS Judge	$ 750.00						
Dunham, Kelly	Academic Svcs	Site Based Mentor - CHS Akurugo	$ 750.00						
Brunner, Matthew	Academic Svcs	Site Based Mentor - CHS Devakumar	$ 750.00						
Guerin, Lisa	Academic Svcs	Site Based Mentor - CHS Hazen	$ 750.00						
Guerin, Lisa	Academic Svcs	Site Based Mentor - CHS Melchor	$ 750.00						
Resto. Jennifer	Academic Svcs	Site Based Mentor - CHS Skinner	$ 750.00						
Hilyard, Kallie	Academic Svcs	Site Based Mentor - CHS Knecht	$ 750.00						
Hilyard, Kallie	Academic Svcs	Site Based Mentor - CHS Torrent	$ 750.00						
DiLorenzo-Francis, Kathleen	Academic Svcs	Site Based Mentor - CHS Gratereaux	$ 750.00						
DiLorenzo-Francis, Kathleen	Academic Svcs	Site Based Mentor - CHS Fermin	$ 750.00						
Brunner, Laura	Academic Svcs	Site Based Mentor - NCTHS Yager	$ 750.00						
Sauls, Trisha	Academic Svcs	Site Based Mentor - NCTHS Rhodes	$ 750.00						
Ertle, Tiffany	Academic Svcs	Site Based Mentor - NCTHS Gonzalez	$ 750.00						
Vieira, Tina	Academic Svcs	Site Based Mentor - NCTHS Hawley	$ 750.00						
Barile, Roseann	Academic Svcs	Site Based Mentor - SHS Dilly	$ 750.00						
Barile, Roseann	Academic Svcs	Site Based Mentor - SHS Rowley	$ 750.00						
McNerney, Dennis	Academic Svcs	Site Based Mentor - SHS Teague	$ 750.00						
Taaffe, Kyra	Academic Svcs	Site Based Mentor - SHS Utterbach	$ 750.00						
Taaffe, Kyra	Academic Svcs	Site Based Mentor - SHS Sittig	$ 750.00						
Temple, Vickie	Academic Svcs	Site Based Mentor - SHS Wood	$ 750.00						
Baeza, Cheryl	Academic Svcs	Site Based Mentor - WES Metzler	$ 750.00						
Blevins, Christine	Academic Svcs	Site Based Mentor - WES Kelly	$ 750.00						
Lane, Jennifer	Academic Svcs	Site Based Mentor - WES Davidson	$ 750.00						
Rivera, Dawn	Academic Svcs	Site Based Mentor - WES Kelly (ended 3/13)	$ 371.50						
Kelly, Jennifer	Academic Svcs	Site Based Mentor - WES Dieter	$ 750.00						
Haripersad, Angelina	Academic Svcs	Site Based Mentor - Academic Svcs (ESOL) Velez	$ 750.00						
DiFresco, Dawn	Academic Svcs	Site Based Mentor - Student Svcs Webster	$ 750.00						
Dancsak, Christina	Academic Svcs	Site Based Mentor - ESE Gines-Calderon	$ 750.00						
LeDoux Weiler, Mary	Academic Svcs	Site Based Mentor - ESE Newberry	$ 750.00						
Gereaux, Pamela	Academic Svcs	Site Based Mentor - Student Svcs Minch	$ 750.00						
Watkins, Melissa	Academic Svcs	Site Based Mentor - Student Svcs Holmes	$ 750.00						
Maul, Theresa	Academic Svcs	Site Based Mentor - Student Svcs Gonzalez	$ 750.00						
Dicarlo, Melissa	Academic Svcs	Site Based Mentor - Student Svcs Rivera	$ 750.00						
Gompers, Jennifer	Academic Svcs	Site Based Mentor - SHES Rhine (ended 4/6)	$ 430.94						
Kelliher, Andrea	Academic Svcs	Site Based Mentor - DSPMS White	$ 750.00						
Hurd, Vanessa	Academic Svcs	Site Based Mentor - WWK8 Guerra (ended 2/13/26)	$ 222.90						
Wilson, Christi	Academic Svcs	Site Based Mentor - BES Rivera-Santiago (ended 2/17)	$ 230.33						
Wentworth, Justin	SHS	Coach - Track Asst Boys	$ 1,590.75						
Wentworth, Justin	SHS	Coach - Football Asst Spring	$ 378.00						
Smith, Veronica	EES	Yearbook Advisor	$ 668.00						
Schilling, Nancy	WWK8	Advanced Degree - Doctorate	$ 4,500.00						
Ferraro, Catherine	EES	Yearbook Advisor (cancelled - didn't do)	$ (668.00)						
Billick, Nanette	WWHS	Adv Degree MA (8/4 - rec'd DOC 8/4 retro)	$ (2,500.00)						
Seeholzer, Michelle	BES	Visual Arts - did not do	$ (250.00)						
Kretzer, Virginia	NCTHS	Lunch Duty - ended 3/13/26	$ (274.61)						
Coon, Brianna	NCTHS	Coach - Track Asst (cancelled prior to season)	$ (1,590.75)						
		Total From Previous Agenda 5/12/26	$ 2,752,557.06						
		Total Instructional Supplement/Differentiated Pay	**$ 2,935,277.62**						

NONINSTRUCTIONAL, PROFESSIONAL/TECHNICAL & ADMINISTRATIVE SUPPLEMENTS 2025-2026			
		Board Action 5/26/2026	
Cotto, M. Bridget	EES	Translation - STR02 (eff 4/13/26)	$ 118.36
Perdue, Cheryl	WES	Invasive Procedure 190/7 (eff 11/17/25)	$ 461.84
Escobar, Hector	EES	Translation - ended 3/27/26	$ (149.70)
		Total From Previous Agenda 5/12/26	$ 133,732.84
		Total Noninstructional/PTS/Adm. Supplements	$ 134,163.34

Agenda Item # 10. 26-3765 5/26/2026

Title and Board Action Requested

Approve an out of state field trip for Nature Coast Technical High School' Digital Cinema Production students to attend the All-American High School Film Festival Trip from 10/13/2026 to 10/19/2026 in New York, New York.

Executive Summary

The Principal, Brad Merschbach of Nature Coast Technical High School, on behalf of the Superintendent of Schools, hereby requests the Board approve an out of state field trip for Nature Coast Technical High School' Digital Cinema Production students to attend the All-American High School Film Festival Trip from 10/13/2026 to 10/19/2026 in New York, New York. Students will be competing against other high school film makers from all over the USA.

My Contact

Ian Wald Program Director - 352.397.9169

2023-28 Strategic Focus Area

Priority 1: Student Success

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Cost Breakdown of Trip

(Sample)

Description	Quantity	Amount per Student	Total Cost
Application/Registration Fees	1	$10	$500
Charter Bus (56 seats)	1	$80	$4,000
Tickets	50	$15	$750
Lunch	50	$15	$750
Hotel ($200/night)	25 Rooms	$100	$5000
Total Cost to match 'present request' on budget sheet		**$220**	**$11,000**

Nature Coast Technical High School
All American High School Film Festival

Cost Breakdown

Description	Quantity	Cost	Total Cost
FLIGHTS	20	$250.00	$5,000
HOTEL DOUBLE ROOMS (6 nights)	5	$2,561.56	$12,808
AAHSFF ALL-ACCESS PASSES	20	$335.00	$6,700
MTA TRANSPORT PASSES	20	$34.00	$680
			$25,188

ESTIMATE IF 16 STUDENTS
+ 4 CHAPERONES

Complete Section A or B; and C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: CTE Supplemental Funds (Voc Tech CTE IC DCP)

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	1100E	5300	5100	9415	13300	87700

Original Approved Budget	+ Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$TBD	$0	$0	$TBD	$TBD	$TBD

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$	$	$	$	$	$

B. Item Currently Not Budgeted -**

Funding Source: Student Field Trip Fee ($450)

Account Name: Digital Cinema Production

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	8020	3000	9130	0351	92200	23000

Amount: $TBD

Funding Source: _____

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount: $

C. History

Check one:
Prior Year Budget: ☐
New for Current Year: ☑

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT**

Agenda Item # 11. 26-3766 5/26/2026

Title and Board Action Requested

Approval of out of state field trip for Nature Coast Technical High School Senior Class trip to Washington D.C. on April 4, 2027, to April 9, 2027.

Executive Summary

Principal of Nature Coast Technical High School, Brad Merschbach, on behalf of the Superintendent of Schools, hereby requests the Board approval for the Senior Class of Nature Coast Technical High School to attend the Washington D.C. Senior Class trip on April 4, 2027, to April 9, 2027.

My Contact

Tara Ferlita - Senior Sponsor
813.285.1278

2023-28 Strategic Focus Area

Priority 1: Student Success

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Approximate Cost Breakdown of Trip

These numbers are purely estimates and based on 2026 prices. Airline prices will fluctuate from year to year.

Description	Quantity	Amount per Student	Total Cost
Hotel	TBA	$370	TBA
Airfare	TBA	$616	TBA
Metro Cards	TBA	$47	TBA
Dinners	TBA	$120	TBA
Sponsorship Shirts	TBA	$20	TBA
TOTAL		**$1173**	

Complete Section A or B; and C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source Student Funded

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
802	9800	331	0351	922	2027

Amount $ _____

Funding Source _____

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ☐
New for Current Year: ☐

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT**

Agenda Item # 12. 26-3767 5/26/2026

Title and Board Action Requested

Approval of the High-Performing Replication Charter Application for Pineapple Cove Classical Academy Brooksville

Executive Summary

The Supervisor of School Choice, on behalf of the Superintendent of Schools, hereby requests the Board to approve the High-Performing Replication Chater Application for Pineapple Cove Classical Academy Brooksville.

My Contact

Dawn Williams
Supervisor of School Choice
352-797-7026 ext. 70448

2023-28 Strategic Focus Area

Priority 1: Student Success

Financial Impact

The cost of this agenda item is $0 unknown until the district's portion of FTE is determined by enrollment, see attached budget sheet. The cost for the previous fiscal year was $0.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

PINEAPPLE COVE CLASSICAL ACADEMY AT BROOKSVILLE

Rule 6A-
6.0786, F.A.C.
Form IEPC-
M1
Effective August 2024

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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Pineapple Cove Classical Academy at Brooksville

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Pineapple Cove Classical Academy at Brooksville, Inc.

If a non-profit organization, has it been incorporated with Florida's Secretary of State? In process

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.

NAME OF CONTACT PERSON: Dr. Kelly Gunter

TITLE/RELATIONSHIP TO NON-PROFIT: Director of School Operations

MAILING ADDRESS: 3455 Norfolk Pkwy, West Melbourne, FL 32904

PRIMARY TELEPHONE: (321) 863-4135 **ALTERNATE TELEPHONE:** (321) 216-4715

E-MAIL ADDRESS: gunterk@pccafl.com

Names, roles, and current employment of all persons on applicant group, i.e. anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School
Dr. Mark Cioffi	Board President	Board President
Dr. Kelly Gunter	Director of School Operations	Director of School Operations/CEM
Mr. John Moran	President, Classical Education Management	President, Classical Education Management

Projected Date of School Opening (Month/Year): August 2027

Do any of the following describe your organization, or the school proposed in this application?

_____Seeks approval to convert an already existing public school to charter status. (*Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.*)

__X__Seeks to operate as a classical charter school as defined in section 1002.33(10)(d)9., F.S.

_____Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.

_____Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.

_____Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.

__X__Will contract or partner with an Education Service Provider (ESP). *(See definition of an ESP in the Addendum, which applicant must complete if using an ESP.) If yes, include the provider's portfolio in answering the questions below regarding pending applications and school openings.*

Name of ESP: Classical Education Management, LLC

_____Seeks approval to replicate an existing school model. *(See definition of a replication in the Addendum, which applicant must complete if replicating a school model.)*

__X__Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S..*(Applicant must complete Addendum A1.)*

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here?

_____Yes_X_No *If yes, complete the table below (add lines as necessary).*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? ____Yes __X__No *If yes, complete the table below (add lines as necessary).*

Planned School Name	Authorizer	City, State	Opening Date

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States?

__X__Yes ___No *If yes, complete DOE Form IEPC-M1A which can be found at http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference, and include as Attachment DD.*

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.

Dr. Kelly Gunter — *Signature*

Director of School Operations — *Title*

Kelly Gunter, Ed, D. — *Printed Name*

02/06/2026 — *Date*

EXECUTIVE SUMMARY

Pineapple Cove Classical Academy at Brooksville will be a K-12 charter school located in the Brooksville area with a focus on Classical Education and the liberal arts and sciences. The mission statement of Pineapple Cove Classical Academy at Brooksville is to provide a rigorous, content-rich, classical liberal arts and sciences education for students by reinforcing the common principles of scholarship, citizenship, and moral virtue that promote academic potential and personal character.

Pineapple Cove Classical Academy at Brooksville seeks to offer the families and students of Hernando County a unique and time-honored approach to education. To accomplish our mission, PCCA Brooksville will be guided by the classical philosophy of education in all subject areas. Our students will be challenged with rigorous and content-rich courses, aligned with state standards and grounded in literacy, a strong civic understanding, excellence and virtue

Students at all levels will be trained and encouraged to use intelligent, logical, independent thinking and sound judgment. The educational focus and curriculum of the school will challenge students at all levels, bridging the gaps between areas of strength and those areas that need reinforcing. The school's curriculum, with the supplemental programs, has proven to be successful for all students, including those with special needs and second language issues. Our emphasis on hiring well-qualified teachers and staff will ensure that all our students are able to reach their full academic potential.

Pineapple Cove Classical Academy at Brooksville will offer a unique option for families, providing students with a K-12 option on one campus. Students will receive a cohesive education which builds upon itself year after year, creating a successful foundation for learning. Our small school atmosphere will provide students with individual attention while fostering deeper relationships throughout their academic career. Students will be intentionally taught the benefits of a virtuous character and will be challenged through the lessons taught within the curriculum to develop and strengthen their character. The strong leadership of our Governing Board, administration and teachers will provide an excellent example of character for our students.

Classical education is time tested and upholds a standard of excellence. We believe Pineapple Cove Classical Academy at Brooksville's high standards and research-based curriculum, supported by a virtue-focused campus, will provide students a rigorous and complete education that will challenge them to excel both in learning and in character. Students will graduate highly literate and excellent individuals, ready to become active and responsible members of their community.

Sincerely,
The Founders of Pineapple Cove Classical Academy at Brooksville

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.

The mission of Pineapple Cove Classical Academy is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. We are building intelligent, virtuous American citizens.

The **classical** content of our curriculum refers to those traditional works of literature, history, and philosophy that embody perennial truths of the human soul and which remain compelling because they present these truths in memorable, or beautiful, ways. These classics are admired not because they are old; rather they are admired because they have continued to ring true with people of many eras, cultures, and tongues. The classics provide the most thoughtful reflections on the meaning and potential of human life. They introduce students into a conversation which spans centuries and millennia.

The **liberal arts** content of our curriculum includes an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society). A liberal arts education helps students develop a sense of civic responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.

Vision:

Pineapple Cove Classical Academy at Brooksville is affiliated with Hillsdale College's K-12 Education Office. We will offer a unique option for families providing students with a K-12 option for classical education on one campus. Students will receive a cohesive Classical education, which builds upon itself year after year, creating a successful foundation for learning. Students will be intentionally taught the benefits of a virtuous character and will be challenged through the lessons taught within the curriculum to develop and strengthen their character. Our teachers will provide the support and attention students require in order to meet the high expectations of a Classical education. The strong leadership of our Board, Administration, and Teachers will provide an excellent example of character for our students

B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.
In accordance with the law, charter schools shall be guided by the following principles:
- *Meet high standards of student achievement while providing parents flexibility to*

choose amonng diverse educational opportunities within the state's public school system. PAGE(S) 16-46

Pineapple Cove Classical Academy at Brooksville provides a distinctive K-12 educational option currently unavailable through Hernando County Public Schools for families in the Hernando County area. An emphasis on literacy in all areas is the cornerstone of classical education, and classical education will well prepare students for success in advanced study through a systematic approach to training students' minds and character.

Classical Education:

- Values knowledge for its own sake.
- Upholds the standards of correctness, logic, beauty, and importance intrinsic to the liberal arts.
- Demands moral virtue of its adherents.
- Prepares human beings to assume their places as responsible citizens in the political order.

Classical Education uses history as its organizing principle. For example, when students study Ancient Greece, they concurrently study Ancient Grecian art, music and literature. As students progress through the curriculum, they are able to build from a broader to a deeper understanding of history, work with more sophisticated texts and develop a clearer concept of how ideas have unfolded over time.

A classical education holds literacy, numeracy, cultural literacy, moral virtue, and tradition at its heart. At its core, classical education is:

- **Systematic:** Adherence to a clear process allows for effective coordination of instructional resources and for measurement of student progress toward goals.
- **Rigorous:** To proceed through stages, students must master the expected material or skills inherent in each stage.

- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.* PAGE(S) 46-56, 11-118

Thirty years ago, President Ronald Reagan challenged a committee of 18 members to "assess the quality of teaching and learning" within the United States education system at the primary, secondary, and postsecondary levels, in both the public and private spheres"; and to "compare American schools and colleges with those of other advanced nations[1]." What resulted from this commission was the landmark study of *A Nation at Risk*, a paper primarily authored by James J. Harvey, who synthesized the feedback from the commission members and the memorable language in the opening pages: "the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people[1]."

A Nation at Risk provided an alarm call to the so-called mediocrity of our nation's education system. Recommendations that emerged from this commission included core subject requirements that build upon prior instruction, a specific measure of achievement at each grade level, and more time in the classrooms with qualified, academically competent teachers- the very definition of a

[1] United States. National Commission on Excellence in Education. (1983). *A nation at risk : the imperative for educational reform : a report to the Nation and the Secretary of Education, United States Department of Education.* Washington, D.C. : The Commission : [Supt. of Docs., U.S. G.P.O. distributor]

classical education. While these recommendations were, we believe, intended to inspire a return to the classical liberal arts model of our Founding Fathers, they instead promoted a move away from 2,500 years of educational practices that, when implemented with certainty and fidelity, work. We at Pineapple Cove Classical Academy at Brooksville seek to offer all of those recommendations and more, with a focus on subject matter and delivery that supports the mission of our school. We strive to promote academic success by challenging students through the *explicit* teaching of the fundamentals of all skills and subjects that exceed state and national standards, accountable to ourselves, our founding principles, students, parents, and sponsor district.

By accepting public funds for our services, we expect to be held accountable to appropriate and acceptable standards of financial efficiency and responsibility. All apportionment and allocation of resources (staff and fiscal) shall be aligned with our vision to help students and to continually improve our school and services. Our decisions and finances will be open, available, and audited annually. Strict fiscal accountability with the best internal controls will be stressed. We also will follow district requirements for monthly financial reports and budget information.

The outcome of the work of the inaugural year will dictate the development of a School Improvement Plan (SIP) for the subsequent school years. We will voluntarily participate in the SIP process.

The Governing Board will have strict control over the budget and approval of expenditures and will be ultimately responsible for the results produced in PCCA as defined by the Charter Contract and Application. The Governing Board will delegate day-to-day responsibilities to the Principal, for producing academic results according to the Governing Board's directives. The Board will ensure accountability and responsibility by continuously monitoring results and finances.

The School will have a clear budget to monitor expenditures to ensure all is consistent with the budget. The Principal will review routine expenditures and purchase orders to ensure that they are in financial compliance. The Governing Board will receive and review monthly financial statements and academic progress reports to ensure that expenditures and academic results are consistent with the school goals and the charter contract.

- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.* PAGE(S) 52-53

Every parent has the right to understand the progress of their student. To set a baseline of achievement level for each student entering Pineapple Cove Classical Academy at Brooksville, its staff will obtain student records from the student's prior school. Transcripts from previous schools and standardized test scores will be analyzed for appropriate placement in grades/courses. The results from prior assessments, norm referenced assessments, and school designed assessments will allow the school staff to set a comprehensive baseline of academic achievement level for each Pineapple Cove Classical Academy at Brooksville student. This baseline will serve to strongly inform curricular planning and academic support provision.

In addition to assessment data from prior years and state-required progress monitoring, students in grades K-6 will be assessed for reading and math proficiency using the Singapore Math and Literacy Essentials Reading inventories, which will also help determine placement in flexible groups. Parents will have access to the results of these assessments as well as performance on two subsequent Literacy Essentials Reading and Singapore Math inventories as benchmark assessments throughout the year.

Additionally, we will analyze students' FAST scores for all students, Singapore Math assessments

for diagnostic, mid-year, and end-year (after year one) from previous years and results from reading and math diagnostic assessments to determine whether or not a child gains at least a year's worth of learning based on FLDOE-established Unified Scale Scores, Percentile Rank, and B.E.S.T. achievement level.

Standards will be measured, met, maintained and improved through learning outcome measurements, weekly grade reports, faculty feedback, and quarterly student goal setting behavior. Parents will receive weekly grade reports via a comprehensive online gradebook component (FOCUS) and day-to-day communication through student planners, in addition to formal quarterly, semester, and yearly progress reports. Our report card will provide a measure of the student's progress toward attaining mastery of the B.E.S.T. and Florida State Standards. We will identify and evaluate a student's mastery of specific grade level skills as they align with the standards.

Parents will be informed of their child's reading, mathematics, and academic comprehension skills levels as they compare with grade level expectations. Open and continuous communication will occur to ensure that school remediation plans are understood and agreed upon. Clear communications, via verbal/phone, written letter, and/or email, will notify parents of their child's grade level of reading and the annual gains made while in attendance. To that end, we will:

- Ensure each parent or guardian the opportunity to review his/her student's pre-test and post-test scores and to discuss specific academic strengths and weaknesses. All testing results will be available on-line and sent home.
- Implement the Continuous Improvement process to provide for our ongoing evaluation of student progress. We will provide disaggregated data on the school by grade, by class and by subject and will ensure that parents and other Pineapple Cove Classical Academy at Brooksville stakeholders have access to ongoing analysis of school-wide progress.

Our aim is at least one year's learning for each year in attendance. Parents will be notified whether or not this standard is achieved by their child. We will use formative assessments to determine learning gains and will share data with parents so that they will know how their child is progressing. We will focus remediation and scaffolding efforts to help those students who are not making adequate gains. All data and information will be shared with parents in a timely manner. The rigor and naturally progressive nature of our curriculum will help to ensure learning gains that meet or exceed state standards.

C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.
In accordance with the law, charter schools shall fulfill the following purposes:
- *Improve student learning and academic achievement.* PAGE(S) 46-56

Pineapple Cove Classical Academy at Brooksville has deliberately taken a classical approach to education. That is, it adheres to an ancient view of learning and traditional teaching methods. Such a choice might at first seem paradoxical at the beginning of the twenty-first century, in the age of the internet, in a country that has long been addicted to the revolutionary and the novel, should a forward-looking school root itself so deeply in the past? Is newer not always better? What can young people learn from old books?

The mission and the goals of Pineapple Cove Classical Academy at Brooksville are the outcome of planning and evaluation based on solid research. The Founding Board has worked to incorporate this research into Pineapple Cove Classical Academy at Brooksville's design. All faculty members must support this approach to education based on high standards. Sources supporting the mission

of Pineapple Cove Classical Academy at Brooksville include:

- *A Nation at Risk* (a proposal by the National Commission on Excellence in Education).
- The Core Knowledge Foundation
- Research on the importance of explicit phonemic awareness and phonics teaching, grammar, and conceptual math.
- The history and philosophy of classical, liberal arts and sciences education.

Pineapple Cove Classical Academy at Brooksville continues to seek out the best practices in education to raise the standards of our teaching. The Pineapple Cove Classical Academy at Brooksville Founding Board has established the following educational priorities for its students:

1. Basic cognitive skills: reading/writing/mathematics
2. Core subjects: English language and literature, history, geography, and government; physical and biological sciences; mathematics.
3. Other classical subjects: music; art; Latin; philosophy; senior thesis
4. Auxiliary subjects: foreign languages, P.E., performing arts, other social sciences
5. Extracurricular activities to support the mission of the school as defined by the administrative team.

Several very unique innovations characterize Pineapple Cove Classical Academy at Brooksville:

1. All students will study Latin roots to facilitate reading comprehension and vocabulary and bolster performance in all subjects.
2. Upper-level students will study history mainly through primary source documents to foster analytical skills and essential insight into their culture and heritage.
3. All students will be trained in study skills such as time management, organization, note taking and research that are essential for building stamina for further academic pursuits.
4. The intent to instill virtues of character in the lower grades through the eight pillars of character education: responsibility, respect, industry, integrity, honesty, courage, citizenship, and cooperation. Instruction in the classical virtues (prudence, justice, temperance, and fortitude) will be introduced in the upper grades as a continuance of the elementary character program and a necessary support of the classical curriculum.

To achieve our mission, PCCA will emphasize an education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle schools, which include: the Core Knowledge Sequence — a specific, grade-by-grade core curriculum of common learning; Literacy Essentials' program for teaching explicit phonics, reading and language arts; Singapore Math — a conceptual approach to mathematical skill building and problem solving. When PCCA becomes a high school, as is our eventual goal, students will receive a rigorous classical liberal arts education by studying literature, math, history, civics, the sciences, music and art which will align with but exceed Florida standards. Students will receive meaningful homework, and teachers will train students at all levels in Socratic Seminars to encourage intelligent, logical, and independent thinking. PCCA's curriculum, coupled with academically appropriate supplemental programs, has proven to be successful for all students, including special needs students as well as English Language Learners (ELL).

Pineapple Cove Classical Academy at Brooksville is an innovative school within the district because students will study Latin informally beginning in the elementary grades. Students will learn Latin roots, which improves reading comprehension and vocabulary. Students will also study history mainly through primary source documents to promote analytical skills and essential insight into their culture and heritage. Another unique aspect of PCCA is the instruction in character education and the classical virtues. These will be integrated throughout the curriculum and for all grade levels. At PCCA, high academic achievement, personal discipline, ethics, and personal responsibility will consistently be reinforced through the study of subjects in the classical tradition. To determine academic levels, the Academy will evaluate students using state required assessments, district required assessments, and assessments provided by Core Knowledge, Literacy Essentials and Singapore Math.

Classical Education upholds a standard of excellence and has proven itself over the course of time. We believe PCCA's high standards and research-based curriculum will provide students a rigorous and well-rounded education that will challenge them to excel not only in learning but in character development. Students will graduate PCCA highly literate and ethical citizens who are well-prepared to uphold America's founding principles.

-Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.
PAGE(S) 16-23, Section 4, 5, 6

Pineapple Cove Classical Academy at Brooksville's curriculum and supplemental programs were selected specifically to meet the needs of all students within Hernando County, and we expect a population of students from diverse backgrounds and with diverse learning abilities. Our curriculum and supplemental programs are time-tested and researched based, and have successfully been implemented for students from academically, socially, and economically varied backgrounds.

Core Knowledge, Literacy Essentials (explicit phonics), and Singapore Math were selected because these programs are designed to build foundations of knowledge in the elementary years. Because children learn by building on what they already know, this curriculum will benefit students with varying learning abilities. Emphasizing foundational skills, explicit instruction, and rich content, teachers can effectively bring students with academic problems up to grade level but also strengthen the knowledge base and challenge the academic potential of every student at grade level.

In 2011, the Mayo Clinic released a study of almost 6,000 students who were studied to report the incidence of learning disabilities in students. The study concluded that over 80 percent of children identified as having learning disabilities have their primary academic problem in reading. The World Federation of Neurology defines reading disability as a disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence and sociocultural opportunity. The actual incidence of reading disability represented in the total population is estimated to be at 5.3 percent to 11.8 percent, depending on the definition used to establish it, and more common in boys than girls.[2]

Students who present academic difficulty need programs that address remediation directly and target specific deficiencies. The time-tested, multi-sensory, brain-based approach that addresses virtually every student's learning style is the Literacy Essentials method -The Journey to Reading & Thinking. Literacy Essentials is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn to succeed. Literacy Essentials provides a strong foundation for students who exhibit academic progress and will be an effective remedial program for students with academic challenges. ELL students will also benefit because Literacy Essentials provides limited

[2] Mayo Clinic. "Mayo Clinic Study Finds Higher Incidence Rate of Reading Disability Among Boys." *ScienceDaily*, 15 Nov. 2001. Web. 11 Feb. 2013.

concepts at a given time and is practiced until students achieve mastery. We believe one of the best forms of remediation is through a solid phonics program.

Our School will host a two-hour block in kindergarten through 6th grades focusing on the various aspects of English language study: phonics, reading, vocabulary, study of Latin roots, spelling, grammar, handwriting, and composition, with differentiated instruction for specific student learning needs, timely and specific feedback, and high student engagement to ensure the greatest impact of a full instructional block.

Low performing students will also be identified using our assessment and diagnostic tools. Students who score below grade level will be given extra support to reach grade level standards within the classroom, such as small group setting and differentiated instruction, as well as pull out instruction in accordance with Florida's Multi-Tiered System of Supports model.[3]

Homework and classwork help will be offered during specific open hours throughout the week to assist students in need of extra practice. Teachers will make themselves available during a time that is outside of the instructional block. This additional contact with the student can help provide a structured practice environment and further feedback. When learning gains are not progressing at an appropriate rate, we will provide tutoring. These sessions are programmed within our operating budget and will be applied to those students requiring extra intervention to bring them up to grade level expectations.

A 2007 longitudinal study led by Dr. Greg Duncan of Northwestern University concluded that early literacy and math skill acquisition is the greatest predictor of later learning.[4] By choosing scientifically sound and research-based programs like Literacy Essentials and Singapore math, coupled with a classical curriculum that, by definition, is a literacy-focused curriculum, we propose to provide students with these skills early on to ensure a successful academic future

-Encourage the use of innovative learning methods. PAGE(S), 23-46

Pineapple Cove Classical Academy at Brooksville seeks to provide a rigorous curriculum that uses time-tested instructional approaches with proven track records of success. The term "innovative learning methods" refers to new ideas and new manners of delivering instruction to students. While schools should always have the worthy goal of improving student learning outcomes and concrete methods of self-evaluation, PCCA believes the greater goal is to produce students who communicate effectively, are virtuous, possess cultural literacy, and are active and productive members of American society. In order to accomplish this valuable goal, we propose to use time-honored instructional methods that may not fit the standard definition of "innovative", but whose results speak volumes. These methods are the cornerstone of classical education. They are as follows:

- *Explicit and Systematic Phonics Instruction* - Through the direct teaching of letter-sound relationships through a specified sequence, the foundation for literacy is established and provides students the ability to decode the printed word. Scientific research supports this.[5]

- *Explicit English Grammar Instruction* - Using tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. As students learn to identify parts of speech and seek to develop syntax, they

[3] http://www.florida-rti.org/floridamtss/mtf.htm

[4] Duncan, G.J, et. Al. (2007). School Readiness and Later Achievement. Developmental Psychology, Vol. 43, No. 6.

[5] Stuebing, K. K., Barth, A. E., Cirino, P. T., Francis, D. J., & Fletcher, J. M. (2008). A response to recent reanalyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant. *Journal Of Educational Psychology*, *100*(1), 123-134.

can clearly communicate with society on all levels. The more they learn about the English language and its structure, their ability to easily and fluently express more complex thoughts is evident.

- *Flexible Ability Groupings* - Instructional supports and strategies are most effective using Flexible Ability Groupings in Math. To best differentiate instruction, providing individualized support for all learners while maintaining the same expectations of outcome, Flexible Ability Groupings will allow Pineapple Cove Classical Academy at Brooksville to tailor instructional techniques and class time to meet the needs of all students. Students will be placed into Flexible Groupings upon admission, using initial assessments that indicate strengths and weaknesses, and will be moved across groupings as additional assessments suggest. Students are responsible for mastery of the same skills and concepts and are required to take the same assessments regardless of grouping. Using differentiated instructional strategies will enable teachers to maximize the learning of all students.

- *Utilization of Primary Source Documents*- Primary sources are materials that were created by those who participated in or witnessed the events of the past. They can include letters, reports, photographs, drawings, sound recordings, motion pictures, and artifacts, as well as other items. Although rights and duties are not tangible, primary sources that reflect and reinforce them are. They reflect events and experiences that occurred and introduce students to the individuals who lived them. In addition to the appeal of primary sources in terms of their tangibility and authenticity, their physical attributes can further capture student attention. The letterhead, handwriting, special markings, size, color, texture, or other features of a document can engage students and help them to later recall information.

- *Teaching of Study Skills* - Time management, organizing, memory techniques, note-taking, outlining, and research will be emphasized throughout Pineapple Cove Classical Academy at Brooksville and integrated throughout the curriculum to equip students for higher learning. Developing stamina for challenging and complex work is imperative for the promotion of a strong work ethic.

- *The Socratic Method* - The use of direct, intentional questions to guide students' understanding of problems and their solutions will be a fundamental part of instruction, particularly in literature and history courses
    - *Require the measurement of learning outcomes.* PAGE(S)46-56

Pineapple Cove Classical Academy at Brooksville will fully participate in all aspects of the FAST and EOC, and other assessments as required by Florida Statute. The school will also conduct its own data analysis of student learning by any other proven assessment tools deemed necessary and appropriate, including, but not limited to, Literacy Essentials and Singapore math student inventories, Core Knowledge end of year assessments, internal Cold Read assessments, DIBELS and DRA as diagnostic reading assessments, WIDA Access 2.0 for ELL students, teacher-created assessments, portfolios, authentic assessments, and observation. Such data will be used to identify students not making adequate progress toward the B.E.S.T. Standards and Florida State Standards to implement an individualized program to improve measurable learning outcomes. The school will seek to analyze reports from different perspectives to maximize the usefulness of information gained from the accountability process. Such analysis may include viewing student-learning results by age

groups, grade levels, previous academic experiences, gender, socio-economic background, parental involvement, attendance and any other aspects of the student population that will enhance the school's knowledge about student learning styles and needs.

A key goal of the school's learning measurement process will be to provide results of findings and outcomes by way of communication and feedback to students and overall stakeholders. Students, parents, staff and board members will receive published reports of student achievement on an individual and collective basis with the intention of encouraging community ownership of learning outcomes and increased accountability for the teaching and learning practices the school espouses. These practices will be re-evaluated on an annual basis to allow for adjustment of techniques, strategies, curricula and other relevant programs with the intention of more significantly affecting learning outcomes. Such adjustments will ultimately be incorporated into the school's improvement plan to provide a vehicle for continuous, reflective improvement and overall academic success.

D. Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". **This section is optional.**

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

- *Create innovative measurement tools.* PAGES(S) _____
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.* PAGE(S) ___
- *Expand the capacity of the public school system.* PAGE(S) _____
- *Mitigate the educational impact created by the development of new residential dwelling units.* PAGE(S) _____
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.* PAGE (S)__

Section 2: Target Population and Student Body

A. Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S.[2] If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.

The School will serve all students in grades K-12. In accordance with Federal and State anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2) (a), the School will not discriminate on the basis of race, gender, ethnicity, national or ethnic origin, or disability in the admission of students. We anticipate a school population similar to the surrounding county. Hernando County currently has an ELL population of 3.8%, a student with disabilities percentage of 17%, and a percentage of students economically-disadvantaged at 52%. The School's population

shall consist of the following:

- Pursuant to section 1002.33(10)(a), F.S., the School shall be open to any age/grade appropriate student residing within the School District.
- Pursuant to section 1002.33(10)(f), F.S., students served in Exceptional Student Education (ESE) or English for Speakers of Other Languages (ESOL) programs, shall have equitable opportunity of being selected for enrollment.
- Pursuant to section 1002.33(10)(g), F.S., students may withdraw from the School at any time and enroll in another public school in accordance with district policy.
- Pursuant to section 1002.33(10)(b), F.S., the School will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building, at which time a lottery shall be conducted.
- Pursuant to section 1002.33(10)(d), F.S., may give enrollment preference to students who are siblings of a student enrolled in the charter school; students who are the children of a member of the School's governing board; students who are children of an employee of the School; students who successfully completed the Voluntary Pre-Kindergarten (VPK) program provided by the School or the School's governing board during the previous year; and students transferring from another Florida classical school.

We welcome all students and families who wish to experience the benefit of a classical education.

B. If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve.

Pineapple Cove Classical Academy at Brooksville has submitted a letter of intent to purchase 21.5 Acres at Cortez and High Corner Road, Parcel Number R35 422 20 0000 0350 000, located in Brooksville, Hernando County, FL.

C. Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.

[2] For operators intending to apply and be eligible for federal funding under the US Department of Education's Charter Schools Program, recruitment and admissions policies and practices must meet all federal requirements. *See* Charter Schools Program, Title V, Part B of the ESEA, Non-regulatory Guidance, Section E. (Lottery, Recruitment and Admissions).

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
K	90	90	90	90	90
1	90	90	90	90	90
2	90	90	90	90	90
3	90	90	90	90	90
4	88	88	88	88	88
5	88	88	88	88	88
6	88	88	88	88	88

7	0	66	88	88	88
8	0	0	66	88	88
9	0	0	0	75	75
10	0	0	0	0	75
11	0	0	0	0	0
12	0	0	0	0	0
TOTAL	624	690	778	875	950

D. Provide a brief explanation of how the enrollment projections were developed.

Enrollment projections were developed using attendance and boundary maps for current schools in Hernando County, coupled with growth plans of 4,000 new homes within three miles of the proposed school site. Florida class size provisions were taken into account when planning sections as well as student attrition patterns in the operator's current schools.

E. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.

Based on current operators' experience, demand for new schools is generally stronger in kindergarten through sixth grade initially. This model also allows students to grow with the school while students become proficient in the classical model and expectations. We anticipate adding one grade level per year as students grow within the classical model. Should enrollment come in lower than anticipated, the school will re-evaluate budgets and enrollment projections early in the application period to best meet projections or make appropriate changes as needed.

Section 3: Educational Program Design

A. Describe the proposed charter school's educational program.

Pineapple Cove Classical Academy at Brooksville's high standards and research-based curriculum, supported by a well-regulated campus, will provide students a rigorous and complete education that will challenge them to excel both in learning and in character. We will intentionally integrate three separate schools —elementary and middle, with the eventual goal of adding high school — into a unified school on one campus. A "family" atmosphere of respect and cooperation will be promoted, with older students serving as a model to his younger peers. The goal for Pineapple Cove Classical Academy at Brooksville is to graduate students who are highly literate young people ready to continue academic achievement and become responsible members of their community. We have carefully selected a curriculum that we believe, and research shows, will facilitate those goals.

Pineapple Cove Classical Academy at Brooksville will offer students from Kindergarten to 12th grade a rigorous education grounded in the classical education model and focused on literacy. The school's foundation will stem from the implementation of our instructional strategies and core beliefs, all of which are supported by the practice of high performing classical schools that inspired the design of Pineapple Cove Classical Academy at Brooksville. Students will have explicit instruction in phonics, grammar and vocabulary, and particular emphasis on Latin and Greek roots will be an integral part of vocabulary instruction. Learning and memorizing math facts as well as the

concepts behind numerical relations is imperative to mathematical literacy and will be taught during the early years. Having established proficiency in reading, writing, speaking, listening, calculating, problem solving and exercising critical judgment in the early grades, students will be academically prepared for the rigors of high school and postsecondary instruction.

Why K-12?

The unique benefits of a classical curriculum are reaped through a consistent application across the K-12 curriculum. Students that move through a classical program from beginning to end of their childhood education experience the full benefit of its teachings. A K-12 atmosphere offers a sense of positive role models for younger students and the opportunity to become mentors to older students. Furthermore, multiple studies, including a 2012 Florida study by Schwerdt and West[6] and a 2012 study of multiple large districts by Jones and Rockoff[7], suggest that school transitions lower student achievement and that attending middle schools in particular has adverse consequences for American students. Those same studies also indicated that students may benefit from being the oldest students in a school setting that includes very young students, perhaps because they have greater opportunity to take on leadership roles. Increasingly, many large districts, including Chicago and Baltimore, are reverting to K-8 and K-12 models with positive results (Jones and Rockoff, 2012).

Our high school program seeks to provide students unique and innovative experiences that include:

- An expansion in the teaching of literature using the Socratic Method, started in the elementary and mid-school years into the high-school years. Students will read classics and great books such as Homer's *Odyssey*, John Milton's *Paradise Lost*, Charles Dickens's *A Tale of Two Cities*, and Fyodor Dostoevsky's *Crime and Punishment*. The reading of such rich and important works that have shaped culture and history will enrich the mind and inspire students to learn.
- A rigorous civics curriculum that will emphasize America's founding principles, including inalienable rights, American Constitutionalism and the free market system.
- A consistent expectation of our classical virtues — temperance, fortitude, justice, prudence— will be introduced to extend the standard of excellence represented in the virtues taught in K-8.
- An opportunity to complete a Senior Thesis— an in-depth inquiry into a question or topic that represents the culmination of the student's academic experience. The process of researching and completing the thesis hones students' ability to conduct research, to analyze and synthesize information, and to communicate effectively about what they have learned.

Why Classical Education?

In the classical liberal arts model, every subject has its grammar, logic and rhetoric stages. In *The Well-Trained Mind*[8], Susan Wise Bauer states that classical education depends on training the mind in a three-part process. The foundation for advanced study is formed by spending the primary years of school learning and absorbing facts in a systematic way and developing essential literacy.

[6] Schwerdt, Guido, and Martin R. West. "The middle school plunge: achievement tumbles when young students change schools." *Education Next* 12.2 (2012): 62+. *Academic OneFile*. Web. 28 Feb. 2013.

[7] Jacob, B. E. and Rockoff, J. (2012). Organizing Schools to Improve Student Achievement: Start Times, Grade Configurations, and Teacher Assignments. *Education Digest*, *77*(8), 28.

[8] Bauer, Susan Wise. *The Well-Trained Mind.* WW Norton, 2009, Tenth Anniversary Edition

Classical education is knowledge-centered and language-focused, and learning is accomplished through written and spoken words. Subjects are aligned so that the different disciplines speak to each other and students can make connections between them. The challenge of finding links between the various fields of study is accomplished by using history to organize learning. This begins with the ancients and progresses to the modern in history, science, literature, art and music. The mind is trained to collect and analyze information, and to draw conclusions based upon that information. Classical education requires self-discipline and instills virtue, requiring students to examine moral and ethical issues. Classical education invites students to examine different civilizations throughout history to gain a more critical and historical perspective on their own era.

Pineapple Cove Classical Academy at Brooksville will furnish students with a rigorous classical liberal arts and sciences education that includes a strong emphasis on civics and American history. The curriculum combines the classical, liberal arts tradition with researched-based programs to form an organized and sequential continuum of learning. To accomplish the school's mission, PCCA will ground education by consciously focusing on literacy in the humanities, the sciences, and the arts through the full implementation of current and research-based curricula/programs in the elementary and middle schools. These include: the Core Knowledge Sequence[9] — a specific, grade-by-grade core curriculum of common learning; a multi-sensory, brain-based approach for teaching "explicit" phonics, reading and language arts using the Literacy Essentials curriculum; a conceptual approach to mathematical skill building and problem solving through Singapore Math[10] and a hands-on approach to scientific inquiry with emphasis on fundamentals. Students will receive a classical liberal arts education that not only aligns with but also exceeds Florida B.E.S.T. ELA State Standards. Students at all levels will be trained in Socratic seminars to instill intelligent, logical, and independent thinking.

Pineapple Cove Classical Academy at Brooksville's primary goal at the elementary level is to produce middle and high school-ready students, equipped with solid literary and mathematical skills as well as history, geography and science knowledge based on the mastery of subject content. Improving graduation rates, reducing dropout rates and increasing the rate at which graduates choose to enroll in higher education all rest on the foundation of effective schooling long before those children walk through the doors of the high school program. The opportunity to be challenged, supported and systematically guided toward graduation is part of the unique mission of this school and the key rationale for proposing an integrated K-12 educational opportunity.

In middle and high school, Pineapple Cove Classical Academy at Brooksville students will study the traditional liberal arts — language and literature, rhetoric, math, history and government, the sciences, music and art — in a coherent and orderly program.

B. Describe the basic learning environment (e.g., classroom-based, independent study, blended learning), including rationale for class size and structure and how the learning environment supports and is consistent with the mission.

Our Mission states:

Pineapple Cove Classical Academy at Brooksville seeks to provide a rigorous, content-rich, classical liberal arts and sciences education for students by reinforcing the common principles of scholarship, citizenship, and moral virtue that promote academic potential and personal character.

[9] http://coreknowledge.org/
[10] http://www.singaporemath.com/

Scholarship- The selection of our curriculum, the hiring of our staff, the model of our facilities, and the structure of our school will be carefully selected and maintained to directly support our mission. Our curriculum and its components- Literacy Essentials Reading, Singapore Math, Core Knowledge, and Latin instruction- are already widely used in successful classical academies around the country.

Citizenship - The Founders of our country believed the purpose of education is to prepare students to become good people and good citizens. In alignment with that vision, PCCA will provide students with a rigorous education in the classical liberal arts tradition that will prepare them to become excellent, highly literate individuals and active, responsible members of their community prepared to articulate and uphold our Nation's founding principles.

Moral Virtue - Teaching and coaching in the classical virtues will be integrated throughout the curriculum and in all grades, specifically through student exposure to stories of self-command and self-sacrifice found in classical literature and history. As an example, children would learn about the virtue of "fortitude" by listening to the poem, *Try, Try Again,* or after reading Rev. Martin Luther King, Jr.'s landmark speech, *I Have a Dream*.

Personal Character - At PCCA, student academic performance is paramount and inextricably linked to nurturing children to strong character and a sense of civic responsibility. We believe that positive character development is a crucial aspect of a quality school. We believe that a school must cultivate a culture of character to be a successful learning community.

Pineapple Cove Classical Academy at Brooksville provides a teacher-directed approach to instruction, typical to the classical methods. We believe that students learn best from a well-trained instructor and that through explicit instruction, students receive the most benefit. Cooperative learning is important from a social aspect but is not the focus of our educational program and is done with explicit guidelines for group work. We are of the opinion that students at the elementary level should be guided to what they need to know and that student choice comes with knowledge acquired later in a student's educational career. We feel the class sizes governed by Florida statute provide a guideline consistent with our mission and purpose.

C. Describe the research base used to design the educational program.

Classical education has a history of over 2,500 years in the West. It began in ancient Greece, was adopted wholesale by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was again brought to perfection in the Italian Renaissance. The classical inheritance passed to England and from England to America through colonial settlement. At the time of this nation's founding classical education was still thriving. Jefferson heartily recommended Greek and Latin as the languages of study for early adolescence. One of the Founding Fathers' favorite books was Plutarch's *Lives of the Noble Greeks and Romans*. Eighteenth-century Americans venerated and trusted George Washington in large part because he reminded them of the Roman patriot Cincinnatus. So important classical education has been in the history of the West that it would only be a slight exaggeration to say that the march of

civilization has paralleled the vibrancy of classical schools. How then, can such a long tradition of education seem so novel today, at the beginning of the 21st century?

Classical Education, from a research base, is most closely aligned with Cognitivist learning theories. These theories postulate that children generate knowledge and meaning through sequential development of an individual's cognitive abilities, such as the mental processes of recognize, recall, analyze, reflect, apply, create, understand, and evaluate. The Cognitivists' (e.g. Piaget, Bruner, Vygotsky) learning process is adoptive learning of techniques, procedures, organization, and structure to develop internal cognitive structure that strengthens synapses in the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. The purpose in education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem-solving using Verbal/Linguistic and Logical/Mathematical intelligences. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment. The educators' role is pedagogical in that the instructor must develop conceptual knowledge by managing the content of learning activities. This theory relates to early stages of learning where the learner solves well defined problems through a series of stages. These stages, as they apply to classical education, are described below.

Classical Education is based on the concept of the Trivium, or "three roads," which speaks to the structure of every subject and discipline. The Trivium model describes three stages; grammar, logic, and rhetoric, which follow the developmental growth of children from their ability to memorize information to giving a name to everything in their world to becoming argumentative, looking at the big picture, and expressing thoughts and opinions. "Grammar," the first stage, is defined as the foundation of a subject or the collection of its parts and the mechanics of how they work. In the past, elementary schools were referred to as "grammar" schools; they provided students a foundation in the "basics." The rationale for the grammar stage is there must be an understanding of the facts before students can move to the next stage. During the grammar stage, specific literacy skills such as explicit phonics, grammar, and rules of spelling are intensively taught. Science is based on an understanding of key concepts as well as learning to use the scientific method as a grammar for scientific thinking. Latin is introduced and taught alongside English so that students learn the structural underpinnings of our language which expands the student's vocabulary and aids reading comprehension. Oratory skills are taught beginning in kindergarten.

The second stage, "logic," is characterized as the understanding of the parts, their relationship to each other, and the organization of the parts into the whole. In subsequent years, students revisit the data they have learned and begin to develop analytical skills by connecting themes, ideas and causes. Students at this age want to look at the big picture; they want to know "why?" As they continue to learn facts, they have the intellectual capacity to question those facts. The primary pedagogical style in this stage is logic or dialectic. In this method of instruction answers are arrived at by the exchange of logical arguments. There is a focus on higher-level thinking and communication skills. This method takes students to the examination of pertinent primary source documents. During this stage, and in the next stage known as "rhetoric," students read great works in the American tradition to better learn about and understand the great ideas, texts and events of Western Civilization.

The last stage of the Trivium, "rhetoric," is the ability to apply the foundational knowledge and logical understanding of a subject, and to creatively solve problems and express opinions. Students learn to read with sophistication and judgment, to attend to details, and to track nuances in both style and argument. They learn to take their time and work carefully and conscientiously. By doing so, students develop habits of mind that are an essential life skill. They

are prepared to analyze arguments, present new ideas, and learn to effectively express their ideas — both verbally and in writing — with the individuality and skill students need in college and beyond.

Earlier, we defined classical education as rigorous and systematic. Classical education is more than simply a pattern of learning, though. Classical education is language-focused; learning is accomplished through words, written and spoken, rather than through images (pictures, videos, and television).

Why is this important? Language-learning and image-learning require very different habits of thought. Language requires the mind to work harder; in reading, the brain is forced to translate a symbol (words on the page) into a concept. Images, such as those on videos and television, allow the mind to be passive. In front of a video screen, the brain can "sit back" and relax; faced with the written page, the mind is required to roll its sleeves up and get back to work.

A classical education, then, has two important aspects. It is language focused. And it follows a specific three-part pattern: the mind must be first supplied with facts and images, then given the logical tools for organization of facts, and finally equipped to express conclusions.

But that isn't all. To the classical mind, most knowledge is interrelated. Astronomy (for example) isn't studied in isolation; it's learned along with the history of scientific discovery, which leads into the church's relationship with science and from there to the intricacies of medieval church history. The reading of the *Odyssey* leads the student into the consideration of Greek history, the nature of heroism, the development of the epic, and man's understanding of the divine.

This is easier said than done. The world is full of knowledge, and finding the links between fields of study can be a mind-twisting task. A classical education meets this challenge by taking history as its organizing outline — beginning with the ancients and progressing forward to the moderns in history, science, literature, art and music.

In world history, we suggest that the twelve years of education consist of three repetitions of the same four-year pattern: Ancients, Middle Ages, Renaissance and Reformation, and Modern Times regarding world history, and a continuum each year of American history and literature. The child studies these four time periods at varying levels — simple for grades 1-4, more difficult in grades 5-8 (when the student begins to read original sources), and taking an even more complex approach in grades 9-12, when the student works through these time periods using original sources (from Homer to Martin Luther King, Jr.) and also has the opportunity to pursue a particular interest (music, dance, technology, medicine, biology, creative writing) in depth.

The other subject areas of the curriculum are linked to history studies. The student who is working on ancient history will read Greek and Roman mythology, the tales of the *Iliad* and *Odyssey*, early medieval writings, Chinese and Japanese fairy tales, and (for the older student) the classical texts of Plato, Herodotus, Virgil, Aristotle. She'll read *Beowulf*, Dante, Chaucer, and Shakespeare the following year, when she's studying medieval and early Renaissance history. When the eighteenth and nineteenth centuries are studied, she starts with Swift (*Gulliver's Travels*) and ends with Dickens; finally, she reads modern literature as she is studying modern history. The goal, in the end, is a student well-versed in history with a sense of cultural literacy and civic responsibility.

The sciences are studied in a four-year pattern that roughly corresponds to the periods of scientific discovery: biology, classification and the human body (subjects known to the ancients); earth science and basic astronomy (which flowered during the early Renaissance);

chemistry (which came into its own during the early modern period); and then basic physics and computer science (very modern subjects).

This pattern lends coherence to the study of history, science, and literature — subjects that are too often fragmented and confusing. The pattern widens and deepens as the student progresses in maturity and learning. For example, a first grader listens to you read the story of the *Iliad* from one of the picture book versions available at any public library. Four years later, the fifth grader reads one of the popular middle-grade adaptations — Olivia Coolidge's *The Trojan War*, or Roger Lancelyn Greene's *Tales of Troy*. Four more years go by, and the ninth grader — faced with the *Iliad* itself — plunges right in, undaunted.

This aligns quite explicitly with the goal of the Florida B.E.S.T. standards as well. From an informational text perspective, building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Although this may be a paradigm shift to B.E.S.T. standards, this has been an essential component of both classical education and Core Knowledge for years.

The classical education is, above all, systematic — in direct contrast to the scattered, unorganized nature of so much secondary education. This systematic, rigorous study has two purposes.

Rigorous study develops virtue in the student. Aristotle defined virtue as the ability to act in accordance with what one knows to be right. The virtuous man (or woman) can force himself to do what he knows to be right, even when it runs against his inclinations. The classical education continually asks a student to work against his baser inclinations (laziness, or the desire to watch another half hour of TV) to reach a goal — mastery of a subject.

Systematic study also allows the student to join what Mortimer Adler calls the "Great Conversation" — the ongoing conversation of great minds down through the ages. Much of modern education is so eclectic that the student has little opportunity to make connections between past events and the flood of current information. "The beauty of the classical curriculum," writes classical schoolmaster David Hicks, "is that it dwells on one problem, one author, or one epoch long enough to allow even the youngest student a chance to exercise his mind in a scholarly way: to make connections and to trace developments, lines of reasoning, patterns of action, recurring symbolisms, plots, and motifs."

We have all heard the proverb: give a man a fish and he eats a meal; teach him how to fish and he eats for a lifetime. Classical educators seek to teach students how to learn for themselves. Students who have mastered language, that is, who have mastered grammar and vocabulary, logical reasoning, and persuasive, eloquent speaking and writing—these students have the requisite tools necessary to study and master any subject they choose. We endeavor to ensure they will be ready for college and the rest of their life. Classical education then is a life-long process of applying the "tools of learning"—tools that are the skills entailed in the rigorous, systematic nature of a classical education program and travel with the student through his various stages of learning.

D. Provide a sample daily schedule and school annual calendar, including the annual

number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)

E. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.

The school's curriculum is designed to serve students of all ability levels. All students at Pineapple Cove Classical Academy at Brooksville will be encouraged to maximize their academic potential. Students in need of remediation or not making adequate progress towards mastery of the Florida Standards and/or students with special learning needs (e.g. ELL students and ESE students), will have access to supplemental and/or intensive interventions designed to remediate deficit skills identified through the problem-solving process.

The required Florida State Standards and Florida B.E.S.T. standards will be taught utilizing proven effective instructional methods and strategies. Formal and informal assessments conducted throughout the year will be used in conjunction with state- and district-wide assessments to ensure students are making adequate progress toward the standards. Students who are struggling and/or below-level will be identified so that any problems can be effectively remediated.

The principal will establish a process and timeline for school-wide data review and analysis for the purposes of universal screening; summarizing school outcomes; and identifying potential discrepancies in grade level, subject area, or teacher-specific student performance data. A fully functioning multi-tiered system of supports (MTSS) leadership team and student-specific problem-solving teams will be implemented. An MTSS implementation manual will be developed using FLDOE's Guiding Tools for Instructional Problem Solving (GTIPS) as a foundation, to clearly define the PCCA's MTSS procedures and identify roles and responsibilities for various staff members. The MTSS leadership team will conduct ongoing evaluation of core and supplemental curriculum and make any revisions deemed necessary to ensure all students are provided high quality effective instruction.

All students will be monitored to ensure adequate progress toward the Florida Standards so that students who are struggling and/or below-level will be identified and skill deficits can be effectively remediated. Teachers and other support staff will use data from all available assessments, including state and district required assessments, to develop instruction that meets the needs of all students, so that each child can realize his or her highest potential.

Section 4: Curriculum and Instructional Design

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level. In particular, describe the mathematics curriculum and differentiated strategies that will be used for students performing at grade level or higher and a separate mathematics curriculum and strategies for students who are performing below

grade level.

The foundation for Pineapple Cove Classical Academy at Brooksville's curriculum is the Core Knowledge Sequence. The Sequence provides content and skill guidelines for all core content areas, recommending coherent, cumulative, and content-specific topics to be taught at each grade level, from kindergarten through eighth grade. It addresses skills-based topics in language arts (decoding, handwriting, spelling, and written composition), geography (spatial sense), and math (an essentially skill-based subject). The Sequence is designed so that, whenever possible, related topics in literature, history, science, music, and art are covered together, so that students can create connections and see the rich and varied perspectives provided by each discipline. We have taken great care in selecting specific instructional materials and curriculum resources that are aligned with the content and structure of the Core Knowledge Sequence and that adhere to the framework of a classical educational model.

Literacy Essentials Reading Program

Beginning in kindergarten and continuing through sixth grade, Pineapple Cove Classical Academy at Brooksville will use the Literacy Essentials Reading Program, a multi-sensory, brain-based approach to teaching explicit phonics, reading, language arts, and composition in conjunction with the Hillsdale K-12 Education recommended literature sequence. The Literacy Essentials method is derived from the Riggs Reading program which began with Dr. Samuel Orton, a neuroscientist who researched the functioning of the human brain in learning language skills. He collaborated with teachers to combine his multi-sensory techniques with classical and Socratic instructional approaches to teaching.

Literacy Essentials is an "explicit" phonics approach as defined and recommended in a Federal Compilation of Reading Research: *Becoming a Nation of Readers*. Literacy Essentials incorporates phonics-based spelling with a rules system dating from the Webster-Oxford standardization of English spelling, and also provides phonemic/graphemic correspondences from contemporary dictionaries, enabling students to learn correct spelling as well as regional dialects and pronunciations across the English-speaking world.

In addition to explicit phonics and instruction on the English code, students also learn syllabication, oral vocabulary, and comprehension. The English code is taught through an explicit, Socratic question and answer dialogue for 2400 vocabulary words spread from Kindergarten through 3rd grade. During these primary grades, the students progress from spelling, to sentence writing, to reading their own sentences, to the reading of books. The young students quickly move sentence writing to compositions of varying lengths. Grades 4-6 continue to use the phonetic foundation the students possess, to add vocabulary drawn from the rich Core Knowledge literature and content areas focusing on morphology. This will include heavy emphasis on Greek and Latin roots. Literacy Essentials recommends vocabulary-rich literature, such as the classics, and is a proponent of high student expectations. For composition, students learn spelling, cursive writing, creative writing, spacing, margins, listening skills, orthography rules, vocabulary, grammar, syntax, punctuation, and capitalization. It also uses direct and Socratic instructional techniques to augment the instruction to integrate grammar and syntax, creative and organizational composition skills and vocabulary development. Each of the language arts strands is integrated around the vocabulary instruction. Literacy Essentials uses a complete and comprehensive method to teach language arts skills — roots, prefixes, suffixes, homophones and homographs, antonyms, synonyms and graphic organizers. Literacy Essentials recommends vocabulary-rich literature, such as the classics, and is a proponent of high

expectations. The complex information comprising the English code is practiced and sorted with the students through a notebook of graphic organizers.

The nature of Literacy Essentials is that it can be used as an intervention tool at all grade levels, reinforcing concepts or re-teaching if necessary. Where students are missing basic skills, Literacy Essentials provides assessments for discovering those gaps and creates strategies for remediation that can be utilized at all grade levels, K-3. With Literacy Essentials, teachers support all students by teaching through their stronger learning styles while at the same time remediating any weaker modalities. Literacy Essentials fully integrates listening, speaking, initial letter formation and cursive handwriting, spelling, creative and organizational composition skills, reading, comprehension, vocabulary development, and analytical and inferential thinking. Literacy Essentials includes cognitive developmental sub-skills critical to prevent or correct most learning disorders and provides for acceleration in the learning process. The program's use of the Socratic Method is an instructional process where teachers present concepts through questioning rather than exclusively telling. Literacy Essentials provides multiple resources designed for assisting in differentiation and closing learning gaps for all students. The teacher guides provide clear outlines and assessment tools which allow for great clarity as easy implementation.

Literacy Essentials also has several tools available for introducing Latin into our early grades. These resources provide for easy implementation on the part of the teacher and will introduce students to Latin, establishing a stronger foundation in English vocabulary and language that will serve the students well as the move into upper elementary and middle school where the bulk of the vocabulary shifts to words structured from Greek and Latin.

Literacy Essentials' brain-based approach and multi-sensory instruction addresses all learning styles. It has been used with success in classical charter schools as well as in inner city schools with students of varied ethnic and socioeconomic backgrounds. Literacy Essentials complies with the research-based requirements as it teaches strands in the following areas:

- Explicit Phonics with dictated Initial Letter Formation
- The Alphabetic Principle
- Phonemic and Graphemic Awareness
- Correct Spelling with 47 Rules
- Fluent Oral and Silent Reading
- Oral and Print Comprehension
- Vocabulary
- Pronunciation and Speech
- Creative and Organizational composition
- Grammar/Syntax/Punctuation/Capitalization
- Analytical and Inferential Thinking
- Auditory/Visual/Verbal/Motor Cognitive Development:
- Attention
- Discrimination
- Association
- Memory

Although Literacy Essentials is a fully-equipped ELA program, state assessments and state and national standards stress the importance of critical thinking and the tiered levels of Bloom's Taxonomy including application, analysis, synthesis, and evaluation of information. We are confident that Literacy Essentials offers these skills to students and more. The Literacy Essentials program, coupled with the English/Language Arts component of Core Knowledge, offers teachers the chance to lead Socratic discussions of texts and to model and teach the skills necessary for these important developmental thinking skills. Literacy Essentials develops fluent readers with exemplary decoding skills due to the strong nature of its phonics foundation and

the strength of the vocabulary instruction. Research shows that of the six components of reading (oral language, fluency, vocabulary, phonemic awareness, phonics, and comprehension), strength in the areas of phonics, phonemic awareness and vocabulary directly correlate to strong skills in fluency and comprehension (See Appendix C for Curriculum Scope and Sequence for Literacy Essentials).[11]

Pineapple Cove Classical Academy has developed an internal Cold Read library, filled with B.E.S.T. standards-based assessments for grades 2-6 that specifically measure comprehension and are given as independent assessments twice monthly. Student performance is tracked carefully, measured against class, grade level, and organization-wide peer performance, and intended to supplement the support nature of our literature curriculum to show what students can do independent of teacher support. Additionally, in third grade, these assessments comprise the third-grade portfolio option for promotion (See Attachment C for the Cold Read library, and third grade portfolio items). Pineapple Cove Classical Academy at Brooksville will participate fully in the district's Comprehensive Evidence-Based Reading Plan.

Grammar, Writing, Vocabulary, and Literature

Grammar, writing, vocabulary and literature are all critical components addressed by the Core Knowledge curriculum, which has been aligned to Florida B.E.S.T. Standards for English Language Arts in grades K-8[12].

Grammar instruction will be taught prescriptively incorporating the use of diagramming to create a visual picture of the rules of language. Students will learn vocabulary by studying the knowledge of the origin and meaning of words emphasizing Latin and Greek roots. Latin provides insight into the meaning of over half of English words. Its complex grammar enables students to gain a critical knowledge of the English sentence structure. Latin offers a bridge to learning other languages. Additional characteristics defining literacy instruction will be the frequent and extensive use of dictionaries, along with the reading and memorization of selections from classical literature. After the culmination of Literacy Essentials phonics instruction, in the 3-5 grade, the grammar lessons will come from *Well-Ordered Language,* published by Classical Academic Press. In 6-8 grades, *Get Smart, Stay Smart* by Elizabeth O'Brien will be used. These books are traditional grammar texts that serve to extend the primary lessons of Literacy Essentials to the intermediate elementary grades.

Vocabulary is a critical focus point of the Core Knowledge curriculum. Each lesson across all subject areas begins with key content area vocabulary that introduces students to new words critical to their understanding of the lesson, while reviewing vocabulary learned in previous years. Coupled with instruction in Latin and Greek roots, students will be able to apply background knowledge and root word knowledge to discover the meaning of words.

Access to important and timeless works of literature is a key component of a classical education. One further component of literacy will be the class wide reading of The "Great Books" of the Western Tradition in grades K-8. While students will be encouraged to read many types of literature independently, the study of these classic pieces will be done in a forum where overarching questions of each work will be discussed in depth. Students, regardless of ability, will learn and come to understand much about humanity by reading the writings of the greatest thinkers and writers of the Western tradition.

Writing in K-2 is supported wholly through the Literacy Essentials program, but in grades 3-8

[11] Anthony J. Applegate, Mary DeKonty Applegate, and Virginia B. Modla. The Reading Teacher. 62.6 (Mar. 2009) p512.
[12] http://www.coreknowledge.org/mimik/mimik_uploads/documents/521/CK_CCSS_ELAAlignment.pdf

is taught using the Institute for Excellence in Writing composition program. Students begin by analyzing and imitating existing good writing. Then, through explicit instruction and a series of incremental steps, they develop the ability to write their own original compositions. By high school, students have experienced and composed a wide variety of writing with varied purposes.

Mathematics

To provide a foundation in numeric literacy, Pineapple Cove Classical Academy at Brooksville will adopt Singapore Math. Singapore Math [13]is a program that presents mathematical skill building and problem solving from a conceptual viewpoint. It saves instructional time by focusing on mastery of essential math skills, not on re-teaching skills that should have been mastered in prior grades. The program's detailed instruction, questions, problem solving, and visual and hands-on aids ensure that students master the material. Ideally, students do not move on until they have thoroughly learned a topic. Singapore textbooks are designed to build a deeper understanding of mathematical concepts as opposed to just memorizing algorithms and formulas. The focus on number sense, geometry, spatial relationships and measurement in the early grades make it a perfect match for the Florida B.E.S.T. mathematics standards.[14] Additionally, the coherence of the strategies used builds from one idea to the next and is carried throughout all grade levels, giving students the tools needed for confidence in mathematical concepts. For students new to our school, all students (even returning) participate in a Fact Fluency camp for the first six weeks of school to shore up fluency in addition, subtraction, multiplication, and division.

Singapore Math's placement tests facilitate ability grouping for optimal student success. A daily math block will be scheduled for the purpose of ability-grouping students in K-6th grades, allowing for the needs of both mathematically competent students as well as struggling learners to be met. Indeed, the country of Singapore embraced a common core standard for mathematics years before the United States proposed such action. In Singapore math, each element of the system — the framework, a common set of national standards, texts, tests, and teacher preparation programs — is carefully aligned to clear and common goals. A full research-based analysis of Singapore math will be present in the next section.

Depending on the mathematical foundation acquired in grades K-6, most Pineapple Cove Classical Academy at Brooksville students will begin pre-algebra concepts in 7th grade and begin to move through the high school math sequence including Algebra I and II, Geometry, Statistics, Trigonometry and Calculus, once our high school program is established. If a student's assessments show a lack of readiness for pre-algebra, they will continue to use the Singapore materials, New Elementary Mathematics, Textbook 1 & 2 until they are prepared to move on to Singapore Math levels 7 and 8 (pre-algebra and Algebra I) in 8th grade.

The key elements of Singapore Math are described below:

Each semester-level Singapore Math textbook builds upon preceding levels and assumes that what was taught need not be taught again. Consequently, it is necessary to assign Singapore Math students to a textbook that matches what they are ready to learn next. By contrast, the typical US classroom offers the same grade-level math instruction to all students, reviews previously taught math skills before teaching new skills, and gives more emphasis to topics that don't build on previously taught math skills (bar graphs, geometric shapes, measurement units).

A great deal of instructional time is saved by focusing on essential math skills, and by not re-teaching what has been taught before. In fact, some teachers report that Singapore Math feels

[13] http://www.singaporemath.com/

[14] http://www.corestandards.org/the-standards/mathematics

slower paced than what they're used to. However, the result is that students master essential math skills at a more rapid pace. By the end of sixth grade, Singapore Math students have mastered multiplication and division of fractions, and they are comfortable doing difficult multi-step word problems. With that foundation, they are well prepared to complete Algebra 1 in middle school.[15]

Singapore Math utilizes pictorial models to bridge the gap between concrete mathematical experiences (e.g., using objects to act out what math concepts mean) and abstract representation (using symbols like numbers to convey mathematical ideas). These pictorial models include, but are not limited to, bar models, number bonds, ten frames, arrays and place value charts.

Singapore Math students begin solving simple multi-step word problems in third grade, using a technique called the "bar model" method. Later grades apply this same method to more and more difficult problems, so that by sixth grade they are solving harder problems like this: "Lauren spent 20 percent of her money on a dress. She spent 2/5 of the remainder on a book. She had $72 left. How much money did she have at first?" Consequently, when a school first adopts Singapore Math, the upper elementary grades will need to catch up on what they missed. This can be done by going through the problem-solving chapters in the preceding grade levels, or by using a Singapore Math Model Method supplemental textbook.

The principle of teaching mathematical concepts ranges from concrete through pictorial to abstract. For example, introduction of abstract decimal fractions (in Grade 4) is preceded by their pictorial model of centimeters and millimeters on a metric ruler, but even earlier (in Grades 2 and 3) addition and subtraction of decimals is studied in the concrete form of dollars and cents.

Systematic use of word problems is utilized as the way of building the semantics of mathematical operations. Simply put, students learn when to add and when to subtract, relying on the meaning of the situation (rather than "clue-words", as often done in the US schools). Formulations are free of any redundancies and challenge students' understanding of mathematics only. This is different from many U.S. curricula, where word problems are to show "applications" of math and are spiced with immaterial details intended to obscure the mathematical content of the problem.

The need for repetitive drill is minimized by clever sequencing of the topics. For instance, the introduction of multiplication facts by 2, 3, 4 and 5 in the middle of Grade 2 is followed by a seemingly unrelated section on reading statistical data from a graph. In fact, the latter task reinforces the learning of multiplication facts when the scale begins to vary from 2 to 5 objects per graphical unit.

The use of bar-models is utilized in teaching problem solving (a form of pre-algebra). This device is as old as Book V of Euclid's *Elements*, written in the 4th century B.C., and consists simply in representing (mentally or graphically) arithmetical quantities by line segments. In Singapore Math books, such line segments are regularly used to show and teach one's thinking process in solving an arithmetical problem. For aesthetic reasons, the segments are typeset as colorful "bars" of a fixed width (hence *bar*-models). In this form, they fascinated many educators as being a miraculous "novel method" (hence Singapore Math *Method*) of problem solving.

The hallmark of the curriculum is the careful guidance of students, done in a child-friendly pictorial language, not only to technical mastery, but to complete understanding of all the "whys". This differs from typical U.S. curricula, which either aim for dogmatic memorization of "rules," or expect students to reconstruct mathematical ideas from hands-on activities without

[15] John Hoven and Barry Garelick, "Singapore Math: Simple or Complex?" *Educational Leadership* 65:3 (November 2007) pp. 38-21

much guidance.

Science

Although the rhetoric surrounding a classical or liberal-arts school often emphasizes the humanities, the sciences are no less important than the humanistic disciplines and do not play a secondary role. Core Knowledge provides the framework of our Science topics and works to cover topics in biology and life sciences, physics, and chemistry.

Science will be taught with an emphasis on scientific facts and the inquiry- based method and will include the incorporation of technical approaches to observing, describing, recording, ordering, analyzing, testing and comparing predictions to observations. Scientific knowledge is advanced when students have the opportunity to construct ideas through their own inquiries, investigations, and analyses. Our program is rich in lab-based inquiry and problem-solving, as well as discussion. We have a fully-equipped science lab for student use.

History, Geography, and Civics

People live in the present. They plan for and worry about the future. History, however, is the study of the past. Given all the demands that press in from living in the present and anticipating what is yet to come, why bother with what has been? Given all the desirable and available branches of knowledge, why insist—as most American educational programs do—on a good bit of history? And why urge many students to study even more history than they are required despite history's absence on high-stakes standardized testing?

We believe a cogent and ongoing study of history is necessary for the following reasons:

-To help us develop judgment in worldly affairs by understanding the past behavior of people and societies
History must serve as our laboratory, and the past must serve as our most vital evidence in the quest to figure out why people behave the way they do in societal settings. If decision makers do not consult history, they make decisions without all of the facts.

-To help us understand change and how the community, nation and world we live in came to be
Each person's world view is shaped by individual experiences, as well as the experiences of the group to which he or she belongs. If we are ignorant of the contemporary and historical experiences of a variety of cultures, then we cannot hope to understand why people, communities or nations behave the way they do or make the decisions they make.

-To help us develop essential skills for good citizenship
Citizens are not born capable of ruling. They must be educated to rule wisely and justly. The cornerstone of democracy is the informed citizen, which we believe was the intention of our Founding Fathers- a government by the people, for the people.
-To inspire us
History teaches us that a single individual with great convictions or a committed group can change the world.

-To help us develop essential thinking skills
The study of history and civics promote:

- Reading at the evaluation, synthesis, analysis and interpretation levels
- Analytical thinking skills through writing

It is in history lessons that students learn skills ranging from reading a map to making an argument. Students learn how to assess the validity of evidence, evaluate conflicting points of view and apply facts to making decisions.

The Core Knowledge curriculum, when taught as intended, is a history-rich curriculum supported by the use of primary source documents and traditional works of literature with historical themes and premises and will be used to teach K-8 history. Core Knowledge is also rich in geography. In a 2010 survey, National Geographic Society surveyed 18- to 24-year-old Americans to find out what they knew about the world, only 37 percent could find Iraq on a map, even though U.S. troops have been in that country since 2003. Places closer to home didn't fare much better: Fifty percent couldn't locate New York, the country's third largest state.[16]

The problem is, while globalization is asking students to expand their knowledge and understanding of the world, history education is diminishing in the wake of standardized testing focused solely on reading, math, and science. We believe a curriculum that values history and civics produces a wise, culturally literate citizen prepared to participate in the democratic process of self-government while understanding the culture and traditions of the rest of the world.

As a component of PCCA's focus on history and social studies and in accordance with sections 1003.4156(1)(c) and 1008.22(3)(c)2.b., F.S., middle grades students will complete a civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of the Confederation, the Declaration of Independence, and the Constitution of the United States. The course will be at least one semester and will be assessed through the civics end-of-course assessment. The student's performance on the statewide, standardized EOC assessment in civics education required under section 1008.22, F.S., will constitute 30 percent of the student's final course grade.

The objective of the high school curriculum will be to explore issues and texts intensively and in depth as a continuation of the K-8 classical curriculum through a direct instruction model. The focus for teaching literature will be the great books and the classics using the Socratic Method. History will be taught mainly through the use of primary source documents—artifacts, documents, recordings or other sources of information created at the time under study. In high school, for example, teachers of American History will introduce students to historical works that contributed to the formation of American society and culture such as George Washington's *Farewell Address* and Martin Luther King, Jr.'s *Letter from Birmingham Jail.* Such primary sources will bring history to life and equip students with essential insight, and research and analytical skills. Students will learn a true account of the times through the eyes and words of those who experienced such events and helped shape history.

High school mathematics and the sciences will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and scientific methods. High school students will take four years of science, beginning with the fundamentals of biology in the freshman year, chemistry in the sophomore year and physics in the junior year. Elective courses in mathematics and the sciences will be added in subsequent years as the school grows and as it better understands the needs of the student body. Teaching in the sciences will likely include, when appropriate, student exposure to reports of original research, observations or ideas such as Galileo's *The Starry Messenger*, Sir Isaac Newton's *Principia*

[16] Hough, Lory. "Don't Know Much About Geography". *Harvard Ed.* (2011).

or Euclid's *Geometry*.

All courses will be aligned with Florida Department of Education Course Code Directory (as revised from year to year), with specific instructional materials selected to reflect the liberal arts and humanities focus of a classical education. The PCCA high school curriculum will be standards-based and will ensure student mastery of the Florida Standards.

In order to support the delivery of a high-quality program that implements research-based strategies and innovations to raise student achievement, we will have in place the following:

- Performance-based curricular objectives aligned with the Florida Standards
- Curriculum pacing of essential standards in content areas
- Continuous review of curriculum by the MTSS leadership team through analysis of student and teacher performance data
- Differentiated instruction for learning styles
- Use of assessment and other student performance data to make curricular decisions, plan for instruction and intervention, and provide targeted professional development for staff
- Targeted interventions for struggling readers and students performing below grade level
- Literacy integrated across all disciplines

Pineapple Cove Classical Academy at Brooksville will enrich the curriculum through supplementary programs and innovative approaches to delivering the curriculum and meeting expectations. Strategies and materials will be selected to challenge and enrich as well as to remediate, enabling us to meet the needs of a full range of students, including gifted students, students with disabilities, and English language learners. The goal of our Academy is to collaborate and work with the district to meet its expectations as sponsor while implementing an innovative classical approach to education that has proven successful throughout the United States and abroad.

The Core Knowledge curriculum, along with Literacy Essentials and Singapore Math, create an atmosphere of learning where all students' needs are met. The curriculum, activities, and supplements, including the use of flexible ability grouping inherent the instructional materials we have selected, lend themselves to the differentiation of teaching within the classroom. Students who enter PCCA below grade level will be nurtured in an atmosphere of academic rigor where a teacher meets them at their academic level and creates structures for them to grow. Along with constant progress monitoring and interventions, Core Knowledge curriculum is proven to allow for ease of differentiation and meeting students' needs at all levels. Lower teacher to student ratios will also allow for more individualized support for students who need it.

Another method to assist in the learning process is scaffolding. Scaffolding refers to providing contextual support for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning. Then, as students become more proficient, the scaffold is gradually removed. The objective at PCCA is to maintain the rigorous curriculum designed for each grade, but to modify methods and practices to ensure all students are achieving at grade level.

PCCA will use its individualized reading program for those students who read below grade level. These students will receive intensive instruction in the reading elements of phonemic awareness, phonics, fluency, vocabulary and comprehension. Intervention for each student will be flexible depending on the IEP and the needs of the student.

Students requiring more intensive reading assistance will be placed in the Comprehensive Research-Based Reading Plan as needed to help struggling students to benefit from the School's

curriculum. The components of this instructional program will include:

- Guided instruction in reading using materials at the student's instructional level;
- Explicit systematic instruction in phonemic awareness, phonics, word-attack skills, grammar, syntax, spelling, and vocabulary building using the Literacy Essentials curriculum, Acadience Reading K-6; and EasyCBM.
- Opportunities for fluency practice (occurring throughout the instructional day).

Students must be given the opportunity to be with intellectual peers and work to their potential. These students tend to have a more positive outlook on school, maintain an interest in learning, develop socially and emotionally, and sustain a healthy self-concept.

Students who enter the school below grade level, including ESE and ELL students, will be evaluated and appropriate strategies will be used to enhance their progress either by the classroom teacher(s), or through the ESE Specialist, ELL Specialist, or through the Multi-Tiered Systems of Support (MTSS) process in order to identify and prescribe a plan of intervention.

The framework used to identify student learning deficiencies, develop hypotheses, formulate a plan, monitor progress, and analyze results will follow the Multi-Tiered Systems of Support model. The school will set up systems and methodologies to address student needs that may include data-based goals, reflection and review of instruction and methodology, differentiation of the instruction and other targeted interventions as well as formative and summative assessments. MTSS seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. As recommended by the FLDOE, the three-tiered approach MTSS will be implemented. The MTSS Model is as follows:

- Tier 1 (core instruction and universal supports available to all students)
  Tier 1 consists of the general academic and behavioral instruction and support that is designed and differentiated for all students in all settings. School wide progress monitoring and screenings are used to ensure that core instruction is effective and to identify students who may need additional support in order to be successful.

- Tier 2 (supplemental instruction or intervention provided to targeted groups of students)
  Tier 2 consists of more focused, targeted instruction or intervention and supplemental supports in addition to and aligned with the core instruction provided through Tier 1. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio.

- Tier 3 (intensive individualized intervention and supports provided to individual students)
  Tier 3 consists of the most intense (increased time, narrowed focus, very small group or individual) instruction and intervention based upon individual student need. Tier 3 supports are provided in addition to and aligned with the core (Tier 1) and supplemental (Tier 2) academic and behavioral instruction, interventions, and supports.

The tiers are not a "set" series of interventions or activities that all students move through. Rather, they are fluid and flexible; students may move from a lower to a higher tier and back

again, based on documented need. A student may be successful with Tier 1 supports for behavior and mathematics, require supplemental Tier 2 instruction for reading, and need intensive Tier 3 interventions for writing. As the student progresses and the performance gap with grade level and classroom peers closes, the student may no longer need anything beyond Tier 1.

The MTSS framework is designed for all students, including general education students and ESE students with IEPs or EPs. "All students" includes those who struggle, those who excel and demonstrate needs beyond the core, and those who are English language learners. If the School's problem-solving (MTSS implementation) team determines that a student is not making adequate progress after the provision of effective Tier 1, Tier 2, and Tier 3 intervention and supports for an appropriate amount of time, or that the services are effective but may require substantial and sustained effort that may include special education and related services in order to maintain progress, the team will refer the student for evaluation for exceptional student education.

A successful high school MTSS framework has some unique differences from a K-8 focus. According to Dr. Rebecca Sarlo, the most effective interventions in secondary schools are designed to accomplish three important goals: 1) close existing knowledge and skill gaps, 2) address students' proximal needs (i.e., remove or lessen the impact of barriers to students learning current content), and 3) support high levels of student engagement. Fortunately, carefully designed interventions can accomplish all three goals without forcing intervention teachers to sacrifice any of the three. By adopting a pre-teach-preview, rather than a re-teach-review, model of instruction, intervention teachers maximize student benefit from core instruction by addressing high probability barriers to student engagement and learning up-front.[17]

B.

- If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence for each core subject for each division (elementary, middle, and high school) the school would serve.
- If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.
- Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Reading instructional strategies for foundational skills shall include

[17] Sarlo, Rebecca. "Establishing a Multi-Tier System of Supports in Secondary Schools, Part 2." Interview. RTI Network. RTI Action Network, 29 Jan. 2014. Web. 31 Jan. 2017.

phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. **Include the school's reading curriculum as Attachment D.**

C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.

Pineapple Cove Classical Academy at Brooksville does not require additional academic standards beyond those mandated by the state and welcomes students from a variety of backgrounds and academic ability.

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

Research base for Core Knowledge

The goal of "providing a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them" has been the goal and mission of the Core Knowledge Foundation since its 1986 inception. The national movement currently at hand is a result of a movement towards standards-based reform, which provides clear, measurable standards for all school students. Rather than norm-referenced rankings, a standards-based system measures each student against the concrete standard. Curriculum, assessments, and professional development are aligned to the standards. We believe that offering universal access to this shared knowledge is a primary duty of schooling, critical to literacy, and to the closing of the achievement gap between ethnic and racial groups. Most important of all, we believe that shared knowledge, a shared narrative, and shared ideals of liberty and tolerance are indispensable ingredients for effective citizenship and for the perpetuation of our democratic institutions.

Core Knowledge meets the definition of a truly standards-based curriculum. By definition, Core Knowledge is:

- **Coherent:** The *Core Knowledge Sequence* is predicated on the realization that what children can learn at any given moment depends on what they already know—and, equally important, that what they know is a function of previous experience and teaching. Although current events and technology are constantly changing, there is a body of lasting knowledge and skills that form the core of a strong preschool–grade 8 curricula. Explicit identification of what children should learn at each grade level ensures a coherent approach to building knowledge across all grade levels. Every child should learn the fundamentals of science, basic principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music from around the world, and stories and poems passed down from generation to generation.
- **Cumulative:** The *Core Knowledge Sequence* provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. This

sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education. No more repeated units in multiple years on the rain forest, with little or no attention to the Bill of Rights, world geography, or exposure to other cultures. Core Knowledge sets high expectations for all children that are achievable thanks to the cumulative, sequential way that knowledge and skills build. Teachers in Core Knowledge schools have assurance that children will emerge well prepared with a shared body of knowledge and skills.

- **Content-Specific:** A typical state or district curriculum says, "Students will demonstrate knowledge of people, events, ideas, and movements that contributed to the development of the United States." But which people and events? Which ideas and movements? The *Sequence* is distinguished by its specificity. By clearly specifying important knowledge in language arts, history, geography, math, science, and the fine arts, the *Sequence* presents a practical answer to the question, "What do our children need to know?" Teachers are free to devote their energies and efforts to creatively planning how to teach the content to the children in their classrooms.

Research supports the idea that a coherent standards-based curriculum anchored by a common calendar of implementation, specific objectives for student achievement, measured benchmark assessment, both formal and informal, and prescriptive reaction to student performance drives student achievement. For example, in 1997 the Third International Mathematics and Science Study (TIMSS) released results describing the Grades 1–8 content standards in mathematics for each of 39 countries. Further analyses of the data led to a description of the national standards of those countries—referred to as the A+ countries—whose eighth-grade students performed at the top of the international distribution. Three characteristics were identified—focus, rigor, and coherence. The clearest indicator, according to the TIMSS, was coherence. Coherence was defined as standards that are "articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential and hierarchical nature of the disciplinary content from which the subject matter derives" This definition recognizes that coverage of topics is only part of the definition of coherence. The other and perhaps more central part of the definition centers on whether the sequence in which the topics are covered is consistent with the logical structure of the discipline being taught. [18] The repetitive and expanding nature of Core Knowledge topics over time concedes itself to this exact definition of coherence and is precisely the driving force behind revised state standards.

A cumulative program also offers several advantages. At any age and in any field, what we already know enables us to understand, retain, and employ new knowledge. Knowledge accumulation begins from the earliest days of life. It builds through years of verbal and nonverbal interactions with parents, caregivers, and teachers, who model spoken language and help young children develop vocabulary, concepts, and theories about the world. The systematic effort to establish common, knowledge-building content must therefore begin as early as possible. The younger we start, the greater the hope that we can boost achievement across all schools and classrooms, but especially among our most disadvantaged students. By articulating progressions linked to a grade-by-grade sequence for how learning should build over time, a defined curriculum such as Core Knowledge will better enable each teacher to build on what students have already been taught- often called "activating of prior knowledge." A crucial

[18] Schmidt, W. H., Houang, R. T., (2012). "Curricular Coherence and the Common Core State Standards for Mathematics". *Educational Researcher.* Nov. 2012. Vol. 41 no. 8 294-308

feature of the common core standards is that they seek to identify a lean set of concepts and ideas that are central to applying knowledge in each discipline.

As with many educational reforms, there have been few experimental or quasi-experimental studies on the effect of the Core Knowledge Sequence on student achievement. One of the most far-ranging is the National Evaluation of Core Knowledge Sequence Implementation, Final Report (Report #49, December 2000), conducted by researchers from Johns Hopkins University in partnership with the Center for Research on the Education of Students Placed at Risk (CRESPAR), a national research and development center supported by the Office of Education Research and Improvement (OERI), U.S. Department of Education. The study involved 12 Core Knowledge schools (six promising or new implementation sites and six advanced implementation sites) located in seven states (Colorado, Florida, Ohio, Maryland, Tennessee, Texas, Washington) and situated in various communities (urban, rural, suburban), racial, and socioeconomic contexts. Approximately half of the schools served a majority population of students eligible for the federal free- or reduced-price lunch program. Results are summarized below:

- **Implementation Results:** At the end of three years, all 12 schools were still implementing the Core Knowledge Sequence. Nine of the 12 schools had reached moderate or high levels of implementation. Core implementation improved and increased dramatically in four of the six new sites over the past three years. Implementation also improved or remained at consistently high levels in five of the six advanced implementation sites. Core Knowledge implementation waned over time considerably in one of the original advanced sites and one of the original promising sites, leading researchers to conclude that while all 12 schools reported that they were implementing Core Knowledge, ten schools were authentically doing so.
- **Components for Successful Implementation**: Multi-level support for change was required for Core Knowledge to be successfully implemented. Successful implementation relied on instructional leadership from the principal, teacher willingness to change, and support from the district or at least a commitment that the district would enable rather than hinder long-term implementation.
- **Effects of Core Knowledge Implementation on Schooling Practice**: Implementing Core Knowledge consistently contributed to making instruction more interesting and content-rich for students, provided coherence to the curriculum, and contributed to increased teacher collaboration and professionalism. Core Knowledge was also associated with more hands-on, activity-based instruction. Core Knowledge implementation was also associated with greater academic engagement in schools. These qualitative outcomes suggest changes in schooling practice.
- **Achievement Outcomes**: The evaluation examined (a) experimental control differences in achievement gains over three years, (b) the relationships between level of implementation and academic gains, and (c) differences in gain by cohort (one cohort was followed from first through third grade at each school, and a second cohort was followed from third through fifth grade). For both cohorts, Core Knowledge effect sizes for the Core Knowledge test outcomes were large, and educationally meaningful. The analyses of norm-referenced reading and math scores yielded similar outcomes for Core Knowledge and comparison schools. However, strong correlations between level of implementation and norm-referenced math and reading gains indicate that when schools implemented the Core Knowledge Sequence with greater consistency, students achieved improved outcomes in both subjects.

Clearly, the activation of prior knowledge is better achieved with a cumulative program that stresses the links between disciplines and strategically plans instruction so students utilize those links when confronted with similar topics later on. A key strategy for enabling students to make connections with text is activating prior knowledge of the subject matter. Boardman et al. (2008)[19] reported using strategies including previewing headings and concepts or making predictions and charting the results to increase students' interest. Students are encouraged to use their interest to make valuable connections with the text. To comprehend texts at deeper levels, students need to make inter-textual links connecting ideas from one text to another. Lenski (1998)[20] surmised that when teachers plan and strategically compile lessons with related issues or topics, they are giving the students the tools to make the necessary connections. Similarly, Lee and Spratley (2010)[21] noted possessing prior knowledge of topics can influence what students comprehend, what attracts students' interest, and even what influences their opinions and perspectives.

Making connections through an activation of prior knowledge helps to foster motivation and engagement (Lenski et al., 2007; Tovani, 2000)[22] [23]. Moreover, students who make connections during reading can better understand the relationship between the concepts being presented (Lenski et al., 2007). Many teachers provide students with structured text-connection activities to encourage better understanding of the material. Although the activation of prior knowledge is often used with regard to reading, a literacy-focused curriculum like Core Knowledge demands this across all disciplines.

Finally, students respond directly to a curriculum that is content-specific. The main goal of the state standards is to provide a specific set of skills and knowledge that students need to be ready for career and work and to compete globally. The fundamental essence of Core Knowledge is the ability to equip students with skills that allow them to communicate effectively, possess cultural literacy, and have a necessary background of information that allows students to effectively assimilate new information into their educational repertoire. The Core Knowledge Sequence is distinguished by its breadth and specificity. While most state or district standards and curricula provide general guidelines concerning skills students should obtain and master, they typically offer little help in deciding specific content. The specific content in the *Sequence* provides a solid foundation on which to build skills instruction. Moreover, because the *Sequence* builds knowledge systematically year by year, it helps prevent repetition and gaps in instruction that can result from vague curricular guidelines. Again, while these guidelines seem to be changing with the introduction of Common Core standards, they have always been there with regard to Core Knowledge. By outlining the precise content that every child should learn in language arts and literature, history and geography, mathematics, science, music, and the visual arts, the Core Knowledge curriculum has been providing an intentionally and coherently structured, content-rich, grade-by-grade curriculum for over twenty years.

Correlations demonstrating the alignment of the Core Knowledge Sequence to Florida's State Standards for Science, History and Geography, Writing, Visual Arts, and Music have been developed by the Core Knowledge Foundation. These alignments total more than 300 pages. The Core Knowledge Sequence has been previously reviewed and approved by districts across

[19] Boardman, A. G., Roberts, G., Vaughn, S., Wexler, J., Murray, C. S., & Kosanovich, M. (2008). *Effective instruction for adolescent struggling readers: A practice brief* . Portsmouth, NH: RMC Research Corporation, Center on Instruction.

[20] Lenski, S. D. (1998). *Intertextual connections: Making connections across texts*. The Clearing House, 72, 74-80.

[21] Lee, C. D., & Spratley, A. (2010). *Reading in the disciplines: The challenges of adolescent literacy*. New York, NY: Carnegie Corporation of New York.

[22] Lenski, S. D., Wham, M. A., Johns, J. L., & Caskey, M. M. (2007). *Reading and learning strategies: Middle grades through high school (*3rd ed.). Dubuque, IA: Kendall/Hunt.

[23] Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse.

the state for use in multiple currently operating charter schools. Therefore, in the interest of limiting paper consumption, we have not printed these standards. However, we will gladly provide copies of the correlations upon request.

Using the content and skill guidelines set forth in the Core Knowledge Sequence, PCCA can meet or exceed the Florida State Standards for History/Social Studies & Science by:

- Enabling students to develop understanding of domain-specific words and phrases, their relationships, and their nuances within the context of lessons that build background knowledge in literature, science, social studies and the arts
- An integrated model of literacy across the content areas that reflects the developmental nature of language and the interrelation of all facets of literacy — listening, speaking, reading, and writing.
- Addressing the foundational language arts skills, as well as the ability to infer, imply, reason, evaluate and synthesize information.
- Allow the experience of a common text to drive classroom discussion using higher order questions to probe student discussions

Support for Literacy Essentials Reading Program

At no other time in our history has the ability to read been so important to all members of society. In fact, learning to read is the most important skill our students can learn in school, serving as the very foundation of all other academic subjects. Consider the following statistics noted by Brozo (2009) -- about two-thirds of eighth and twelfth graders read below grade level; 32% of high school graduates are not prepared for college-level English composition courses; 40% of high school graduates do not have the literacy skills required by employers; and 1.2 million students drop out of high school every year with literacy skills lower than those in most industrialized nations[24]. Ensuring adolescents become literate, productive members of society is an undertaking that may not only increase the number of students who graduate from high school, succeed in college, and work in jobs that support a healthy lifestyle, but may also save the nation billions of dollars.

We believe, and research shows, that primary reading instruction- that is, instruction in grades K-3- is vitally important to future successes in reading. However, good research-based practices show that reading instruction must continue after the primary grades as text and content increase in difficulty. The idea that all teachers are reading teachers is more than a mantra- it's a necessity. The Literacy Essentials Reading program equips students with the explicit basic skills they need at the elementary level to be able to succeed at the middle and high school level.

When academic literacy skills are taught, explicit instruction should be provided. Explicit instruction involves direct teaching including teacher modeling, guided student practice with feedback, and independent student practice (Hock, Deshler, & Schumaker, 2000[25]; Marchand-Martella & Martella, 2013[26]; National Institute for Literacy [NIFL], 2007[27]). Biancarosa and

[24] Brozo, W. G. (2009). "Response to intervention or responsive instruction? Challenges and possibilities of response to intervention for adolescent literacy". *Journal of Adolescent Literacy*, 53, 277-281.

[25] Hock, M. F., Deshler, D. D., & Schumaker, J. B. (2000). *Strategic tutoring*. Lawrence, KS: Edge Enterprises.

[26] Marchand-Martella, N. E., & Martella, R. C. (2013). "Explicit instruction". In W. L. Heward (Ed.), *Exceptional children* (10th ed.) (pp. 166-168). Columbus, OH: Pearson/Merrill.

[27] National Institute of Child Health and Human Development (NICHD). (2000). Report of the National Reading Panel. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754).

Snow (2006)[28] and Kosanovich et al. (2010)[29] list explicit instruction as the chief way to promote student learning. This systematic instructional process provides a framework for the gradual transfer of responsibility for student learning from the teacher to the student as the student becomes increasingly successful (Marchand-Martella & Martella, 2013). Each step of comprehension (i.e. strategies, monitoring and metacognition, teacher modeling, scaffolding, and apprenticeship) requires the use of explicit instruction by teachers to be successfully implemented by readers (Biancarosa & Snow, 2006). The key to explicit instruction is ongoing interaction and communication between the students and the teacher (Rupley, Blair, & Nichols, 2009)[30]. Only then can students learn to comprehend, understand, and interact with written text.

Research almost universally supports explicit instructional practices (Archer & Hughes, 2011; Kirschner, Sweller, & Clark, 2006; Klahr & Nigam, 2004; Marchand-Martella, Slocum, & Martella, 2004). Explicit instructional approaches are considered more effective and efficient as compared to discovery-based approaches (Alfieri, Brooks, Aldrich, & Tenenbaum, 2010; Ryder, Tunmer, & Greaney, 2008), particularly when students are naive or struggling learners.

The Literacy Essentials program integrates and sequences all of the language arts strands including correct spelling (it is easier to organize using the written spelling patterns), reading, composition, grammar, syntax, listening, speaking, and legible handwriting. This method teaches explicit phonics; 55 of the 72 phonograms are taught first without pictures or key words, through direct instruction using multiple (sight, sound, voice, writing) pathways for sound to symbol mapping of a student's functioning (listening and speaking) vocabulary to book print. The teacher engages all students in choral responses and Socratic instruction techniques.

Once the students master the beginning strokes for the initial eight phonograms for preventing letter reversals, and legible formation of all the sounds of the first 55 phonograms, they start their personal notebook. This expedites building on their basic functional vocabulary to increasingly complex words. Finally, all 72 phonograms are mastered and creative expression through writing completes this neurolinguistic journey into good literature and expressive essay composition.

The term explicit phonics refers, in this case, to the fact that well-intentioned but distracting information (names of letters, pictures, and key words) is not included in the finely sequenced process of teaching the sounds which are represented on paper by a phonogram (phono=sound + gram=written). The term multi-sensory calls attention to the fact that the teachers reach optimal results when they are able to access all, and each, of the four main neurological pathways to the brain: seeing, hearing, speaking, and writing. Socratic instruction is the approach wherein students are led by a series of teacher questions and the whole class benefits from the ongoing dialogue and discovery. Direct instruction entails the interaction of teacher to student and not the intermediary of a worksheet or workbook exercise. Phonemic awareness is the recognition of the sounds represented by written and printed letters, and combinations of letters. Graphemic awareness is the correct written spelling patterns that make up the full range of words in English speech; students' speaking and listening vocabulary is being mapped to book print.

Literacy Essentials puts great emphasis on word study and fluency early on as deficits in word study negatively impact students' comprehension, vocabulary, and fluency (NIFL, 2007). Once achievement in word study has been achieved, instruction is augmented to finely integrate

[28] Biancarosa, C, & Snow, C. E. (2006). *Reading next: A vision for action and research in middle and high school literacy*. A report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.

[29] Kosanovich, M. L., Reed, D. K., & Miller, D. H. (2010). Bringing literacy strategies into content instruction: Professional learning for secondary-level teachers. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

[30] Rupley, W., Blair, T., & Nichols, W. (2009). "Effective reading instruction for struggling readers: The role of direct/explicit teaching". *Reading and Writing Quarterly*, 25, 125-138.

grammar and syntax, creative and organizational composition skills, and vocabulary development, which points out the relevance to that which the student already knows. Roots, prefixes, suffixes, homophones and homographs, antonyms, synonyms and graphic organizers to provide for a high-expectation, skills-based, complete language arts method designed to accompany the vocabulary-rich literature of the Core Knowledge and Hillsdale K-12 curriculum.

Support for Singapore Math

Singapore is a world leader in math education, but that wasn't always the case. Starting in 1980, Singapore began to develop its own curriculum instead of importing textbooks from other countries with dramatic results. Singapore's students skyrocketed from 16th of 26th in the Second International Science Study (SISS) rankings in 1984 to 1st in 1995. On the Trends in International Mathematics and Science Study (TIMSS) undertaken in over 40 countries, Singapore has ranked 1st in three of the four administrations. The US has only ranked in the top 10 countries for math once.

The curriculum aligns with U.S standards, but there are major differences in the delivery compared to standard American teaching methods. Traditionally about 30 math concepts can be covered in one year using a spiral approach that introduces concepts and revisits them with added complexity. This method does not expect mastery, leaving some students bored when a concept is revisited, and moving on before it's fully grasped by other students. If a concept is not fully internalized, it's understandably difficult for a student (or his teacher) to pick up exactly where his progress last stood, also hindering teacher accountability for student performance.

In contrast, Singapore Math covers 10-14 concepts a year, stays with each 2-3 weeks, and expects mastery before introducing a new lesson. Singapore Math understands that there are multiple learning styles and ELL students will benefit from the program's clear and simple explanations of math concepts. With fewer topics and more time to thoroughly learn those topics, the program's detailed instruction, questions, problem solving, and visual and hands-on aids (blocks, cards and bar charts) ensure that students master the material. Students do not move on until they have mastered the material and are prepared to build upon their knowledge. Students using Singapore Math learn math concepts thoroughly, but they also master essential math skills more quickly and it has been reported that by the end of sixth grade, students have mastered multiplication and division of fractions, and are able to complete difficult multi-step word problems comfortably, ensuring they are well prepared to complete Algebra 1 in middle school.

Pedagogically, Singapore Math most closely identifies with Benjamin Bloom's concepts of Mastery Learning. In the mid-1960s, Bloom began a series of investigations on how the most powerful aspects of tutoring and individualized instruction might be adapted to improve student learning in group-based classes. He recognized that while students vary widely in their learning rates and modalities, virtually all learn well when provided with the necessary time and appropriate learning conditions. If teachers could provide these more appropriate conditions, Bloom believed that nearly all students could reach a high level of achievement.

To develop such conditions, Bloom began with teachers' traditional practice of organizing curriculum content into instructional units and then checking on students' learning progress at the end of each unit. While he saw this as useful, Bloom believed teachers' checks on learning progress would be much more valuable if they were paired with a *feedback and corrective* procedure. In other words, instead of marking the end of the unit, Bloom recommended that these assessments be used as part of the instructional process to *identify* students' individual learning difficulties (feedback) and to *prescribe* specific remediation procedures (correctives).

Through this strategy, teachers first organize the important concepts and material students are to learn into instructional units, each taking about a week or two of instructional time. Following high-quality initial instruction, teachers administer a *formative* assessment designed to provide feedback to both teachers and students on learning progress. This formative assessment identifies precisely what students have learned well to that point and what they need to learn better.

Singapore Math works in the same way that Core Knowledge works: by ensuring students are exposed to a manageable curriculum with coherent, cumulative, and specific focus that allows for mastery before introducing new materials. This model of mastery learning bears significant resemblance to the Response to Intervention model currently at work in schools: the use of diagnostic assessments to assess current knowledge, high-quality, group-based instruction, progress monitoring through regular formative assessments, high-quality corrective instruction, parallel formative assessments of corrective action, and enrichment or extension activities as appropriate.

Support for Teaching Latin

An instructional component of a Classical Education is the teaching of Latin. Pineapple Cove Classical Academy at Brooksville will informally teach Latin to its young students. Students in K-6 grade will be introduced to Latin roots, but they will not take Latin as a formal class. Students in 7th and 8th grade will take a formal Latin class with a trained Latinist. Latin will be offered as an elective in high school, unless a student is new to the school; they will be required to take one full year. Latin instruction is useful in teaching reading. Approximately 65% of all English words have Latin roots. Latin is the "patriarch" of the European languages, and English is the "child." By learning Latin, students will learn English and other languages and use English and other languages more easily. They will expand their knowledge of vocabulary and comprehension. They will be able to express themselves orally and in writing with greater clarity and depth.

Linguist and psychologist Paul C. Smith discusses the benefits of foreign language instruction in the book *Getting Culture: Incorporating Diversity across the Curriculum* (2009). Smith states that the more you know of a language, the easier it is to learn new grammar and vocabulary. The important underlying mechanism, according to Smith, is that existing knowledge provides multiple cues to newly learned information. All of our knowledge on a topic is interconnected, and our ability to work with that knowledge- to recall a particular fact or bring the correct skill into play at the right moment- depends on moment-by-moment situational cues. The improved cue accessibility that comes with having significant prior knowledge of a language makes it more likely that the information can be retrieved from long-term memory when needed. A Latin student, for example, who has a background in the roots and word parts of the English language, doesn't have to consciously search for the meaning of a particular word and can pay attention to other simultaneous learning tasks such as puzzling out the meanings of other words or properly applying a newly learned grammatical rule. Whenever a cognitive task can be done without using attentional resources, more of that attention is freed up for the other cognitive tasks involved in learning.[31]

One of the most practical benefits of studying Latin for high-schoolers is boosting verbal skills and scores on tests like the SAT; students with two or more years of Latin typically score

[31] Smith, P. (2009). Foreign language learning:a different form of diversity. In R. A. Gurung & L. R. Prieto (Eds.), *Getting Culture: Incorporating Diversity Across the Curriculum* (1 ed.). Sterling, Virginia: Stylus Publishing.

140-160 points higher on the SAT than their Latin-less peers. Numerous studies have demonstrated a significant positive correlation between studying Latin and improved scores on a variety of tests and even with college GPA and performance in college English classes. Of course, even more important is the broadened cultural perspective that comes with studying Greco-Roman civilization, a major component of the high-school Latin curriculum. The Roman world exerted enormous influences on our own culture, so to be ignorant of Roman civilization is to be ignorant of our own roots. An important consideration too for our own multicultural society is the fact that the Greco-Roman world was what is often called the "archetypal multi-culture." The Roman empire at its greatest extent included all the peoples living around the Mediterranean Sea and the widely disparate cultures of not only Europe but also Asia, the Near East, and North Africa. Rome was thus a cultural melting pot and the lessons we can learn from the world of Rome are invaluable to all of us in America today.[32]

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

Foreign Languages

Latin will be taught as foreign language instruction. Latin will be taught informally (root words) in grades K-6 and then be taught as a core class in grades 7-8 by a trained Latinist. Learning Latin affords students a critical knowledge of English grammar and a basis for studying other foreign languages. Foreign languages will be an important part of Pineapple Cove Classical Academy at Brooksville's curriculum. In middle school, two years of Latin will be required. Learning Latin affords students a critical knowledge of English grammar and a basis for studying other foreign languages. Since over half of English words derive from Latin, students will considerably improve their English vocabulary and "word sense." Words used in everyday English have long histories. Knowing those histories, which may draw upon multiple languages, prepares students with a greater command over understanding word meaning.

Intensive study of grammar will provide the foundation of language and will instruct students on how to use words appropriately. Further, the frequent occurrences of Latin in the English language (per diem, quid pro quo, ante bellum, e.g., i.e., status quo, et cetera) will be clearly understood by graduates of our program. Studying modern languages will solidify students' knowledge of their own language, enable them to gain insight into different cultures, afford the opportunity of reading the rich literature of other nations, and prepare young people to communicate in a complex world and participate in the global economy. The language requirements of Pineapple Cove Classical Academy at Brooksville will meet or exceed FL-DOE standards and be in line with college expectations.

Technology

The School recognizes and embraces the important role technology plays in today's society. The need for children to be able to use and learn new technology is evident. However, we believe that technology should neither drive curriculum nor should it be used in place of quality teacher-led instruction. Therefore, instruction in the use of technology (e.g., research, word processing) will be incorporated into lessons and classroom activities when appropriate in conjunction with instruction in the computer lab. Computers will be available for supervised student use in both labs and classrooms, and students will be familiar with and prepared to use technology for statewide assessment.

[32] LaFleur, R. "The practical benefits of studying Latin," *The Classical Outlook*. (n.d.)

Fine Arts

Students at Pineapple Cove Classical Academy at Brooksville in grades K-8 will also receive instruction in the fine arts via the Core Knowledge sequence. Studying music and the visual arts will teach students to appreciate beauty and equip students with important perspectives on their culture. In keeping with classical education, Pineapple Cove Classical Academy at Brooksville will teach music and art largely through an intensive study of technique and through the works of the masters.

In Visual Arts, students will learn about the elements of art, sculpture, portraits, still life, landscapes, photography, architecture, expression and abstraction, works of art from long ago, the Renaissance, Impressionism, Postimpressionism, and 20th century sculpture. They will be exposed to Islamic art and architecture, African art, Chinese Art, Japanese Art, and American Art.

In music, students will be exposed to a wide array of music from jazz to orchestral music as well as vocal music that includes songs from the Baroque, Classical, and Romantic periods. They will learn about composers and their music, the elements of music, and vocal ranges.

In high school, students will continue to study and perform in the arts, in one required course of their choice and other elective courses. Music courses will include choir, band, and orchestra (once the budget allows). Art will include drawing and painting and art history.

As in the K-8 curriculum, effort will be made to teach students how the arts are, on the one hand, a reflection of the philosophy and ethos of a given age and, on the other, a striving of human beings to reach the realm of the beautiful, and thus providing transcendent and timeless lessons to human beings. Therefore, while technique and composition in either music performance or painting and sculpture are important matters to study, students should explore the overall theme and meaning of any work of art or music. For example, what does the Sistine Chapel Ceiling tell us not only about Michelangelo's or Renaissance technique but also about the nature of man qua man? What insight do we gain about the human spirit from Beethoven's Ninth Symphony?

Physical Education

Pineapple Cove Classical Academy at Brooksville will follow state of Florida requirements for time and frequency of physical education instruction for students grade K-8 as defined in F.S. 1003.455.

Physical education will include a variety of physical developmental activities emphasizing fine and gross motor skill development. The kindergarten through second grade curriculum will focus on movement exploration through various locomotor and non-locomotor experiences and includes required instruction in keeping their growing bodies healthy, clean and safe (health/nutrition and wellness, drug prevention, first aid, safety and exercise). The character education curriculum also includes this area of instruction as it provides drug prevention awareness and an emphasis on respect for one's body and good sportsmanship and cooperation. The curriculum emphasizes physical fitness and a basic application of individual skills in a team sport environment.

Students in grades K-5 will receive 150 minutes of physical education per week. On any day during which physical education instruction is conducted, it must be scheduled for a minimum of 30 consecutive minutes. Students in grade 6 who change classes and are on a middle school schedule are not required to receive 150 minutes of physical education.

Middle school students will receive the equivalent of one class period per day of physical

education for one semester of each year for students enrolled in grades 6-8. In grades 9-12, we offer a variety of physical education electives, including the state-required HOPE course for ninth grade.

Moral Philosophy

Students will take a semester-long class introducing them to the formal study of morality and right conduct. The basic premise of this class is that man is a moral being: man, despite passions and appetites that often take him down the road to ruin, has a conscience (or a moral sense) that urges him to live virtuously. Indeed, living virtuously is the source of happiness, and happiness the reward of living virtuously.

In order to teach this primary lesson, the moral philosophy class will not be the typical ethics class found in colleges (a survey of all the philosophers and how they supposedly disagree with each other, with no attempt to embrace virtue as such). This class will instead lay the philosophical foundation for living virtuously and show instances of virtue in action.

The class will not use a textbook but work through sources that shed light on the desirability of right living or the consequences of wrong living. While some of the readings may be from works of philosophy, others will be from literature and history. The end will be to show students how human beings attain both happiness and respectability when they live according to conscience and the highest ideas of the good life and how the anarchy of passion and appetite does not lead to genuine happiness or human excellence. Students will see through noble examples in literature and history how human beings practice the virtues. They will also learn how virtue should be the governing force in human relations, whether in friendship, marriage, fatherhood and motherhood, leadership, business, politics, and so on.

Personal Financial Literacy

Students will be required to complete .5 credits in Personal Financial Literacy through a course through Florida Virtual School or a course designed by the PCCA faculty as required by statute.

Senior Thesis

Every senior will write and deliver orally a senior thesis on a topic of his or her choosing that emerges from the curriculum. A satisfactory performance on the senior thesis will be required for graduation.

Because the assignment is writing intensive, it will be anchored in the senior literature class. Nonetheless, the student's thesis may concentrate on books, events, or themes that draw on any of the core courses. The broad questions the thesis will seek to address are: What is a human being? What is a citizen? What is justice? Who is a hero? What is the beautiful? What is the good life? These are big questions for teenagers to consider, teenagers who are far from original thinkers or as yet experienced enough in life to give definitive answers. Thus, the students will be invited to adopt a particular perspective on one or more of these questions based on the books, events, ideas, heroes, and human achievements that most moved and provoked them. The students will, then, be able to speak through Homer or Shakespeare or Milton or the Founding Fathers or Lincoln, et al.

Thus, the senior thesis will be looked upon as a culmination of a classical school education and the rite of passage to a life of virtue and self-government.

Electives

Electives may be offered in subjects other than those above. PCCA may offer a one-semester course in technology, the purpose being to familiarize students with the basics of computer literacy: spreadsheets, different formats such as PDF, and even some web design. Similarly, keyboarding may be offered in middle school as students begin writing formal papers.

Other electives may include but will not be limited to:

- Photography
- Web Design
- Yearbook
- Choir/Band/Orchestra

Extracurricular Activities

PCCA will offer extracurricular activities that suit the interest and needs of our elementary and middle school students. These include, but are not limited to, sports like soccer and basketball, Odyssey of the Mind competitions, and other activities as appropriate.

The classical upper school will encourage a robust extracurricular life in music, drama, leadership, community service, public speaking, math and science clubs, team sports, etc. These activities, however, will occur after school hours, not during the day.

Athletics and sports are an important part of many students' educational years. To this end PCCA will seek to offer sports as budget and interest allow. Initially we may offer sports including but not limited to:

- Men and women's soccer
- Men and women's basketball
- Flag football
- Volleyball
- Track and cross country

Choir, band, and orchestra will be considered a part of the fine arts curriculum and therefore will be taught during the school day. Show choirs, jazz bands, and other select groups will hold practices after school.

Students must maintain a sufficiently high G.P.A. (as determined by school policy and monitored by the principal) in order to take part in extracurricular activities.

Character Education

PCCA will implement a classical approach to a program of moral and ethical education. This approach to character education is completely in keeping with our efforts to promote tolerance and foster a sense of multicultural appreciation in students. The program is founded on six ethical values that are not political, religious, or culturally biased and lead naturally to a discussion of the classical virtues in the upper levels. Woven throughout each grade and curriculum will be these six virtues including self-government, honesty, perseverance, courage, service, and courtesy.

F. Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.

Teachers and administration will hold team meetings to discuss the growth and progress of individual students. Our curriculum allows for ease in differentiation, so teachers will readily

be able to accelerate or reinforce a student's learning. At our middle school levels, by offering accelerated and remedial courses we will be able to pace students according to their instructional needs. Students scoring a 1 or 2 on FAST math or reading in middle school will be required to take remedial and intensive courses offered, in order to make certain they are performing at the appropriate grade level. In middle school the guidance counselor/assistant principal will work closely with students to ensure proper class placement and promotion.

For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will develop and implement a Progress Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. Strategies may include, but are not limited to summer school, dropout prevention services, parent tutorial programs, modified curriculum, reading instruction, after school instruction and other extended day services, tutoring, mentoring, class size reduction, extended school year, and intensive skills development programs. The PMP will:

- clearly identify the specific diagnosed academic needs to be remediated;
- clearly identify the success-based intervention strategies to be used;
- clearly identify a variety of remedial instruction to be provided; and
- clearly identify the monitoring and reevaluation activities to be employed.

A student who is not meeting the school district or state requirements for proficiency in reading and mathematics must be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- A federally required student plan such as an individual education plan (IEP);
- A school-wide system of progress monitoring for all students; or
- An individualized PMP.
    - It is the intention of PCCA to utilize individual PMPs, unless the student has a disability and receives services on an IEP that more appropriately can address the identified deficiencies.

Progress Monitoring Plans will be required for the following:

- K-3 students who exhibit a substantial deficiency in reading or mathematics;
- Students in grades 3-12 who score at Level 1 or who fail FAST Reading, Writing, or Mathematics;
- Retained students; and
- Students new to Hernando County School District who exhibit substantial deficiencies in reading, writing, mathematics, or science.

PCCA may request low performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided. If upon subsequent evaluation the documented deficiency has not been remediated, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics will continue remedial instruction or supplemental instruction until expectations are met or the student withdraws from the school. The PMP will stay active until a student has made sufficient learning gains to illustrate proficiency. Students not making expected gains will be referred to the MTSS process.

Section 5: Student Performance

Performance Goals

A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.

We expect the incoming baseline of student achievement to begin close to the district proficiency average on FAST ELA and Mathematics for grades 3-10, or STAR Assessments for K-2.

PCCA will utilize pre- and post-testing in year one (FY27), as well as reports from previous school records, as baseline to measure progress in years 1, 2, 3, and beyond, and as an integral part of the planning and refinement of instructional strategies. Baseline data will include standardized test scores, report card grades, attendance reports, and behavioral records. The individual educational plans (IEPs) or Section 504 plans for students with disabilities will be obtained, as well as educational plans (EPs) for gifted students and ELL Student Plans for English language learners (ELLs). This data will be compared to current data at the end of each school year. The school will use data (state and district requirements, report cards, testing scores, past performance and comportment) as factors for placement in the appropriate classes which best suit each child.

Baseline Standards of Achievement

Ongoing internal audits (Interim Progress Reports and Report Cards, and Ongoing Assessments) of student performance, including beginning year, mid-year, and end-year assessments will be utilized as reflective and guidance tools for course placement. Student records from previous schools will be secured and reviewed for baseline data on each student and assessment of their progress. That data will include, but not limited to, standardized test scores, report card grades, attendance records, and behavioral records (including in school and out of school suspensions as well as exemplary behavior).

The baseline data will be compared to current data at the end of each school year. Expectations are that students will progress at least as well as they did before attending the charter school, and that the specific measurable objectives for the school are achieved. Standardized test results will be compared from the previous school year to the current school year. Other methods of assessing students' mastery of performance outcomes will include, but will not be limited to teacher tests and quizzes, projects, presentations, exhibitions, portfolios, and attendance rates.

An additional method of determining baseline achievement levels will be a review of incoming students' prior year FAST and STAR scores (if they are included in the student's cumulative folder), attendance records, and report card grades. A determination will be made if the student has an ELL, IEP or a 504 plan. The prior year's FAST and STAR assessments will be primarily used to determine prior rates of academic progress.

Students with no FAST scores

Students who have not previously taken the FAST will be assessed early on using the state FAST progress monitoring tool. Previous standardized test scores will be evaluated as well as report card grades. Students will also be given diagnostic assessments with regard to Literacy Essentials and Singapore Math to determine flexible ability grouping.

Pineapple Cove Classical Academy at Brooksville is committed to creating an environment of learning which will allow each student to attain at least one year of academic growth each school year. Our goal is to challenge our students at all levels of their learning and sustain measured growth throughout the academic year. Through ongoing professional development and continued training, our teachers will be constantly learning new methods for helping their students succeed and implementing these new learning strategies for all their students.

School wide Goals

Year 1

The school-wide goal for year one is set with the assumption that the longer a student stays with the school, the higher the performance of the school and the student as he/she is promoted. It is the school's intention to exceed the year one goal of earning a school grade of a "B". Goals in year two and beyond, will be based on meeting or exceeding the baseline achieved in year one.

Year 2

With the assumption that the school will increase enrollment in year two, the school will sustain momentum by earning a school grade at an "A" while also increasing ELA and mathematics average proficiency.

Focus Area	Academic Improvement	How Progress and Performance will be Measured	Specific Results to be Attained
Grades K-2	By July 2028, 60% of students will show one year's learning gains in reading and math on the STAR and district tests in reading and math. By July 2029, 62% of students will show one year's learning gains in reading and math on the STAR and district tests in reading and math.	STAR assessments; School math pre- and post assessments.	Given school-wide emphasis on instruction for mastery of the Florida B.E.S.T. Standards in Language Arts and Math, the average score of students in grades K through 2 will meet or exceed the District or State average (whichever is higher).
English/Language Arts Grades 3-8	By July 2028, 60% of all students taking the English/ Language Arts FAST at PCCA will score at a proficient level.	FAST assessments Level 3 or higher	Given school-wide emphasis on instruction for mastery of the Florida B.E.S.T. standards in Language

Focus Area	Academic Improvement	How Progress and Performance will be Measured	Specific Results to be Attained
	By July 2029, 62% of all students taking the English/ Language Arts FAST at PCCA will score at a proficient level or above.		Arts, the average score of students in grades 3 through 8 will meet or exceed the District or State average (whichever is higher).
English/Language Arts Grades 3-8 Lowest Quartile	By July 2028, 55% of the lowest 25% of students taking the English/Language Arts FAST will make learning gains. By July 2029, 57% of the lowest 25% of students taking the English/Language Arts FAST will make learning gains.	FAST assessments Level 3 or higher	Given a school-wide emphasis on instruction for mastery of the Florida B.E.S.T. Standards, the lowest quartile of students will make learning gains in English/Language Arts.
English/Language Arts Grades 3-8 ESSA Subgroups	By July 2028, 55% of the lowest 25% of ESSA subgroup students taking the English/Language Arts FAST will make learning gains. By July 2029, 57% of the lowest 25% of ESSA subgroup students taking the English/Language Arts FAST will make learning gains.		Given school-wide emphasis on instruction for mastery of the Florida B.E.S.T. Standards in English/Language Arts, the average score for all tested subgroups will meet or exceed the District average or state average (whichever is higher) on the FAST.
Mathematics Grades 3-8	By July 2028, 60% of all students taking the Math FAST at PCCA will score at a proficient level. By July 2029, 62% (or appropriate percent based on ESSA baseline calculation) of all students taking the Math	FAST assessments Level 3 or higher	Given school-wide emphasis on instruction for mastery of the Florida B.E.S.T. Standards in Mathematics, the average score of students in grades 3 through 8 will meet or

Focus Area	Academic Improvement	How Progress and Performance will be Measured	Specific Results to be Attained
	FAST at PCCA will score at a proficient level or above.		exceed the District average or state average (whichever is higher) on the FAST.
Mathematics Grades 3-8 Lowest Quartile	By July 2028, 55% of the lowest 25% of students taking the Math FAST will make learning gains. By July 2029, 57% of the lowest 25% of students taking the Math FAST will make learning gains.	FAST assessments Level 3 or higher	Given a school-wide emphasis on instruction for mastery of the Florida B.E.S.T. Standards, the lowest quartile of students will make learning gains Math.
Mathematics Grades 3-8 ESSA Subgroups	By July 2028, 55% of the lowest 25% of ESSA subgroup students taking the Math FAST will make learning gains. By July 2029, 57% of the lowest 25% of ESSA subgroup students taking the Math FAST will make learning gains.		Given school-wide emphasis on instruction for mastery of the Florida B.E.S.T. Standards in Mathematics, the average score for all tested subgroups will meet or exceed the District average or state average (whichever is higher) on the FAST.

Should the incoming baseline data be significantly lower than expected, we will revise our goals to reflect one year's learning gains from the beginning baseline.

B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

PCCA at Brooksville has a strong emphasis on virtue and character development. We believe these goals are as important as academic goals. We do not anticipate additional educational goals and targets beyond state accountability requirements.

Placement and Progression

C. Describe the school's student grade level and course placement procedures.

Students who enter PCCA during summer will be placed in the grade above their last level of successful completion in their previous school. Students who transfer mid-year will be placed in their current grade level.

To determine placement of students with no prior formal schooling, we will initially mine exam data from previous school years, which includes standardized test scores and student performance, to establish baseline data. Academic placement of students will be based upon recommendations from former teachers, achievement levels based on the diagnostic instruments and a compilation of class work during the year. If standardized test data is not available, students will be given a school-based literacy and Singapore Math diagnostic, whichever is available and most pertinent to student placement, or a FAST progress monitoring assessment if the window is open. Our administration and staff will use this multi-faceted approach to accurately analyze growth, and compare it to the promotion standards set by the District and FLDOE. Students will be promoted when they have met the requirements for their current grade and have shown the proficiency necessary to move to the next grade level, in accordance with the District's Student Progression Plan. Literacy Essentials and Singapore Math diagnostic assessments will be used to determine placement in flexible ability grouping as these are the instruments of our curriculum. As specified by F.S. Section 1008.25, PCCA will work to ensure that all our students are proficient, appropriate to their grade level, in reading, writing, science, mathematics, and history. PCCA will also adhere to all testing requirements for promotion and retention associated with the District's Student Progression Plan.

Per F.S. 1008.26 (6), no student can be assigned to a grade level based solely on age or other factors that constitute social promotion. Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state level of performance for student progression.

D. State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.

Pineapple Cove Classical Academy at Brooksville will utilize Hernando County School District's Student Progression Plan.

E. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.

As stated above, Pineapple Cove Classical Academy at Brooksville will follow the pupil placement and promotion standards set by the Hernando County School District in accordance with Florida statutory requirements and FLDOE guidelines. This includes all the graduation requirements of the State, as outlined within the Hernando County School District's Student Progression Plan. The guidance office will work with each high school student to monitor the student's electronic personal education plan created in middle school.

To satisfy graduation requirements, students must receive credits in all required coursework and maintain a grade point average of 2.0 or higher. PCCHS will implement the district's grade forgiveness policy that allows for the following:

- For required courses, a student who receives a grade of D or F, or the equivalent, in high school may retake the same or comparable course and replace the previous grade with a C or higher.
- For elective courses, a student who receives a grade of D or F, or the equivalent, in high school may take another course and replace the previous grade with a C or higher.
- For a high school course taken in grades 6-8, a student who receives a grade of C, D, or F, or the equivalent, may take the same or comparable course and replace the grade with a C or higher.
- In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to the forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.

Our requirements for graduation will be monitored and administered by the assistant principal and the guidance counselor. Students will be promoted according to the District Student Progression Plan at all grade levels and be required to pass EOCs in required courses to receive course credit. PCCA will exceed the state requirements for graduation in each of the prescribed areas:

- A minimum of 26 required credits for graduation: 4 credits in English, 4 credits in mathematics, 4 credits in science (2 of which have a lab component), 4 credits in social studies (see additional requirements below), 1 credit in fine or performing arts education, 1 credit in physical education to include integration of health (F.S. Section 1003.428(4)(a)), and 8 credits in electives.
- Earning passing scores on the 10 grade ELA FAST, EOC assessment where applicable, or another approved test found in F.S. Section 1008.22(10) (F.S. Section 1003.428(4)(a)).
- Achievement of a cumulative GPA of 2.0 on a 4.0 scale, or its equivalent, in all required courses (F.S. Section 1003.428(4)(d)).
- Adherence to the approved Hernando County School District's Student Progression Plan (F.S. Section 1003.428(4)(c)).
- We also understand the requirement of 1/2 credit in financial literacy and will integrate these into our coursework via approved FL-DOE courses from the course code directory.

In addition to these required courses, PCCA will require:

- A (.5) credit in both U.S. Government and Economics will be required for graduation – requiring 4 full credits in history for graduation
- A (.5) credit senior thesis to be completed by all graduating seniors as a compliment to their senior literature course.
- Half (.5) credit in moral philosophy
- Half (.5) credit in English composition
- Four credits in foreign languages (2 credits in Latin-can be completed in grades 7 and 8- and 2 credits modern language) toward elective credit.
- Remedial courses, when appropriate, will count as elective credit.

In addition to ensuring that our students meet the requirements for high school graduation in Florida, PCCA will strive to provide the best possible education and postsecondary outcomes for our students. Our guidance counselor(s) will work to oversee the

student-centered process of planning for graduation. Information regarding Bright Futures Scholarships and support for students in meeting the requirements will be incorporated into guidance and community service activities.

F. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

PCCA is eager to dispel the myth that standardized assessments are the sole determination of student promotion. Although we understand the importance of assessment and accountability, we reject the notion that standardized assessments are the ultimate measure of student growth. As such, we do not "teach to tests" or utilize FAST practice assessments except for statutorily-required practice assessments for computer-based testing. We feel that excellent instruction and a cohesive, challenging curriculum will prepare children for any test put in front of them.

When discussing student promotion requirements, PCCA Brooksville staff will regularly reference the Hernando County School District's Student Progression Plan and utilize the parent communication tools located within the plan. This includes following district reporting schedule for report cards and interim reports, notification letters for substandard performance, and letters signifying retention or good cause promotion. We believe early and honest notification to parents is the just course of action regarding students working below grade level. These notifications are in addition to conferences with teachers and IPST team meetings. Graduation requirements will be sent home yearly and parents will be updated with student progress toward graduation at a minimum, yearly.

Assessment and Evaluation

G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a **proposed** assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.

Baseline levels of student and school academic performance will be established using multiple measures of students' performance on school-based, district and statewide assessments. Baseline levels will also be established by considering other factors likely to impact student outcomes and progress such as attendance and behavior/discipline data.

As stated, the baseline student academic achievement levels for PCCA will be established using multiple measures of student's academic performance on the school and the Florida Assessment Program, as applicable. Some of the assessments to be utilized will include the following:

- Florida Assessment of Student Thinking (English/language arts and mathematics, 3-10)
- End of course exams for applicable subject areas
- STAR Early Literacy and Math Assessments (K-2)
- Other standardized tests
- Other standards-based exams
- Baseline benchmark assessments, as applicable

- Interim assessments
- Portfolio assessments (whenever applicable)
- ACT/SAT/CLT/PSAT exams
- WIDA Access 2.0 for ELL students as appropriate

In addition to internal use for instructional planning, school-level baseline data will be made available to stakeholders and the community at-large as they are incorporated into and used as a basis for the School Improvement Plan. Going forward, it will be utilized to gauge the extent to which educational goals and performance standards have been met with regard to student growth and to inform instructional decision making, including regular review of curriculum-based instructional groupings to ensure students are appropriately placed. This method of goal setting and data collection will be utilized as a living and continuous improvement tool.

H. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

We believe that professional learning is the result of an individual's commitment to improvement and is the embodiment of the vision and mission of PCCA. Teachers will meet as grade level and content area teams using a professional learning community forum on a regular basis. They will analyze student data, and design units and accompanying lessons. New and experienced teachers will be taught to expand upon their initial knowledge base in reading instruction to refine their instructional delivery and increase their effectiveness. Teachers will meet for data chats with the administrators after benchmarks and assessment periods, to analyze student progress and develop any necessary action plans. We intend to improve student achievement by enhancing proficiency through instructional and leadership strategies that promote rigor and relevance throughout a standards-based curriculum. We will measure our success by our "effect" on students rather than the "effort" of our staff.

Partnered with teachers, our MTSS Coordinator will coordinate and facilitate the process of identifying struggling students and designing interventions to support them. The MTSS framework is designed for all students, including general education students and ESE students with IEPs or EPs. "All students" includes those who struggle, those who excel and demonstrate needs beyond the core, and those who are English language learners. If the School's problem-solving (MTSS implementation) team determines that a student is not making adequate progress after the provision of effective Tier 1, Tier 2, and Tier 3 intervention and supports for an appropriate amount of time, or that the services are effective but may require substantial and sustained effort that may include special education and related services in order to maintain progress, the team will refer the student for evaluation for exceptional student education.

Florida's MTSS system incorporates a problem-solving model to match instructional resources to educational need. Problem solving teams (PSTs) continue to engage in instructional planning and problem solving to ensure that student success is achieved and maintained.

The four critical parts of the on-going planning/problem-solving cycle are as follows:

- Step 1

  Define the problem or goal by determining the difference between what is expected and

what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

- Step 2

  Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

- Step 3

  Develop and implement a plan driven by the results of the IPST team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progresses will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

- Step 4

  Measure response to instruction/interventions by using data gathered from progress monitoring at agreed-upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' responses to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

For each year in which a student in middle or high school scores at Level l in reading on the FAST, the student will be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered will be determined by diagnosis of reading needs. Reading courses will be designed and offered pursuant to the district's comprehensive reading plan. For each year in which a student scores at Level 1 or Level 2 in mathematics on the FAST, the student will receive remediation the following year, which may be integrated into the student's required mathematics course. Ongoing internal audits (Interim Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, will be utilized as reflective and guidance tools.

I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

PCCA at Brooksville believes that data driven instruction is critical to success of students and the school. As such, we provide checkpoints throughout the school year that detail how students are performing compared to their peers within the school as well as their peers within the district

and state. We hire administrators with extensive experience in analyzing and interpreting data who can serve to educate classroom teachers to become proficient in this area. Through monthly grade level meetings, teachers meet directly with administrators to discuss recent assessment data, problem solve in situations where students are struggling and provide direction to teachers with regard to how to structure and implement intensive and effective interventions. Through an effective MTSS process where administrators are a member of the team, we employ a highly skilled IPST staff who serve to work as a team to effectively evaluate student progress.

J. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.

The schools PCCA at Brooksville is replicating had an extremely successful start. Math and ELA scores were on or above district and state averages across the board. Our curriculum is time-tested and appropriate for a wide range of abilities and ranges. The key to our success, in our opinion, is a key understanding of individual student achievement and ensuring students do not "fall between the cracks" by providing appropriate checkpoints across the way. If at any time we see a dip in student achievement or the failure of students to make a year's growth, we will look internally at our data to see if we can pinpoint reasons for the possible decline in achievement. If it necessitates purchasing additional materials, hiring additional staff, or making staffing changes, we will do so. Ultimately this responsibility falls upon the administration to ensure the academic success of the school. These corrective actions may include providing free tutoring to struggling students, hiring additional instructional coaches, or adding research-based supplemental materials to our curriculum.

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

PCCA will use a semester/quarter reporting schedule aligned with the district. These reports will coincide with Parent-Teacher conferences, during which our staff will discuss fully the students' progression and assessments. In addition to these regularly scheduled conferences, parents and staff will maintain an environment of open communication through means which could include but are not limited to: emails, notes, phone calls, informal meetings, and response to results achieved on grades and quizzes. Students will bring a folder home each day with all information deemed necessary for ideal parent-school communication, which must be signed each day by the parent or guardian. Student grades will be recorded using the online grade book assessment tool where parents can log in at any time to see a student's progress.

Student assessment and performance information will be shared with students and parents in accordance with all requirements set forth in the Student Progression Plan. All parents/guardians must be notified in writing of the promotion requirements set forth by the district. FAST Student and Parent Reports received from the FLDOE will be sent to parents and shared with students, when appropriate, after each progress monitoring period. We will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and understand their results.

If a child's performance is below target (not making adequate progress towards the standards, parent(s)/guardian(s) will be advised in a special conference, if need be, and remedial

strategies will be developed through the MTSS process in collaboration with the parents.

If a child's performance is on target for his or her immediate stage of development, we will advise the parents. Assessment and performance information will be shared with parents and evidence by parental contact logs for every teacher.

If a child's performance is above target for his immediate stage of development, the school will review accelerated options with the parent and will follow district guidelines. Students who are suspected of being gifted will be referred for evaluation.

Not later than midway between marking periods, an interim report shall be sent to all parents with a special note for parents of students who are having trouble including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and excessive absences. Ongoing communication will occur through progress reports, report cards, parent/student conferences, and other forms of written and oral communication. Additionally, progress reports must be signed by the parent and returned to the teacher. Conferencing will be a highly effective way to keep parents apprised of their child's progress in all grade levels.

L. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.

All communication and correspondence between PCCA, parents and students will adhere to the protection and privacy guidelines found in the Family Education Rights and Privacy Act (FERPA) and any additional provisions pursuant to F.S Section 1002.22.
In accordance with FERPA guidelines, we will only release student information in writing to parents/guardians and will deny the receipt of this information via phone or e-mail. Our private student documents are stored in a locked file room in a locked file cabinet to which only administration has access. These items are not permitted to leave the records room under any circumstances.

Section 6: Exceptional Students

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

Pineapple Cove Classical Academy at Brooksville expects the population of students with disabilities to be similar to that of the school district and surrounding area. For school years 2024-2025, the latest data available from FLDOE, the Hernando County School district average was 16.5% of students identified as qualified for ESE services. For purposes of projections, the educational model and budget are based on a 15-17% average of the student enrollment being students with disabilities. As gifted students are staffed under the umbrella of Exceptional Student Education, Hernando's percentage of gifted students in the district is approximately 2% based on 2025 student populations of 576 gifted students out of a total student membership of 23,7345. For budgetary and staffing purposes, we anticipate a comparable percentage of students.

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

PCCA will be open to any students residing in Hernando County or surrounding counties who would otherwise qualify to attend regular public school in Hernando County. If applications exceed capacity, a lottery will be held to determine admission and a list will be

maintained by grade level in order of the lottery results. PCCA will not discriminate on the basis of disability, including ESE students with IEPs and students with Section 504 plans, or on a student's status as an English language learner. PCCA will follow the anti-discrimination provisions of Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA), F.S. Statute 1000.05, the Florida Education Equity Act, and the 1990 Florida Consent Decree. PCCA will guarantee that admissions policies will be nonsectarian and nondiscriminatory.

In addition, Pineapple Cove Classical Academy at Brooksville's marketing strategy materials will include an explanation of the school that highlights the following:

- Tuition-free
- Public charter school
- Accommodates students with "exceptionalities," "disabilities," and "limited English proficiency"

C. Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment (LRE).

It is the intention of PCCA to accept all students who apply to the School and are properly chosen through the lottery system in place. PCCA will clearly state in its parent handbook and all registration materials the level of services the School can provide. When a student with an IEP enrolls in PCCA, whether from within Hernando County or as a transfer student from within Florida or out-of-state, we will communicate with District ESE staff to inform them of the enrollment. Our ESE Specialist will carefully review each student's IEP to ensure that the services it prescribes align with those available from the School and that it can be implemented as written.

If a discrepancy is identified or there are questions or concerns regarding the content of the IEP, we will work with the district and the parents through an IEP team process to ensure proper placement of the student. The IEP team will review the unique needs of the student and the strengths and limitations that PCCA offers as a school. The IEP team, including our Staffing Specialist and School Psychologist, shall then determine the appropriate special education and related services, accommodations, and placement for the student. For some students, the IEP team may determine that the IEP can be revised to provide different, but equally effective, services and supports to meet the student's needs resulting from the disability. If the IEP team determines that the student has needs that cannot appropriately be met at PCCA, the IEP team, including the district and the parent, will determine an appropriate placement. We believe that by working in collaboration with the Hernando County School District, we will be able to ensure the appropriate placement of students with disabilities within the full continuum of services that are offered by the district.

The same process described above for reviewing the content of IEPs will be applied to EPs for gifted students, student ELL plans, and Section 504 plans. If a plan cannot be implemented as written, the appropriate team or group will convene, with the parent, to identify equally effective methods to meet the students' needs.

In accordance with our MTSS framework, if a student enrolled in PCCA exhibits academic, social, or behavioral challenges, the PS/RtI team will convene to ensure that necessary

instruction and interventions are provided. Engaging in the cyclical four-step problem solving process described in Section 4, students will be provided targeted academic and/or behavioral instruction and interventions, including systematic progress monitoring measures and fidelity checks to ensure staff have the resources necessary for implementation. If even the most intensive and individualized supports and interventions (tier 3) are ineffective, not sufficiently effective, or so resource intensive that they cannot be sustained with the available general education resources, the School will work with the district to refer the student for evaluation for special education services. Throughout the PS/RtI process extensive documentation will be kept on the student's progress, the interventions attempted, and the results of those interventions. This data will be extremely helpful throughout the ESE evaluation and eligibility process. In addition, if at any time a parent requests an evaluation for their child, the School will schedule a meeting with the parent to discuss the areas of concern and respond to the parent's request with no delay.

We acknowledge and understand that when the student's needs can be reasonably met at PCCA, we are responsible for providing a free appropriate public education (FAPE) in the least restrictive environment and for ensuring that all ESE policies, procedures, and services are provided to the student in accordance with IDEA, state statute and State Board of Education rules, including procedural safeguards for parents of students with disabilities.

We anticipate that specific administrative services in accordance with section 1002.33(20), F.S., and disbursement of federal funds for ESE services in accordance with section 1002.33(17)(c), F.S., and the IDEA will be negotiated during the charter contract process. Other aspects of the ESE program that will be addressed in the charter contract include, but are not limited to:

- Roles and responsibilities for child find, including
    - making available to all school staff relevant and necessary training and technical assistance regarding the application of MTSS, problem solving, and response-to-intervention (PS/RtI) to the referral and evaluation process;
    - providing parents with prior written notice of initial evaluation and obtaining parental consent to conduct the evaluation;
    - conducting an initial evaluation of a student in all areas of suspected need that is sufficiently comprehensive to determine the existence of a disability and identify all of the student's ESE needs;
    - conducting reevaluations in accordance with IDEA and Rule 6A-6.0331, F.A.C.; and
    - designating appropriate District or School staff responsible for various evaluation activities, such as psycho-educational assessment; achievement tests; social history; and ongoing progress monitoring data.

- Guidelines for appointment of the required local educational agency (LEA) representative for ESE procedures, including but not limited to: eligibility determinations/staffings for students with disabilities or gifted students; IEP and EP team meetings; manifestation determination meetings; provision of prior written notice of proposal/refusal related to change in placement or change in the provision of FAPE to a student, evaluation, and reevaluation.

- Guidelines for evaluation and eligibility for Section 504 plans (not encompassed under ESE, but disability-related).

We will work closely with designated district ESE staff to ensure compliance with applicable state and federal guidelines and district policies and procedures regarding ESE programs. All IEP and EP teams will be properly constituted, and parents will be notified of all IEP and EP team meetings in accordance with IDEA and applicable state statutes and rules. All District forms and notices will be used and will be provided in the parent's language or primary mode of communication.

Students with disabilities will be assessed by the FAST unless they qualify for the Florida Alternative Assessment under Rule 6A-1.0943, F.A.C. The school will provide FAPE to students who have not yet reached age 22 and who do not possess a high school diploma. Students with disabilities who are working toward a standard high school diploma are expected to participate in the state and District assessments as well as meet other requirements set forth by state or District policy; however, legislation provides for waivers to be available to students with IEPs if specific requirements are met.

Section 1008.22(3)(d), F.S., states that a student with a disability, as defined in s. 1007.02, F.S., for whom the IEP team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma.

To be considered for a waiver from the statewide, standardized assessment graduation requirement, the student must:

1. Be identified as a student with a disability as defined in, s. 1007.02, F.S.;
2. Have an Individual Education Plan (IEP); and
3. Have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.

In accordance with s. 1008.22(3)(d)2, F.S., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.

D. Describe the methods the school will use to identify students with disabilities that have not yet been identified.

Adherence to the state MTSS process with fidelity ensures that students who are struggling will receive the intensive interventions they may need to be successful and the data supporting the success or failure of these interventions should be readily available. Should those interventions be unsuccessful and the IPST team agrees that additional evaluation may be necessary, the IPST team will defer to the parent to sign consent for additional evaluations and adhere to state timelines to complete evaluations.

E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.

PCCA will use the research-supported philosophy that the achievement of all ESE students increases when they have direct learning experiences and interactions within the regular education classroom. We will focus on giving every ESE student an equal opportunity to learn

and be included in the regular education environment and curriculum through the regular education classroom. We will accommodate ESE students with a combination of regular education curriculum in an inclusion setting to the extent appropriate. The inclusion classroom is designed to allow the regular education teacher and the ESE teacher to work together to educate all the students in the regular education environment. If a student's needs cannot be met in the general education environment, even with appropriate supplemental aids and services, the IEP team may determine that removal from the general education classroom for some amount of time is necessary. For example, a student may require a service such as speech therapy or physical therapy that can more effectively be provided in a pullout setting. However, it is anticipated that the majority of special education and related services, supplemental aids and services, and accommodations will be most effectively and appropriately provided within the general education setting.

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

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

- to advance appropriately toward attaining the annual goals stated on the IEP;
- to be involved in and make progress in the general education curriculum;
- to participate in extracurricular and other nonacademic activities; and
- to be educated and participate with other children with disabilities and nondisabled children.

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

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

Through the selection of curricular materials to be used by PCCA, we will be looking for materials that offer a significant amount of supplemental and support materials for students who are behind grade level and are appropriate for students with disabilities and ELL students, as

well.

F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

Students of all disability categories have an equal chance of enrollment at PCCA at Brooksville via our blind lottery system. Once students are enrolled in our program, we will review the child's IEP and, if necessary, convene an IEP team meeting with district personnel and the parent present to discuss the student's individual needs and the school's ability to meet FAPE for that student. We will look at unique ways to provide the required service minutes using the staff and resources at hand and if determined to be the best course of action by the team, amend the IEP as needed. Should all members of the team agree that the IEP can be implemented as intended, we will continue with the child's enrollment. Should the team determine otherwise, we will work with the parent and district to find the most appropriate placement for the student.

G. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

Similar to the process described above, a team review of the child's IEP will be conducted to see if FAPE can be met at the charter school level. If a discrepancy is identified or there are questions or concerns regarding the content of the IEP, we will work with the district and the parents through an IEP team process to ensure proper placement of the student. The IEP team will review the unique needs of the student and the strengths and limitations that PCCA offers as a school. The IEP team, including our district Staffing Specialist and School Psychologist, shall then determine the appropriate special education and related services, accommodations, and placement for the student. For some students, the IEP team may determine that the IEP can be revised to provide different, but equally effective, services and supports to meet the student's needs resulting from the disability. If the IEP team determines that the student has needs that cannot appropriately be met at PCCA, the IEP team, including the district and the parent, will determine an appropriate placement. We believe that by working in collaboration with the District we will be able to ensure the appropriate placement of students with disabilities within the full continuum of services that are offered by the District.

H. Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).

Initially, ESE students who enroll in PCCA at Brooksville will be identified by the lead ESE staff member. A thorough review of the IEP and accommodation plans will be completed to ensure that proper placement and services are made available for each student. Progress of the student will be monitored by the general education classroom teacher and the ESE teacher with

reporting of progress during grade level team meetings. Student performance will be continuously assessed and results reviewed to ensure that specialized instruction and related services are effective. Assessments will include screenings, progress monitoring, and diagnostics.

Effectiveness will be determined by the students' mastery of their individual goals, as well as academic progress through each quarter, progress reports or interim reports, and grades at the end of each marking period. Both the PS/RtI team and the students' IEP teams will be involved in monitoring their progress. We are committed to providing students who enter the school below grade level sufficient support to bring them up to grade level expectations, or at very least make more than one year's worth of growth during each school year.

ESE teachers who provide small group instruction will document instruction and progress in each student's IEP goals and provide progress reports to parents no less than quarterly detailing how each student is attaining the goals set forth in their IEP.

I. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.

Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Similarly, gifted students will be educated in an environment that promotes acceleration.

Special education teachers will be hired to serve students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP. Speech-language, occupational, and physical therapy services will be contracted services that the school will provide for students who qualify for those services. All special education teachers will be required to be highly qualified and other ESE service providers will meet state and local certification and credentialing requirements reflected State Board of Education rules. The school believes that the philosophy it adheres to reflects an inclusive educational environment. The staff will ensure that the needs of the students are met in the most appropriate setting. Parents of students with disabilities will receive procedural guidelines and guidance in their native language.

The school structure for the staffing plan will be based on an inclusion model for each student in need. An IEP that complies with state and federal mandates will be developed for students with disabilities.

PCCA will ensure that we hire and recruit an adequate number of ESE and ESOL certified faculty to meet the needs of our projected population. Based on current projections, anticipated ESE staffing is as follows:

	Ratio	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
ESE Students with Disabilities		102	113	128	144	156
ESE Teachers (Disabilities)	1:22	4.0	4.5	5.0	5.5	6.0
ESE Gifted Students		12	14	16	18	19
Teachers (Gifted Endorsed)	1:30	1	1	1	1	1

During our first year of operation we intend to contract with the District or an outside agency to provide additional extended services, as determined by the needs of our student population, and may include but will not be limited to the following positions:

- OT/PT
- Speech Pathologist
- School Psychologist

Pineapple Cove Classical Academy at Brooksville will revisit the number of ESE staff needed once enrollment is established and will ensure that as enrollment increases and the school expands, that we have sufficient ESE support to meet the needs of our students, including hiring our own full-time staff members if appropriate.

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

Evaluation of any educational program is important, but it is especially so for exceptional student education programs. By definition, both students with disabilities and gifted students have needs beyond the general curriculum. The purpose of ESE is to provide a free, appropriate public education to an exceptional student that enables him or her to attain the annual goals developed by the IEP or EP team and based on the student's needs resulting from the exceptionality. At the most basic level, PCCA's effectiveness in serving ESE students will be measured by the students' progress toward meeting their annual goals. While these are annual goals, they serve somewhat as benchmarks toward the ultimate goal, which is for all students to be successful – to learn and grow through their educational experiences, and achieve to their highest potential. Given this goal, perhaps a more telling evaluation is the students' performance on the same formative and summative assessments that are administered to all students.

PCCA will analyze student achievement data from a variety of sources including the following to identify deficiencies and apply instructional strategies to raise student performance:

- baseline and interim assessment data in reading, writing, and mathematics;
- chapter, unit, or module assessments in the core academic areas;
- teacher observation and class grades;
- end-of-course exams; and
- FAST;

The extent to which the achievement gap between students with disabilities and their nondisabled peers is lessened or closed, and that gifted students excel in their area(s) of strength, will be the overarching measure of effectiveness.

In addition to assessment measures described above, two meetings per quarter will be held where the goals for each student will be reviewed by the teachers of the student, who will report the achievement each student has reached based on his or her individual goals, and overall classroom performance. Teachers will discuss what is working and what does not seem to be as effective. Progress toward annual goals will be reported to parents as stated in each child's IEP or EP. Depending on the specific concern, the IEP team (if a change in amount or type of services is being considered) or PS/RtI team (if a change in methodology or strategy/intervention is being considered) will convene to address lack of expected progress.

Periodically, with no fewer than bi-yearly occurrences, we will conduct performance and satisfaction survey of all invested ESE parties including but not limited to: Parents, Students, Teachers, ESE Department Staff, Administration personnel dealing with the perception of the level of services offered, the individual's satisfaction and/or concerns with said services.

The school's efficacy in serving special education students will be evaluated on a continuous

basis in several ways. The School will ensure that procedures for collecting and reporting to the district and Department of Education are in place. ESE teachers and the general education teachers will collaborate with lesson planning and implementation as well as to review progress notes on the students that they serve to determine if students are meeting the goals and objectives of their IEPs. This will ensure that the focus will be on each student's progress, by all teachers who service special education students within the school. School based administrators, faculty, and staff of the school will review all special education student data to ensure that the ESE program is focused on student FAST data to evaluate the progress of the schools' special education students.

Additionally, the effectiveness of the ESE program will be monitored and evaluated by providing and requiring participation of the ESE teachers, and the general education teachers in professional development opportunities, that focus on writing successful IEPs, the use of research based instructional strategies for special education students, implementing accommodations in the general education classroom, and modeling how to analyze the effectiveness of student goals. This will assist each ESE teacher and any other staff member who assists in servicing special education students in understanding how to track the progress of their students.

Accountability

For accountability purposes, all students will participate in assessment procedures, including students with disabilities. Appropriate accommodations will be in place based on the individual needs of each student to afford an accurate assessment. Accountability for the learning of all students is the cornerstone of the School. The FAST and SSA assessments are used to measure the achievement of individual students on the Florida State Standards in science and the B.E.S.T. standards in English/Language Arts and Math. The Florida Alternate Assessment (FAA) is used to measure the progress of a student with significant disabilities working on the access points to the general state standards. The Algebra I end-of-course assessment will be used to measure achievement in Algebra I. The results from these statewide assessments are used to measure progress toward the goal of all students reaching proficiency in reading, writing, mathematics, and science as required by the Federal Elementary and Secondary Education Act (ESEA).

Students with disabilities are required to participate in state and district assessments for accountability purposes. The ESEA and the Individuals with Disabilities Act (IDEA) require that students with disabilities participate in the statewide testing program and be offered appropriate accommodations in instruction and assessments. All determinations regarding participation in the statewide assessment program and need for accommodations will be made by the IEP or Section 504 team, and will be documented in the students' IEP or Section 504 Plan.

K. Describe how the school will serve gifted and talented students.

A student is determined to be eligible for gifted service as defined by State Board of Education Rule 6A 6.03019, FAC, *Special Instructional Programs for Students Who Are Gifted*. This rule states that a gifted student is "one who has superior intellectual development and is capable of high performance." The minimum requirements for determining eligibility are:

- need for a special instructional program;
- evidence of characteristics of the gifted; and
- evaluation documenting intellectual development.

Referral, Evaluation, and Eligibility

Just as with students suspected of having a disability, any student may be referred as a potential candidate for gifted services. Following the completion of assessment and evaluation, a team will convene to review the evaluation result and determine the student's eligibility based on state criteria for eligibility for gifted. Once determined eligible for gifted services, a public school student is eligible to receive services through an educational plan (EP). If the student does not meet state criteria, he/she is determined ineligible for gifted services at the current time. PCCA will work closely with the District to ensure that any student suspected of being gifted is referred and evaluated within the District's established timelines.

We acknowledge and understand that when the needs of a gifted student needs can be reasonably met at PCCA, we are responsible for providing a free appropriate public education (FAPE) and for ensuring that all ESE policies, procedures, and services are provided to the student in accordance with state statute and State Board of Education rules, including procedural safeguards for parents of students who are gifted.

We anticipate that specific administrative services in accordance with section 1002.33(20), F.S., and other aspects of the ESE program to be negotiated during the charter contract process will include roles and responsibilities for conducting evaluations of gifted students, determining eligibility, and developing EPs by appropriately constituted EP teams, including a representative of the district or designee (LEA representative).

In order to ensure students who may be gifted are properly identified, screening procedures will be implemented. Screening provides a measure to identify those students who might be referred for an individual evaluation. PCCA will actively search for referrals among typically underrepresented populations. All teachers and administrators will be provided professional development regarding gifted student behaviors indicative of general intellectual ability and specific aptitude areas in varied cultures to enable them to make better informed decisions regarding potential referrals. This includes an understanding that some students identified as gifted may also have learning, behavioral, or physical disabilities or be underachieving. To ensure appropriate identification of gifted students, screening procedures may include:

- review of school, district, or state assessments;
- review of grades over a period of two or three years;
- formal or informal observation of demonstrated performance;
- gifted characteristics/behaviors checklists;
- review of portfolio of student class work and/or achievements; and
- VPK assessment or school readiness screenings.

Student who exhibit two or more of the following will be referred to the PS/RtI team for consideration:

- high academic achievement, as indicated by standardized test scores at the 89th percentile or higher; FAST scores of Level 4 or 5, or other summative assessment as implemented;
- course work grades of A or B over a period of time;
- above average creative output in artistic, literary, scientific, or mathematics endeavors;
- very rapid learning rate or unusually insightful conclusions;
- parental reports of advanced developmental behavior, such as early reading, verbal precocity and use of complex syntax, or evidence of mechanical aptitude; or

- outstanding academic, creative, or leadership abilities reported by teachers, parents, the student, or peers.

The PS/RtI team will review all available information to determine of whether or not to refer the student for evaluation based on the supporting documentation and evidence of gifted characteristics. Procedures for referral and evaluation will be implemented in accordance with the charter contract.

Gifted Program and Services

In its document entitled *Florida's Plan for K-12 Gifted Education* (2010) (Gifted State Plan), FLDOE describes the attributes of an appropriate and high quality gifted program. One of the examples is the Parallel Curriculum Model supported by the National Association for Gifted Children (NAGC). The PCM is an integrated framework and set of procedures for designing rigorous and highly motivating curriculum that attends to important student differences. The following description is excerpted from the Gifted State Plan:

> As outlined in the Parallel Curriculum Model (PCM), the key to providing a qualitatively differentiated curriculum involves:
>
> - Opportunities to learn the core knowledge (enduring facts, concepts, principles, and skills) within a discipline.
> - Opportunities to learn about the numerous relationships and connections that exist across topics, disciplines, events, time, and cultures.
> - Opportunities to transfer and apply knowledge using the tools and methods of the scholar, researcher, and practitioner.
> - Opportunities for students to develop intrapersonal qualities and develop their affinities within and across disciplines.
>
> The PCM addresses "ascending intellectual demand" to meet the needs of learners as they become more advanced, providing tasks that call for a higher degree of complexity and understanding and products calling for evidence of increased understanding.

It is clear that this models adheres to and aligns directly with a classical liberal arts model based on the Core Knowledge Sequence such as that proposed by PCCA. The tenets of the PCM **are** those of Pineapple Cove Classical Academy at Brooksville.

The nature of a classical curriculum is rigorous and academically-challenging. The Core Knowledge curriculum, as well as other components of classical education described within this application, offers teachers ample opportunities to challenge those who need it and offer scaffolding techniques to work with those who need further assistance. A classical education is appropriate for any student and certainly for academically gifted students. It can provide the depth and challenge that gifted students crave. It guards against too narrow a focus too early on and helps gifted students become intellectually well rounded. It can give gifted students the confidence to get through the challenging middle years when many succumb either to peer pressure not to be smart, or to the under-challenging "Straight A" syndrome.

As with most curricula, modifications for moderately to highly gifted students have to do primarily with pace in the earlier years and depth in the later years. Clustering and ability grouping

in reading, mathematics, and Latin will be key to making sure that students are being instructed at the appropriate level. But it is also important to make sure that gifted students have the foundational knowledge and emotional maturity necessary to move on to higher level thinking. Gifted students often have an intuitive but not a conscious grasp of a concept and it is sometimes assumed that they either already know the rules, or have no need to know them. No one would ever suggest that a gifted musician with an "ear" for music be excused from learning the language, structure, and rules of music. Quite the opposite. It is understood that she could never achieve true musical literacy or become an accomplished performer, conductor, composer, or teacher without those very basic skills. So, should the natural-born speller be forced to copy pages of words she already knows how to spell? No, but she should be able to articulate the spelling rules and give examples. Should the gifted mathematician be tortured by having to show his work on a page full of problems he can do in his head in a minute? Of course not, but he should be able to show his work on select problems and explain to someone else how he arrived at his answers.

For students who have needs beyond those available through the general classical educational program that PCCA will provide, the service delivery models we propose to implement are cluster grouping or support facilitation, depending on the number of students and level of need. As described in the Gifted State Plan, cluster grouping is "an effective way to meet the needs of learners in situations where a small number of students need to be served and a full-time class is not warranted. In this case, a cluster of students with similar abilities are grouped together with a teacher who then designs learning activities and projects to meet their needs." The model described by FLDOE is as follows:

- Identified gifted students with strengths in the same content area(s) are placed as a group (typically three to six identified students with similar strengths) into an otherwise heterogeneous general classroom. If there are more than six students, more clusters could be formed based on their areas of strength.
- Classroom teacher has a gifted endorsement in addition to the required certification.
- The gifted-endorsed teacher clearly documents in lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals.

In contrast, support facilitation involves a gifted endorsed teacher meeting with an individual student or group of students within a traditional classroom (not as a co-teacher). As described in the Gifted State Plan:

- The teacher of the gifted provides support for the gifted students' achievement in the general classroom.
- The gifted-endorsed teacher, general classroom teacher, and the gifted student (as appropriate) collaboratively plan the development of challenging assignments that substitute for or extend core curriculum objectives to meet the needs of the student.
- The teacher documents curriculum modifications through (a) separate lesson plans, (b) time log of collaborative planning, and (c) individual student contracts.
- The teacher of the gifted may provide support facilitation by working and moving among two or more classrooms working with teachers and students identified as gifted as needed.
- Frequency and intensity of support varies based upon students' and/or educators' need for assistance. Services may include revised lessons, independent research or related activities for gifted learners.

An effective gifted program will show that the students it serves have successfully met their goals and continuously build on current strengths. The School's gifted curriculum objectives are focused on developing cognitive, learning, research and reference, and metacognitive skills at each grade level, using principles of differentiation, in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts and vocational/technical education.

Section 7: English Language Learners

A. Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.

The mission of the School's ELL program is to successfully prepare and equip bilingual, bicultural, and bi-literate students to meet the needs of their global community. In order to promote literacy and proficiency, the ELL program is not only tailored to each student's English proficiency level, but it also complies with state and federal requirements by providing English language learners (ELL) with English language development instruction that is both age and grade appropriate. ELLs will be in a climate that promotes listening, speaking, reading, and writing skills. Students in the program will receive comprehensible instruction from appropriately certified/endorsed instructional staff, in accordance with the policies and procedures of the State of Florida and the district.

Enrollment Procedures

English language learners will be identified through the registration process via the Home Language Survey. Parents who respond affirmatively to any of the questions on the Survey signal, in essence, that their student is a potential ELL. The questions on the Home Language Survey are as follows:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

The survey form is available from the District for schools to duplicate in English, Spanish, Haitian Creole, and French, Arabic, Russian, Hindi, and Chinese. Translation of documents is available to schools electronically through (http://www.vialanguage.com) in any language. School registrars and/or ESOL Contacts also arrange for language assistance, unless clearly not feasible.

All completed Home Language Surveys are collected, filed, and maintained in each individual student's cumulative folder at the school site. Data regarding the initial enrollment date, Home Language Survey date, and student membership information is collected on the regular student registration form, given to the person responsible for computer data entry at the school site, and entered into the District's Student database. These are the procedures followed for all students.

Student Placement Procedures

Demographic data, not limited to native language, country of birth, date entered the U.S. (on the registration form), is collected at the time of registration. Information is gathered regarding the extent and nature of the student's prior educational experience in his/her homeland, and student membership information. All information is collected on the regular student registration form. All data is entered at the school site, and entered into the District's Student Data Base. The documentation of the information gathered is filed in the student's cumulative folder. Transcripts from current or previous years and any available standardized test scores are consulted. To gather more information, and/or if previous transcripts and test scores are unavailable, the parents or guardians and the student are interviewed regarding the student's prior educational and social experience. Parents are asked questions regarding the number of years of schooling the student has had, what subjects he/she has studied, how well the student has done and whether the student can read his/her native language. Written recommendation and observation by current and previous instructional and supportive staff are also consulted when available and appropriate. Comprehensive parent/guardian/student interviews, teacher made tests, tests of academic abilities administered in the student's home language or other forms of informal assessment may be used in determining the appropriate grade level and class placements. In some cases, students enter secondary schools with no transcripts or with little prior schooling. These students can benefit from initial assessment procedures to determine mastery level in basic subject areas. Examples of assessment tools which may be used to determine the academic knowledge, aptitude and abilities of students include, but are not limited to:

- assessment in the home language;
- writing samples in the heritage or home language;
- teacher made tests and other formal or informal assessment;
- including a comprehensive parent/guardian and student interview

The student is then referred to the administrator responsible for ESOL for language screening. Parents are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the ELL program. The student is then referred to a trained language assessor at the school, within twenty (20) days of registration. The school will follow the district's ELL plan for assessment instruments and ensure students are assessed in a timely manner. The ELL designee at the school will then be responsible for administering the required reading/writing assessments. If the assessment is delayed beyond the twenty-day period, the following documentation must be provided for each student:

1. Reason for the delay in assessing the student
2. Evidence that the student is being provided ELL accommodations until the assessment is complete
3. Timetable to complete the assessment
4. Notification of timetable to parent/guardian, preferably in their primary language
5. Assessment to be completed no later than eight weeks (40 school days) after initial enrollment

The Listening and Speaking Proficiency Assessment (IPT I Oral K-6 & IPT II Oral 7-12) will be given using publisher's cut scores; Metropolitan Achievement Test (MAT) and or the WIDA Access 2.0 to all students who score a level V on the OLPS-R and do not have FAST or equivalent reading test scores. The MAT and the WIDA Access 2.0 will be used to determine

language proficiency status and placement and/or as part of existing or placement procedures. Decisions regarding ELL programmatic assessment and academic placement are documented in the appropriate section of the student's Educational Plan folder within the first two weeks of school entry.

Any K-2 student who scores fluent English speaking in reading and writing will remain in the regular education program. Students in grades 3-5 who score non-English speaking or limited English speaking will also be assessed within the first two weeks of entry into the school. If the student scores fall between the non-English speaking and limited-English speaking range (IPT (1,2, 3) Ballard & Tighe) the student will receive ELL support services within the classroom.

Placement for ELL/LEP students will be "age appropriate" (elementary age grade grouping/middle school age groupings) and determined by the ELL Specialist. Along with the ELL Specialist, the testing coordinator is responsible for the school to participate in all statewide assessment programs including WIDA Access 2.0 testing.

For accurate placement, other appropriate tests or other assessments may be identified to aid in the correct academic placement of the student. The test or assessment may be identified by the ELL Contact in consultation with academic and ELL teachers, the district ELL Resource Teacher, and, if appropriate, exceptional education personnel. Students are then placed at the appropriate grade level and in the appropriate classes based on the programmatic assessment, not on the basis of their English proficiency. Documentation of the criteria used for placement of the ELL student is written on/or placed in the ELL Student Plan Folder.

B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.

In order to promote both literacy and proficiency, the program will provide ELLs with English language development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. ELLs will be in a climate that promotes not only listening, speaking, reading, and writing skills, but also a cross cultural understanding during classroom instruction. ELLs will receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers.

The School offers ELLs instructional services through an English inclusion instructional delivery models. Mainstream/inclusion instruction provided to ELL students is equal in amount, sequence and scope to the instruction provided to the non-ELL students at the same grade levels, while also including specific accommodations and modifications to the curriculum as well as the benefit of an ESOL assistant teacher. Instruction will be provided by teachers who are appropriately certified and qualified to teach ELL students in accordance with state and local requirements. The ELL program provides for understandable instruction while the curriculum content in language arts and the basic subject areas, including social studies, science, mathematics and computer literacy remain the same as they are for fluent English speakers. Instruction is supported through the use of ELL instructional strategies, such as but not limited to:

- Provide a climate of warmth and caring which nurtures a sense of comfort
- Seat the student close to the front of the room
- Establish a daily routine in the classroom and prepare the students for any changes

- Use as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students
- Provide ELLs guidelines for written work and homework assignments
- Provide alternative instruction whenever the class lessons are extremely difficult for the ELL student
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques, such as cueing, modeling elicitation and chunking
- Utilize graphic organizers such as webbing and semantic maps
- Modify lesson objectives according to the language level of the ELL student
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, abacus, counters and computation charts
- Teach math concepts and computation procedures through games and kinesthetic activities
- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions

Instructional staff will be required to document accommodations and ESOL instructional strategies for each ELL within their classroom. Documentation must appear in the teacher planning or lesson plan book and will be monitored by the school administration. Instruction will be provided by teachers who are appropriately certified and qualified to teach ELL students in accordance with state and local requirements.

The ELL program will provide for understandable instruction while the curriculum content in language arts and the basic subject areas, including social studies, science, mathematics and computer literacy remain the same as they are for fluent English speakers. Instruction is supported through the use of ELL instructional strategies targeted at listening, speaking, reading, and writing; use of audio visual aids; multicultural resources; and instructional and assessment accommodations.

Given the classical liberal arts focus at PCCA Brooksville, implementation of effective literacy strategies will be paramount. Students will have extensive opportunities to practice oral language skills through class discussions and collaborative group activities (e.g., Socratic seminars and circles; Exeter math). Similarly, projects that include things such as panel discussions and/or debates require teams to research, develop, and articulate their viewpoints. Strategies such as these will help the students in developing the ability to organize information and draw conclusions.

General Assurances

The school is committed to assure the ELL Programs and Services will help ELL Students achieve the Florida standards. The School ELL curricula and instruction will be aligned with the B.E.S.T standards. Comprehensive instruction is provided for ELL students through bilingual assistance, the use of ELL strategies, and the use of supplementary materials. ELL strategies will be documented in the teacher's plan book. Students will be offered many opportunities to listen, speak, read and write. If the school has 15 or more ELL students speaking another language (per language group) other than English upon registration, the school will ensure that a linguistically

qualified teacher or paraprofessional will be staffed to assist ELL students in understanding content instruction.

Any ELL student who does not meet specific levels of performance in reading, writing, science and mathematics will be provided with a monitoring plan to assist the student in meeting state and district expectations for proficiency. An LEP folder will be generated for each ELL student enrolled in the ELL program. ELL students will be assessed both in language proficiency and academic achievement and participate in district and state assessments. An ELL committee will be formed and meet to resolve any issue that affects the instructional program of an ELL student. Parents will be invited to attend the ELL meeting. All efforts will be made to inform and orient parents through the use of materials translated into their home language. The School will not deny English Language Learner students access to any curriculum being offered to non-ELL students nor will any grading policy in the school be based solely on language proficiency for ELL students.

We will commit significant time in pre-planning and during professional development during the school year to provide mandated in-service for teachers, administrators, and guidance counselor. The school administrator will seek teachers with ESOL endorsements and facilitate the required endorsement in-service hours for those who are in need of it.

C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

As described in previous sections of this application, PCCA at Brooksville is designed to take a student where he or she is upon entering and provide the tools necessary to prepare the student for productive and meaningful lives of scholarship, citizenship, and leadership. The MTSS framework implemented by the school is calculated to ensure that all students with academic or behavioral needs, whatever their basis, are provided research-based instruction and interventions of appropriate intensity and frequency to meet their needs. "All students" includes students who enter the school below grade level as a result of inadequate prior educational opportunities, disabilities, limited English proficiency, or any number of other reasons. ELL students will receive instruction which is comprehensible; equal; and comparable in amount, scope, sequence, and quality to the instruction provided to English proficient students.
We will use the MTSS framework model which consists of weekly progress monitoring for determining whether students are at risk and require additional instructional and/or behavioral supports. Our small school size will allow for much more differentiated instruction for all students. Strategies that will be used to support students with limited English proficiency include:

- Providing opportunities for authentic English communication, such as encouraging conversations, role-playing, questioning, and other opportunities to send and receive oral messages.
- Using technology effectively to engage ELL's motivation, developing writing and editing skills, and tapping into the collaborative potential of class websites and blogs.
- Presenting ELLs with challenging curricular content that involves authentic reading and writing experiences linked to their cultures while providing textual choices as well as meaningful content.
- Setting high expectations and focusing on achievement rather than language proficiency; placement in challenging classes with quality instruction enables students to learn more.

- Encouraging teachers to recognize and appreciate socio-cultural factors by demonstrating awareness of students' backgrounds and their prior literacy experiences.
- Training teachers to understand the challenges and benefits many ELLs experience when learning a second language, such as:
- understanding implicit cultural knowledge and norms;
- developing metalinguistic awareness;
- learning to code switch and translate;
- dealing with political, cultural, and social dimensions of language status issues; and
- negotiating disparities between home/community and school literacy practices.

A primary goal of PCCA at Brooksville's educational program is to ensure that our English language learners not only learn English and the content of each particular subject, but to do so optimally. Scaffolding is just one of the strategies integrated into our classical education model for all students that also has been proven to be effective with ELLs. Scaffolding techniques in which our teachers will be trained and that will be used routinely include bridging, contextualization, schema-building, text re-presentation, and metacognitive development. Effective instruction for ELL students requires teachers to (1) continuously assess students, (2) adjust the scaffolding to match their strengths and needs, and (3) pay attention to their language development and cultural backgrounds in order to (4) ensure that they become autonomous and successful learners.

Post-program reviews also will be completed for former ELLs at the end of each grading periods by the MTSS leadership to ensure they are performing adequately. District forms and procedures will be implemented as required. The LEP Post-Program Review Student Profile will be completed to document the team's review of data such as the student's overall GPA; conduct and effort grades; negative report card comments, if any; absences; and any behavioral or academic referrals. Reviewing these documents over time to determine if adequate progress is being made. Other information such as standardized test scores, teacher observations, counselor referrals, and parent requests may also be used to assist the team in determining if additional action is warranted. If so, the ELL Committee will convene to review all pertinent data and recommend an educational plan. This may include referral to the PS/RtI team and development of a progress monitoring plan.

Middle and high school ELL students will be offered the opportunity to take Latin as a foreign language should their IPT/WIDA scores support placement into Latin and a chance of reasonable success with appropriate supports. Should the ELL committee determine based on data that the student is not ready for Latin, a different elective may be offered until the student's language acquisition supports readiness for Latin.

ELL Student Plan

Each eligible ELLs plan will be updated annually to ensure it meets the student's needs and reflects the current services being provided. The Student ELL Plan identifies the student's name, instruction by program (including programs other than ESOL provided), amount of instructional time or schedule, date of ELL identification, assessment data used to classify or reclassify the student as an ELL, date of exit and assessment data used to exit the student as English proficient. District forms will be used to document the plan, and all participant, content, and documentation requirements will be followed. The plan will be completed and signed by the ESOL teacher and retained in the student's file.

Notice to Parents

A Notice to Parents/Guardians of English Language Learner (ELL) Students will be provided to parents annually (first upon enrollment and then at the start of each subsequent school year), whenever an ESOL programmatic or level change occurs, and whenever a student is exited from the program. The notice will be completed and signed by the principal and retained in the student's file.

ELL Committee Meetings

PCCA Brooksville's ELL committee will comprise the principal (or assistant principal, once enrollment warrants an AP position); the guidance counselor (beginning in year 2); the ESOL coordinator/teacher; at least one general education teacher of the student; the parent; and, the student. An ELL committee may convene for a variety of reasons, including but not limited to the following:

- Review instructional programs and lack of progress
- Address parental/teacher concerns
- Review instructional program of a former ELL (LF)
- Reclassification of a former ELL
- Review academic progress for extension of ESOL services
- Review all available data when exiting a student from the ESOL program
- Request evaluations and/or support when needed

Parents will be invited and encouraged to attend ELL committee meetings, and documentation of efforts to obtain their participation will be retained in the student's file. The ELL committee will review available student data (e.g., ACCESS for ELLS results; FAST results; progress monitoring and benchmark assessment results; school grades) to inform decisions regarding the student's ESOL eligibility and services and supports to be provided. Minutes of each meeting will be maintained in the student's file as part of the ELL Student Plan, and will include the rationale for any decisions that are made.

Documentation

As part of each ELL student's cumulative file, we will maintain an ESOL Program Records Folder. This folder will be used to organize and retain originals and/or copies, as applicable, of the following:

- Home language survey
- Initial and annual ELL student plans (LEP Plans)
- Copy of initial and all annual letters of participation
- ELL committee notification(s)
- Copies of ELL committee meetings with attached minutes
- Evidence of all assessments
- Copy of schedule of services
- Programmatic assessments (at initial entry)

Exiting the ESOL Program

In order for a student K- 2 grade to exit the ELL program a student must obtain a WIDA

ACCESS 2.0 Scale Score at proficiency level in the areas of listening and speaking, as determined by the ELL Specialist and will notify the parents of the decision to exit based on assessment (I.e., WIDA ACCESS 2.0).

In order for a student 3-8 grade student to exit the program an FAST Reading Level 3 or WIDA ACCESS 2.0 Scale Score at proficiency level in the areas of listening/speaking and writing. The ELL Specialist and will notify the parents of the decision to exit based on assessment (i.e., FAST, WIDA ACCESS 2.0).

Students in high school are determined English proficient and eligible for exit from the ESOL program based on the following standards:

Grade 9

Criteria used: FAST English/Language Arts, as well as ACCESS Listening/Speaking, Writing, and Reading

- Student must achieve scores at or above the proficient level on ACCESS listening and speaking;
- Student must achieve scores at or above proficient level on ACCESS writing;
- Student must achieve scores at or above the proficient level on ACCESS reading; and
- Student must score at achievement level three (3) or greater in FAST reading

Grades 10-12

- A passing score on the grade 10 FAST ELA or an equivalent concordant score as well as a score corresponding to a proficient level on ACCESS listening/speaking, reading and writing are required for a student to exit the program.

The same criteria used to exit an ELL student without a disability from ESOL will be used for an ELL student with a disability. However, if the student has been in the ESOL Program for eight semesters, his/her progress shall be reviewed by the IEP team through an interim or annual IEP team meeting. The IEP team shall review the student's performance on the ACCESS and use other assessment data as needed to consider exiting the student from the ESOL Program, provided that the student has achieved a minimum score at the proficient level on the grade cluster scale scores of the oral section (listening and speaking) of the ACCESS and a minimum score at the high intermediate level on the grade cluster scale scores of the reading and writing sections of the ACCESS. The decision to exit the student from the ESOL Program will be documented on the student's IEP. If the ELL SWD is to remain in the ESOL Program then on an annual basis progress will be reviewed to determine the need for continued participation in the ESOL Program.

Once a student is exited from the program, the student will be closely monitored for two years following the exit decision. This monitoring will include reviewing the student's academic and assessment data periodically to ensure the student is not falling behind the progress being made by his or her peers. The Principal will designate the individual responsible for this monitoring (e.g., student's current English/language arts instructor, PCCA Brooksville's ESOL coordinator, MTSS leadership team) who will document such reviews in the student's cumulative folder as well as on the district's student information system. Throughout the process of establishing and opening the school, and then ongoing as it grows and expands, we will continue to seek guidance and technical assistance from the district in matters pertaining to ELLs as well as other special populations.

D. Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.

In compliance with Florida State law, META requirements, and the META Consent Decree, the School's teachers are required to participate in training when they have an English language learner (ELL) assigned to their class. The School will provide adequate staffing of certified ELL teachers based on the student population. We intend to assign an ELL Specialist during our first year to guarantee that our ELL students are receiving proper instruction in their individual classrooms. Within the classroom, the ELL Specialist may provide support to the classroom teacher in the areas of scaffolding, which is providing instruction to aid in student comprehension of content and objectives. This includes strategies such as adjusting speech or providing appropriate background information and experiences to assist the students to grasp the content. Outside of the classroom, the ESOL Specialist is responsible for ELL evaluation, placement, the creation and maintenance of the ELL plan, and accommodations for students.

Teachers will adhere to the following state requirements:

Category I Teachers
Reading K-12, Elementary K-5, English/Language Arts 6-12 and ESE self-contained

- Certification in another subject appropriate to the teaching assignment
- Complete 300 in-service points, or 15 semester hours of college credit through the courses listed below:
- Methods of Teaching ESOL
- ESOL Curriculum and Materials Development
- Cross-Cultural Communication and Understanding
- Testing and Evaluation of ESOL
- Applied Linguistics
- Experienced Teachers have 6 years for completion of ESOL Endorsement
- Beginning Teachers have 6 years for completion of ESOL Endorsement

Category II Teachers
Basic Subject Areas: Math, Science, Social Studies, Computer Literacy

- Hold certification in a subject appropriate to the teaching assignment
- Complete 60 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete
- Beginning Teachers have two years to complete

Category III Teachers
Other Subject Areas: Media, PE, Art, Music, etc.

- Hold certification in a subject appropriate to the teaching assignment
- Complete 18 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete

- Beginning Teachers have two years to complete

Category IV
Administrators

- 3 semester credit hours or 60 in-service points

Beginning School Administrators and Student Services Coordinator have three calendar years to complete from the date of hire. The School Based Administrators will utilize a spreadsheet to keep track of all certification and professional development, in order to ensure that teachers are taking the necessary courses to become ESOL endorsed.

Section 8: School Culture and Discipline

A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

Our goal at PCCA Brooksville is to create a safe, respectful, and responsible environment where learning takes place. Our students will be expected to be well-behaved at all times, to respect themselves, others, and property. PCCA Brooksville's philosophy toward discipline is that discipline policies and procedures should provide guidance and direction of acceptable behavior in order to develop a child's own sense of self-discipline.

The goals of discipline at PCCA Brooksville will be:

- To maintain a highly effective learning environment where students focus on gaining knowledge with as minimal distraction as possible.
- To utilize the need for discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual Character Education and lessons.
- To reinforce PCCA Brooksville's commitment to treating all students with fairness, respect, and equality.

We expect all students to abide by the rules and regulations of the school and to adhere to the philosophies of the school. We believe that having qualified teachers in the classroom and implementing appropriate classroom management practices will decrease the amount of disciplinary problems that arise. Students will wear uniforms.

The School will function on the belief that a safe and orderly school is of primary importance in order to create an enjoyable environment for both students and teachers. When children behave in a respectful, responsible and safe manner, they learn more and develop into children whose character counts. With the children's best interests in mind, it is imperative that parents and staff work together to ensure a happy, safe and productive learning experience. The School expects parents to take an active role in supporting this plan in order for children to learn to be responsible citizens.

We see "discipline" as the set of habits, routines and beliefs that our students must develop in order to do great work and be successful. We feel that a student who demonstrates a commitment to doing his/her best work, to being responsible for one's actions and to working through assignments, has discipline. The achievement of discipline is an important part of our students

taking ownership of their learning.

In addition to cultivating discipline, our teachers will practice strong classroom management—the administration of consequences and rewards in order to ensure a safe and highly productive learning environment. We see both discipline (as defined here) and management as working together to create a successful learning environment at our school. In keeping with our educational philosophy, our teaching of discipline and our practice of classroom management will:

- hold all students to high expectations;
- allow for deliberate practice toward improving behavior;
- encourage students to connect goals to larger goals around doing important work; and
- ask students to reflect on their own conduct and chart their own growth in this area.

When students struggle with adhering to classroom rules, teachers will apply logical and appropriate consequences. For typical "small" distractions, our teachers will apply techniques that minimize classroom disruption (i.e. hand signals or physical proximity). Using role-plays, teachers will practice these techniques, as outlined in Fred Jones' *Tools for Teaching* or Doug Lemov's *Teach like a Champion*, prior to the start of school.

For other minor, but more disruptive or persistent offenses, teachers will apply an array of logical consequences, delivered with empathy and within the context of the infraction. Teacher responses to major offenses necessitating the immediate removal of a student from a classroom will follow a clear protocol of communication whereby the teacher will contact administration. An administrator will escort the student from the classroom, contact the student's family and ensure that appropriate consequences are applied in addition to ensuring that the incident is documented.

We will ensure that students with special needs who require additional behavioral support are given this support proactively and in accordance with both IDEA and state law. Just as we would not require a student with severe dyslexia to be able to decode text in order to access the social studies curriculum, we will not require students with behavioral disabilities to be "cured" of their disability in order to receive an adequate education. Identifying and supporting the individual behavioral needs of all of our students, rather than applying a "one-size-fits-all" policy, will both improve our academic outcomes and promote the kind of complex problem-solving that will prepare our students to be leaders in a diverse democracy. Children understand that individual peers have different needs and that fair discipline does not always mean uniformity.

B. State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G. Taken together, the narrative and code of conduct (if provided) should:
    - Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
    - List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;
    - Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;
    - Provide an explanation of how the school will take into account the rights

of students with disabilities in disciplinary actions and proceedings;
- Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and
- Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

Please see Attachment G for our school's Student and Family Handbook, which includes our school discipline policy. Globally, PCCA Brooksville follows the Hernando County School District's Student Code of Conduct for definition of offenses indicating suspension or expulsion, due process procedures, manifestation determination hearings, and student rights and responsibilities. We have included additional language regarding revocation of a student's seat at PCCA Brooksville for egregious violations of the Student Code of Conduct as permitted by statute and the model charter contract.

Section 9: Supplemental Programming

A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.

The founders of PCCA at Brooksville believe that extra-curricular activities should support the academic mission of our school. Our existing campuses offer numerous after school activities that meet weekly including:

- Art club
- Music clubs (strings, chorus, and world drumming)
- Chess club
- LEGO Robotics League
- National Honor Society
- Engineering Club
- Latin club
- Volleyball, Cross County, Track & Field, Soccer, Flag Football, and Basketball

We intend to offer a similar number of type of activities at PCCA at Brooksville. Most of these clubs are free or funded by a minimal parent-paid fee and supported additionally by the school.

I. ORGANIZATIONAL PLAN

Section 10: Governance

A. Describe the school's existing or planned legal status, including non-profit status and federal tax- exempt status.

Pineapple Cove Classical Academy at Brooksville will operate under the guidelines of the Florida Department of State as a 501(c) (3) Not for Profit Organization, the application for which is in process.

B. Provide the following documents, if available, as attachments:
   - The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H
   - 501(c)(3) tax exempt status determination letter (or copy of the filing form) – Attachment I
   - Governing board by-laws – Attachment J
   - Governing board code of ethics and conflict of interest policy – Attachment K

C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.

The Governing Board of PCCA at Brooksville is the ultimate policy-making body that determines the academic direction, curriculum, and operation of the School. The School principal, hired by the Board, will be responsible for all aspects of School operations within the scope of operating and academic policy and budgetary approval by the Board. The principal reports directly to the Governing Board. As the instructional and administrative leader, the principal is accountable to the Board for the successful academic operations of the School. The School's faculty and staff will report directly to the principal, who will report to the Governing Board. After the assistant principal (AP) position is filled, lines of communication will include faculty and staff communicating directly to the AP; however, the principal will remain the designated authority. The Principal will be the authority for academic and pedagogical decisions and making recommendations for these areas to the Board.

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

The Principal reports to the Governing Board at regular meetings about the school's operations and will provide financial and budgetary updates and advise the Board to other business matters as appropriate. The Principal will serve as liaison between PCCA at Brooksville and the District in conjunction with the Director of School Operations. The Principal and

Director of School Operations shall present his/her recommendations to the Governing Board on any subject under consideration prior to action taken on the subject, if requested. The Principal and Director of School Operations will be required to attend all Governing Board meetings.

PCCA at Brooksville's Governing Board will play an essential role in the school's success through its initial leadership and ongoing oversight of the school's operations. The Board will be accountable for the governance of all aspects of the school and each director will fully recognize and accept his or her responsibility for the academic performance of our students and the sustainability of the school. The Board shall be guided by a set of by-laws that define how the Board will operate and oversee all aspects of School activities and otherwise be fully responsible and accountable for the governance of the school. The Board will act to ensure compliance with Florida's Charter School Law, the Sponsor's written policies, and the terms of the Charter entered into between the Board and the Sponsor. Note: See Appendix K for complete PCCA at Brooksville Governing Board Bylaws.

Board Powers and Duties

The PCCA at Brooksville Governing Board will focus on governance, financial practices and policy. As such, the Board has a fiduciary responsibility to provide oversight of the School's expenditure of both public and private funds. This responsibility includes Board oversight of the Charter's procurement practices; monitoring business and financial policies; and providing guidelines to ensure sound financial management practices are followed.

PCCA at Brooksville's Governing Board shall operate and oversee all aspects of School activities and otherwise be fully responsible for the governance of and accountable for the School. Duties and responsibilities of the Board shall include:

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

In accordance with section 1002.33(9)(j), F.S., the governing body of the charter school also shall be responsible for:

- Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, who shall submit the report to the governing body
- Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan

- Monitoring a corrective action plan or financial recovery plan, if required, in order to ensure compliance
- Participating in governance training approved by the department which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility

Additionally, pursuant to section 1002.33(7)(d)1., F.S., the Board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative will reside in the school district in which the charter school is located and will be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the charter school's website.

The School's Governing Board is fully accountable to the community and to the District's School Board. The Board is also responsible for communicating decisions to and seeking input from the community. The roles and responsibilities of the Board's officers include but are not limited to the following:

President of the Board

- Preside at all meetings at which he/she is present.
- Appoint committees with approval of the Governing Board
- Sign and execute, in the name of the school, all instruments authorized by the Board, except in cases in which the signing and execution thereof shall have been expressly delegated to another officer, board member or agent of the school;
- Assign duties, responsibilities to others on the Board and outside the Board as appropriate
- Ensure that Governing Board members uphold their commitments and responsibilities to the school.

Vice President of the Board

- Perform the duties of the President in the absence of the President or at the request of the President.
- In the event a vacancy occurs in the presidency, the Vice-President will act in the capacity of the President until the office has been filled by a vote of the Board membership.
- Perform other duties as may be assigned by the Board of the Chairperson.

Secretary of the Board

- Keep the minutes of the Governing Board meetings, subject to the direction of the President.
- Assure that all notices are given in accordance with the provisions of the Charter, Governing Board policies, and as required by law.
- Countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments
- In general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Governing Board.

Treasurer of the Board

- Have charge of and be responsible for all funds, securities, receipt and disbursement of the school, and shall deposit in such banks, trust companies from time to time, as selected by the Board.
- Render to the Chairperson and to the Board, prior to its regular meeting and/or whenever requested, an account of the financial condition of the school including monthly financial reports as required by the District School Board.
- Perform all the duties incident to the office of the Treasurer of a School; and such other duties as may be assigned by the Board or Chairperson.

D. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.

The Governing Board shall meet at least quarterly to discuss school operations; to hear reports and updates from board members, committees and teachers; to consider and to adopt or change policy; to consider requests and concerns from parents, students, teachers, administrators; and to address any other business the board deems appropriate.
Regular board meetings will be held on the third Thursday of the scheduled month at the school facility. A quorum will be required before the board can take any action. Upon the determination of a quorum, any actions taken by the board will require a majority vote of those board members present. Each meeting of the board shall be considered a different session from any other meeting; thus motions or questions from one session or meeting can be renewed in another meeting, in accordance with the applicable section of Roberts Rules of Order (Renewal of Motions). Workshop meetings may be called by any one board member, and may be convened at any time between regularly scheduled board meetings. Meetings of the Charter School Board of Directors shall be open to the media and public and comply with 286.011, F.S., unless confidentiality is required by law.

A proposed agenda for all board meetings may be posted, if possible, along with the required 48-hour notice of the meeting. The parent or legal guardian of any child enrolled in the school, a teacher, or any member of the public with an issue for board consideration may add an item to the agenda or ask to be included in the meeting agenda by submitting a written and signed request to any board member by 12:00 noon on the date of the scheduled meeting. Parents will be provided with written notice regarding the process for attending and bringing forward matters to the attention of the board. A procedure for selection of meeting schedule is clearly written in the Applicant's Bylaws. The Applicant will vote upon and post their meeting schedule for the opening school year, and annually thereafter, in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings.

E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.

The Board will consist of between three and seven professionals with skills representing industries whose expertise will benefit the school. Those in the financial sectors, local business, education, insurance, and non-profit management will be sought for Board positions. We seek a diverse and experienced Board who can serve to advise and govern the school effectively for academic, financial, and operational success.

F. Describe how board members have been and will be selected including term limits and selection of officers.

The Board will consist of no fewer than three and no more than seven members. The method for selecting members of the Governing Board is designed to place those persons on the Board who are qualified in terms of training, education, and experience, and who are also those persons having utmost credibility and respect. The members of the Board shall reflect the diversity of the community and be qualified in terms of training, education, and experience. Board members will be recruited as a seat becomes available. Directors shall be elected at a duly organized meeting of the Governing Board. Notice of the Governing Board's intentions to elect any such Director shall be included in the agenda for that meeting and publicly announced in accordance with Sunshine Law requirements.

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

Initial board members will be selected by the Founding Board and shall serve staggered terms as assigned by the Board. The terms of each Board Member shall be staggered to facilitate continuity on the Board. A member shall be elected for no more than five years, and may be re-elected for up to three consecutive terms.

Officer positions shall be elected by a majority vote of the Board members for the term of five years. Terms for the offices of Chairman and Secretary shall commence in alternating years from terms for the offices of Vice Chairman and Treasurer in order to facilitate this staggering of office terms, whenever possible.

G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.

By ensuring a Board in place that represents talented professionals from diverse business, educational, and financial backgrounds, PCCA Brooksville will benefit from a wide variety of viewpoints and experience. The structure of our Board provides an organized presence with a clear reporting structure. Hiring a talented faculty and administrative staff will ensure academic success; hiring an experience and involved Board will help to ensure operations run smoothly and finances are in order.

H. Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Michael Contreras	Current	Member	__x_ Information Sheet __x__Resume
Norda Gordon	Current	Member	__X__ Information Sheet __X_ Resume
Angela Harrigan	Current	Secretary	__X__ Information Sheet __X__ Resume

Dr. Mark Cioffi	Current	President	__X__ Information Sheet __X__ Resume

I. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.

Recruitment

The recruitment and selection process for Board members will ensure that the school is governed by an effective cadre of professionals who will act in the best interest of the school. The initial Board will be developed by reaching out to business and community leaders within the area who wish to see a highly successful classical liberal arts public charter school located within their community. The Board will post vacant board seats on the School website and work with members of the School community and other stakeholder to recruit interested and qualified applicants. The Board will comprise a diverse group of individuals who bring different perspectives but equal passions to PCCA Brooksville.

Current members of the Governing Board will meet with potential members and share the vision of PCCA, gauging their interest in assisting as a member of the Governing Board. If they are interested and enthusiastic about the project, we will ask them to complete an application. Applicants will be invited for an interview with the Board, whose members will examine their qualifications, experience, skills, motivation, demeanor, and availability to serve effectively as an active Board participant.

References will be checked, and once cleared, the individual will either be recommended for appointment (if an open position is available) or for nomination during the next election period (in the event that the maximum number of Board positions is currently filled). All applicants will be given the opportunity to speak at the next scheduled Board meeting and to receive written notification of the Board's final decision. Once selected, members will undergo fingerprinting and background screening within 30 days of the nomination.

Development

All new members will participate in an orientation process at which time they will be familiarized with all board procedures and duties and receive a copy of the Corporation's Articles of Incorporation, By-Laws, Florida Charter School Statutes, the Annual Adopted Budget, the staff and student handbooks, and the most recent financial statement. They will also be familiarized with the academic progress, climate and mission of the school.

All members of the governing board shall participate annually in governance training on or before August 1 of each calendar year. The training shall be delivered consistent with a training plan that has been submitted and approved by the FLDOE. The type of training depends on the board members' experience and whether they have already participated in an initial four-hour training course. At a minimum, all Board members will receive approved training in: government in the sunshine; conflicts of interest; ethics; and financial responsibility.

The PCCA Brooksville Board will utilize the state-approved governance training courses provided by the Florida Consortium of Public Charter Schools to meet this mandate. The four-hour initial Governance Board Training Course will be used for new Board members and the two-hour "Refresher" Governance Board Training Course will be used for members who have served continuously on the Board. However, any

returning member who chooses to participate in the longer sessions is invited to do so.

J. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.

As a nonprofit, tax-exempt organization authorized to operate charter schools, the operations of the Applicant can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, a fiduciary duty exists between the Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of the corporation honestly and prudently. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not improperly use their positions with, or knowledge gained from the organization for their personal benefit.

As required for the granting of 501 c (3) Tax Exempt Status by the Internal Revenue Service, the Governing Board will adopt a conflict of interest policy. Where applicable, the Conflict of Interest Policy will also govern specific actions of the school management and its employees.

All Board members will submit annual financial disclosures, consistent with Chapter 112 of the Florida Statute. These disclosures will be filed with the district within thirty (30) days of a member being appointed to the Board. Disclosures will also be made (if applicable) with respect to the employment of relatives.

Board members will be responsible for avoiding any behavior or action that would result in a conflict of interest between their responsibility as a Board member and their personal or professional interests. Each Board member will complete a Conflict of Interest Affidavit indicating awareness of and adherence to the Board's Conflict of Interest policy.

Pursuant to section 1002.33(24)(b) F.S., Pineapple Cove Classical Academy at Brooksville will not appoint, employ, promote, advance, or advocate for appointment, employment, promotion, or advancement in or to a position in the charter school which they are serving or over which the personnel exercises jurisdiction or control any individual who is a relative, however the approval of budgets does not constitute "jurisdiction or control" for purposes of this requirement. Finally, governing board members are prohibited from voting on any matter that would benefit any relative, business associate, or entity for whom that individual has been retained. In addition to recusing him or herself from any such vote, the board member will publicly disclose the interest prior to the vote being taken and must provide a written memorandum within fifteen days after the vote explaining the nature of interest which must be included in the governing board meeting minutes.

K. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school's governing board and leadership.

The Governing Board will serve as the School Advisory Council (SAC).

L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. This includes the process for developing procedures for complaint resolution of parental concerns involving student welfare, including the student welfare provisions described in section

1001.42(8)(c)1.-6., F.S. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

PCCA Brooksville is committed to working closely with parents, the District, and all parties involved in the operation of our charter. Through regular communication with parents, we hope to create positive relationships built upon mutual respect and a desire to seek the best for all our students. However, when disputes arise we will seek to resolve the situation that creates an amicable resolution. That being said, we want to have a clear structure for resolving these disputes and conflicts as quickly as possible. We will strive to resolve disputes between the school and a parent as expeditiously as possible and in a manner that pleases both parties.

Parents will be informed via the Student-Parent Handbook of the steps that should be taken in case a conflict should arise. Written communication will be made available to each parent at the beginning of the school year, which delineates the steps to be taken for resolving disputes and provides contact information for each staff member and the Governing Board representative appointed in accordance with section 1002.33(7)(d)1., F.S. Parents are encouraged to address their concerns in the following manner:

1. Make an appointment to clarify the concern with the student's teacher or other staff member with whom the parent is in dispute. The Principal or Assistant Principal may be present at any meeting between parties should either party request it.
2. If the staff member is not able to resolve the dispute to the mutual satisfaction of both parties, the parent may make an appointment to address the concern with the Assistant Principal.
3. If the Assistant Principal is not able to resolve the dispute to the mutual satisfaction of both parties, the parent may make an appointment to address the concern with the Principal.
4. If the Principal is not able to resolve the dispute to the mutual satisfaction of both parties, the parent is directed to contact the Board representative. The Board Liaison will bring the concern to the Governing Board. Issues brought to the attention of the board are resolved typically by allowing ample time for investigation and full understanding of the issues by all board members. However, emergency issues, or issues of great importance to the school's operation may be resolved more expeditiously at the discretion of the board.
5. The Governing Board will discuss the facts and make a decision in response to the parent's dispute. The decision of the Board will be final.

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

M. Name of the partner organization.
Hillsdale College K-12 Education Office

N. Name of the contact person at the partner organization and that person's full contact information.
Dr. Kathleen O'Toole
Assistant Provost for K-12 Education, Hillsdale College
33 East College Street

Hillsdale, MI 49242
Phone: (517) 437-7341
Fax: (517) 437-3923
Email: kotoole@hillsdale.edu

O. A description of the nature and purpose of the school's partnership with the organization.

The nature of the partnership between the Hillsdale K-12 and PCCA Brooksville is the common desire to provide children a classical education consistent with the principles upon which America was founded, including the virtues of citizenship and civic responsibility. The Governing Board is actively cooperating with Hillsdale College K-12 by attending the Initiative's conferences and consulting with Dr. O'Toole and her team.

The purpose of PCCA Brooksville's partnership with the Hillsdale K-12 is to work together to return to our nation's original faithfulness to the previous 24 centuries of teaching the liberal arts in the West; and just as our nation's founders were compelled to provide for effective public schools, so are PCCA Brooksville and the Hillsdale K-12. To this end, Hillsdale K-12 will help guide PCCA Brooksville through the conceptual elements that foster successful classical education to begin redeeming American public education. This partnership will involve working together to complete the charter application approval process, develop a rigorously classical core-knowledge curriculum, recruit a competent staff, identify a facility, draft a budget, counsel the Governing Board, and provide other relevant tutelage that PCCA Brooksville may require, including the initial professional development required to train the founding faculty.

P. An explanation of how the partner organization will be involved in the governance of the school.

The Hillsdale K-12 department's involvement in the governance of the school will be limited to counseling the Founding Board and eventual Governing Board on issues related to staying true to PCCA Brooksville's mission.

Section 11: Management and Staffing

A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in
    - The pre-operational year;
    - The first year of school operations;
    - At the end of the charter term; and

- When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting ESSAng the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.

--OR--

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?

The Principal will at a minimum hold a Master's Degree. The Principal will be someone who can take charge of academic programs and successfully implement them. He/she will be experienced in leading an organization and be a self-starter. The Principal will be a competent and dedicated teacher with established classroom experience. The Principal will have an understanding of classical education and its philosophies. The Principal will understand and be willing to fulfill all duties and responsibilities as outlined in the proposed job description. PCCA will recruit individuals for the Principal position through a public process which may include but will not be limited to advertising in local and national newspapers and professional printed media, referral, and through appropriate electronic recruitment mechanisms if necessary. A fully assembled Board will review applications and resumes and determine which candidates will be interviewed for the position. Every effort will be made to garner at least three highly promising applicants to be interviewed by the Board. The Board will vote to determine the final candidate; a simple majority will be needed. If no candidate is found to be acceptable the process will begin again. The candidate must pass the required background checks and screens prior to being appointed Principal.

PCCA will evaluate the Principal annually in accordance with the Student Success Act. Specifically, as a charter school we must adhere to substantive requirements of section 1012.34, F.S., related to performance evaluations for school administrators.

C. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.

The principal reports directly to the Governing Board. Our assistant principal reports

directly to the principal, with a shared leadership model as a reporting structure for the faculty and staff of the school.

D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers.

Staffing Plan PCCA Brooksville	**FY29**	**FY30**	**FY31**	**FY32**	**FY33**
Enrollment	**624**	**690**	**778**	**875**	**950**
Classroom Teachers	32	35	39	43	46
Activity Teachers	5	7	10	11	13
ESE Teachers	4.0	4.5	5.0	5.5	6.0
Principal	1.0	1.0	1.0	1.0	1.0
Guidance Counselor	2.0	2.0	2.0	2.0	2.0
Assistant Principal/ESOL	2.0	2.5	2.5	3.0	3.0
Student Services Coordinator	1.0	1.0	1.0	2.0	2.0
Registrar	1.0	1.0	1.0	1.0	1.0
Front Office Staff	2.0	3.0	3.0	3.0	3.0
Nurse	1.0	1.0	1.0	1.0	1.0
School Security Officer	1.0	2.0	2.0	2.0	2.0
Custodian	7.0	8.0	9.0	10.0	11.0
Food Service Worker	5.0	7.0	9.0	11.0	11.0
Before/Aftercare Workers	6.0	7.0	8.0	9.0	10.0

E. Explain the school's plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school's design.

PCCA Brooksville will require all teachers to meet or exceed the expectations for certification as required by Chapter 1012 and Florida Statutes. Parents and the community will be informed of the qualifications of teachers as required by Florida Statutes. The school will comply with the anti-discrimination provisions of federal and state law in its hiring and employment practices.

Recruitment

Recruiting for the staff members will follow the customary policy of locating appropriate sources of staff members needed and inviting qualified candidates to interviews. We will utilize tools such as notices in education publications, job fairs, job boards, and information on the

school's website. In addition, we plan to work with nearby teacher preparation programs to identify potential successful candidates. The Principal will be responsible for the recruitment process.

Selection

The Principal will be responsible for the selection of staff members. There are two minimum requirements to be considered for employment as teachers at the Academy:

- State of Florida Certification or eligibility for certificate (or appropriate reciprocity from another state)
- Commitment to the classical school mission and vision

The Principal and the hiring committee will conduct a multi-step interview process during which the applicants will be required to submit a sample lesson plan and review it with the committee through a critiquing process. The team will select the "best fit" candidate for the School. The selected applicant will be required to undergo a background check and fingerprinting with the district as required by 1002.33 (12) (g), Florida Statutes prior employment. Upon final approval from the Principal, the offer of employment is confirmed. If the employee accepts the offer, a start date and employee contract will be issued.

Instructional staff and paraprofessionals will adhere to the requirements of Florida Statutes and will be certified in the field in which they will be teaching. Instructional staff from other states will have their teaching credentials evaluated by the Florida Department of Education to determine certification eligibility.

Staff retention will be accomplished by providing competitive salaries and benefits comparable to those provided by surrounding school districts, as well as offering a challenging environment. Staff members will also be involved in the planning and operation of the school under the direction of the Principal.

Section 12: Human Resources and Employment

A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school's tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.

Employees will be offered an annual contract for employment that is on an at-will basis. The contract specifies specific salary, position, title, and job duties. Procedures for discipline and dismissal of employees will be developed to ensure that such actions are in accordance with principles of due process and in compliance with all applicable laws and regulations. We seek to offer our employees a salary and benefit package that is competitive with the average salary for equal positions within the District.

As allowed in Section 1002.33(12)(i), PCCA Brooksville will operate as a private employer and will reflect an employment practice that will seek to mirror the diversity and community and student population.

PCCA Brooksville employees will be privately employed by the school; they will not be subject to employee collective bargaining, which will be indicated in the employee contract. All Staff will be hired on a year- to-year basis with contract extensions recommended on an annual basis. An employment agreement will be signed by each employee and the principal.

B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.

It is our intention to utilize the Florida Consortium of Public Charter Schools' (FCPCS) administrator and instructional personnel evaluation system, which is already approved by the State of Florida.

Where applicable, PCCA Brooksville will employ various assessments that will be used for evaluation purposes, including the consideration of District and statewide assessments as they become available. Assessments will be aligned with the Florida Standards in accordance with the State's timeline. At the State Board of Education meeting on July 23, 2015 they discussed approval of a New Rule 6A-5.0411 which sets forth the formulas for measuring student learning growth for use in district evaluations in those courses associated with statewide standardized assessments and establishes the standards of highly effective, effective, needs improvement or developing and unsatisfactory in school district evaluation systems for the portion of the evaluation based upon the growth formulas.

Per section 1012.34, F.S., teacher evaluations are:

- Designed to support effective instruction and student learning growth
- Results used when developing school improvement plans. The Principal will perform teacher evaluations per section 1012.34, F.S.

- Based upon the performance of students assigned to the educator's classroom or school
- Conducted annually
- Based on sound educational principles and contemporary research in effective educational practices

Results used to identify professional development for instructional personnel and Evaluations will differentiate among 4 levels of performance: Highly effective, Effective, Needs improvement, or for instructional personnel in the first 3 years of employment, Developing, or Unsatisfactory.

PCCA Brooksville will base at least one third of the performance rating on data and indicators of student learning growth assessed annually by statewide assessments. The evaluation procedures and criteria must include: Performance of students (at least 1/3), Instructional practice or instructional leadership (at least 1/3, and other indicators of performance). Teacher evaluation focuses on the indicators in the Florida Educator Accomplished Practices (FEAPs). All observation results will be calculated electronically via FCPCS's Evaluation Systems, which meets all statutory requirements.

C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?

In order to remain competitive with the market, PCCA Brooksville proposes to meet or exceed the District pay scale for all applicable positions. Staff will be privately employed. Providing the highest quality staff at PCCA Brooksville will be of utmost importance in meeting our mission of preparing all students with the foundational skills they will need to be successful. As such, the school will work to ensure that it hires the best possible staff members with experience and dedication to the students. The Board is committed to doing whatever it can to provide a competitive compensation plan that attracts the best and the brightest to the school.

All decisions regarding compensation remain with the Governing Board. The Board will establish a compensation plan in alignment with Student Success Act (SB 736) requirements, and/or any other applicable statutes that may be in place at the time. The Board will adopt a compensation plan that is in alignment with the applicable state laws. The evaluation systems and compensation systems will be tightly intertwined as under current state law. The following are the framework and requirements for these plans:

- Evaluation Plan Elements:
  - The system used to evaluate teachers and administrators must incorporate student performance, the percentage of which is based on the individual's role, and the amount of data which exists.
  - Professional development will be Incorporated through a continuous quality improvement model
  - Performance data used in the evaluation system shall be collected from multiple sources
  - Special criteria and procedures may need to be developed for some specialty fields and job classifications

- The evaluation system will utilize the state approved performance levels (highly effective, effective, needs improvement (or developing for those within their first 3 years of employment) or Unsatisfactory
- Administrators will be trained in the proper use of the evaluation system
- The system will be evaluated to determine the effectiveness to improve student learning.

- Compensation Plan Elements:
  - Teacher salary schedules may not be based on advanced degrees, but salary supplements based on degrees are permitted.
  - Cost of living adjustments may not exceed 50% of the amounts given as annual adjustments.
  - Annual adjustments for those who are rated "Effective" must be 50-75% of the value of raises given to those rated "Highly Effective."
  - Those scoring Needs Improvement, Developing, or Unsatisfactory shall not be eligible for annual adjustments.

For the purposes of budgeting for this application, an average teacher salary of $50,000 has been used along with a 2% annual increase in the amount paid in salaries each year. As we develop the compensation plan, we acknowledge that employees may not each receive an annual increase based on the percentage set by the school, however, we feel this is still an appropriate way of establishing a general budget to move forward at this stage in the planning process.

In addition to their salaries, employees will be offered insurance packages such as health, dental and other supplemental insurance policies. These will be determined based on the cost and availability as the school is opened. For budgeting purposes, we have assumed that the school will contribute $450 monthly per employee (anticipated for budgeting purposes 50% participation) for insurance policies, plus an additional 3% of their salary towards a retirement plan.

D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Recruiting for staff members will follow the customary policy of locating appropriate sources of staff members needed and inviting qualified candidates to interviews. We will utilize tools such as notices in education publications, job fairs, job boards, and information on the school's website. In addition, we plan to work with nearby teacher preparation programs to identify potential successful candidates. The Principal will be responsible for the recruitment process.

Selection

The Principal will be responsible for the selection of staff members. There are two minimum requirements to be considered for employment as teachers at the Academy:

- State of Florida Certification or eligibility for certificate (or appropriate reciprocity from another state)
- Commitment to the mission and vision of a classical school

The Principal and the hiring committee will conduct a multi-step interview process during

which the applicants will be required to submit a sample lesson plan and review it with the committee through a critiquing process. The team will select the "best fit" candidate for the School. The selected applicant will be required to undergo a background check and fingerprinting, along with a drug screen, as required by 1002.33 (12) (g), Florida Statues prior to employment. When determined acceptable, a provisional offer of employment will be extended. If the employee accepts the offer, a start date and employee contract will be issued. Teaching candidates will be screen through the Florida Professional Practices database for discipline against their teaching certificate.

Instructional staff and paraprofessionals will adhere to the requirements of Florida Statutes and will be certified in the field in which they will be teaching. Instructional staff from other states will have their teaching credentials evaluated by the Florida Department of Education to determine certification eligibility.

If a staff member's performance is subpar, they will be counseled by administration to immediately correct the issues at hand and a follow-up conference will be scheduled. Should a staff member violate sections of the Florida Educator Accomplished Practices or commit an act that shows poor judgement or is in violation of school policy or state law, the principal may recommend termination to the Board.

E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.
F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.

It is our belief that timely and effective feedback and observation are key to staff and leadership success. For our staff members, we observe often and provide immediate feedback to correct any issues we see. By observing often and counseling teachers to help correct deficiencies, many times teacher turnover can be avoided.

Just as our students will be highly motivated by the desire to continuously improve the quality of their work, our teachers will be inspired to remain at our school because they will be able to grow professionally each year and because they will be part of a high-performing team. For our novice teachers, we will provide the mentoring, coaching and support they need to become effective teachers. By providing for the development of new teachers within our school, we will ensure a growing pipeline of talent for our educational program.

It is our intent to promote from within, from teachers who have invested time and effort into our school. By continuing to offer leadership and advancement opportunities from within, we can ensure there are leaders ready to take the reins should administrative positions open.

By providing a Board that is accessible to parents and teachers alike, any leadership issues can be addressed readily. An active parent liaison is key to accomplishing this.

Section 13: Professional Development

A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:
    1. Identify the person or position responsible for overseeing professional development activities.

The Principal and Assistant Principal will be responsible for planning professional development opportunities. Much of the professional development provided prior to school opening will be provided by our partner educational institution, Hillsdale College, to ensure Pineapple Cove Classical Academy at Brooksville holds true to the mission of classical education. This is provided free of charge as part of our agreement. Additionally, we employ our own literacy and mathematics coaches for ongoing professional development.

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.

Our partnership with Hillsdale College provides free professional development to our teachers in all core components of our program. This includes content for two weeks of training before school begins, site visits during the school year, routine virtual training, and annual summer training.

Professional Development opportunities may occur on-site or by attending local, state, and/or national conferences. PCCA Brooksville will assure appropriate training and technical assistance so that all school personnel will implement the curriculum correctly and are given the greatest possible support to accomplish this.

The Socratic Seminar is a method of teaching designed to engage students in intellectual discussion by responding to questions using questions instead of answers. Prior to conducting a seminar, students are given a text to read. After the text has been read, open-ended questions are asked. Training of PCCA Brooksville teachers will occur in the following areas:

- What texts to be assigned that will support the mission of the school
- How to formulate questions that will encourage critical thinking, analyzing meaning, expression of ideas with clarity and confidence
- Norms for the group to follow
- How to train students in Socratic Seminar discussions

PCCA Brooksville will provide training to staff in Virtue Instruction to include:

- The four ancient virtues: prudence, temperance, justice, fortitude
- Behavior Management
- Anger management/mediation/conflict resolution programs/bullying
- Effective communication
- How to integrate opportunities to discuss and model virtuous behavior within the curriculum
- Discussion techniques (like Socratic Seminars) to teach ethical reasoning

Trainers in the stated programs will work in collaboration with the administration to provide

targeted training in the strategies/methods for each component of the curriculum. As each component of the curriculum is learned, professional development in scaffolding, differentiated instruction, cognitive approaches to learning and strategies to enhance memory need to be targeted to each program. Staff will learn how to implement these strategies and methods within the context of each of these programs.

Each summer, teachers travel to Hillsdale, Michigan, for free professional development from our Hillsdale College partners.

3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?

Teachers will need to begin their training during the month of July, prior to school start, in order to be ready to implement the curriculum when school begins in August. Our administrative staff and academic coaches provide two weeks of free professional training (80 hours) to our staff. The training consists of three days of ELA training, three days of History/Science, two days of Math, two days of philosophical and classroom management discussion, and one day of state-mandated Youth Mental Health First Aid training. This training offers practical application of our curriculum and lesson planning and is revisited during our semester site visits. This training has been developed using in house staff and is at no cost to the school.

4. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

After the school year begins, the contract year for teachers each additional year will reflect additional days for Professional Development before the school year begins, during the school year, and after the school year ends. Funds will be allocated for staff to attend relevant conferences and trainings in addition to hiring consultants to provide training at the school site.

To assist teachers with completing required in-service and education points for recertification, each staff member of Pineapple Cove Classical Academy at Brooksville is required to complete 10 hours of in-service during the fiscal year, which is July 1st-June 30th of the given year. One 3 or 4 credit college credit course in a pertinent subject area from an accredited postsecondary institution, subject to the discretion of the principal, will meet this requirement.

We will participate in early release Fridays, and professional development days initiated by the school district to provide collaborative planning time for teachers to implement our curriculum. ESOL, Gifted, and Reading endorsement courses will be offered via the Schultz Center (Jacksonville, FL) and paid for by Title II funds.

Section 14: Student Recruitment and Enrollment

A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted

populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.

We will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students, in accordance with federal and state anti-discrimination law. The School will be open to any eligible students in the county, including exceptional education students.

Strategies for reaching the school's targeted population will include launching a community awareness plan for informing the public about the proposed school and will include aggressively publicizing the charter school opportunity to a broad audience with the intent of attracting a student body from within the county.

We will target publicity and recruitment efforts to specific populations to help ensure representation from various constituencies. Application and marketing materials will accurately portray our school as fully accessible to students with disabilities, limited English proficiency, and other special needs. Prior to the opening of the charter school, we will hold an orientation town hall meeting to help market our program.

The following publicity and targeted marketing initiatives will clearly outline our mission and advertise to the appropriate student population:

- Press conference – local newspaper and media
- Press releases and feature articles – a series of press releases to all media outlets to announce landmarks such as charter application approval, naming of the principal and major developments of the school
- Direct contact with community organizations for student referrals
- Brochures
- Direct mail campaign
- Social media

We will hold periodic information meetings at various locations to inform area residents and other interested persons about the charter school opportunity. Presentations will include information about charter schools in general and specifically about the curriculum focus of our school and the procedure for making application. We will place media advertisements in various forums including radio and print. Flyers will be developed for distribution at area businesses, community centers, churches, and child care facilities.

Our staff will make extensive efforts to address people where they meet, work, and socialize in order to communicate the opportunities available. We will also conduct direct mail advertising within the county.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

We will be open to any Florida school eligible student in the county. The school will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students, in accordance with federal and state anti-discrimination law.

We will implement a student recruitment strategy that includes the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the community:

- Communications as needed in Spanish, English, and other languages when possible, in our efforts to contact harder-to-reach families.
- Distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the racial, ethnic, and interest groups represented in the community.
- Community outreach to ethnic and social organizations to achieve and maintain a racial/ethnic balance reflective of the community.
- A flexible enrollment timeline that allows for broad-based recruitment and an easy application process

Marketing materials will be printed in the various languages that are representative of the surrounding community from which our students will be drawn. Our staff will contact social service agencies in the area that serve those "harder to reach" families. Information brochures and applications that are printed in multiple languages will be distributed to these agencies to facilitate the school's desire to inform these groups about the new school.

School personnel will solicit opportunities to meet with families served by these agencies for a "direct" opportunity to inform parents about the new school. We will embrace all students, regardless of their racial, cultural, ethnic or religious orientation. This message will be clearly communicated in all oral presentations and printed materials. We will attempt to achieve a representative balance of students equal to the diversity of those District public schools in the surrounding area.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.

Our enrollment period will be from 15 January to 1 March each operating year. We will request current students notify the school of continuing enrollment by 15 February each year so the school can determine possible openings for new students. All applications for enrollment will be date/time stamped as they are received and filed by application date and grade level (based on cohort class). Preference may be given to a sibling of a student already enrolled or accepted, and to a child of an employee of the school or a member of the Governing Board. In addition, as required by state statute, we will provide an equal opportunity of being selected for enrollment for students with handicapping conditions, Special Education and students served in ESOL programs.

If the number of applications exceeds the capacity of the program, a lottery will determine admission, and a list will be maintained by grade level in the order of the lottery results. The lottery will utilize a random automated process via the SchoolMint platform to select students.

Parents/guardians will be notified of their child's acceptance no later than twenty-one (21) days past the acceptance period deadline and will have five (5) days to notify the school, in writing, of their decision to attend. If an accepted applicant decides not to attend the school, the slot will be given to the first person on the waiting list.

We will take the following initial steps to begin every enrollment process:

- Determine the number of spaces available in each grade based on the capacity in that grade and the anticipated number of returning students.
- Set dates for informational meetings.
- Set a deadline for accepting student applications, which will correspond to the last of four informational meetings within each enrollment phase, for the available new spaces, during each round of the enrollment processes.
- Reasonable public notice of at least one month must be given, making clear that returning students need not reapply.
- Publicize stated deadlines and promote the fact that there will be a lottery if there are more eligible applicants than there are available spaces.
- Hold the lottery, and allow for public attendance opportunity, with reasonable notice of at least one week before the lottery date.
- Set a final date for students to accept enrollment, as above.

Parents/guardians of students who will enroll in the School will receive an enrollment package containing information about the school and forms necessary for registration. The enrollment package will include:

- Proof of age
- Copy of immunization records
- Special Education information (if appropriate)
- Emergency contact information
- Emergency Medical Authorization
- Health insurance information
- Lunch form (to gather free/reduced lunch data)
- Authorization for Release of Information Form
- Home Language Survey
- Registration forms and any other required by PCCA Brooksville

Parents/guardians will be given a copy of the Student Handbook.

Section 15: Parent and Community Involvement

A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This *could* include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This *must* include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.

We will be committed to providing educational excellence in a nurturing and supportive community environment. Parental involvement is a crucial component for the child's experience of support and congruence between home and school. Parent – teacher conferences will be held at least two times per year to ensure clear direct communication about each child's progress and experience. Additional conferences may be held if requested by either party for any reason.

Numerous diverse opportunities will be available for parents to be involved in the operations and/or governance of the school. Parents will be asked to volunteer their efforts in supporting the school for a minimum of 10 hours per family if possible.

We will sponsor a PTO (Parent Teacher Organization). Our PTO will serve multifaceted purposes of promoting strong ties between homes, school and community. Parent opinions and ideas will be valued. Parent surveys will be distributed annually to parents, to monitor general parent opinion and satisfaction with the school program. Results of that survey will be included in the Annual Report and will be distributed to all parents. Our requested commitment of parental involvement can be fulfilled through different avenues, allowing flexibility for how parents would like to support the school.

The following list outlines general volunteer and support opportunities for parents. Additional opportunities will be created throughout the year, and parents will be notified via email and/ or paper notification of additional opportunities as they arise. Examples of parental support opportunities:

- Assisting with the arts programs
- Volunteering in classroom
- Volunteering / Chaperoning at school functions
- Take home projects such as cutting projects
- Chaperoning Field Trips
- Odyssey of the Mind competitions, or other academic endeavors that support the curriculum
- Reading with Students
- Assisting Teachers with photocopies and other preparations
- School Beautification Projects
- Helping with Fundraisers
- Serving on Committees
- Assisting with schoolwide events

Community partnerships are an integral component of the philosophy of our school to provide educational excellence in a nurturing and supportive community environment. We will seek partnerships between community families, organizations and local businesses. We will create a Business Partners program in order to foster a sense of community. We will identify our community and business partners with a linking icon on our website.

Finally, we will appoint a parent liaison to the Governing Board to assist parents in accessing the Governing Board and assisting parents in resolving issues, complaints, or communicating with the Board in general terms. The parent liaison's contact information will be located on our website.

B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.

While we do not partner directly with any community organizations, we believe the function of a school is nurturing the whole child. Therefore, when meeting with parents and discussing student achievement, behavior, or psychological need, we will recommend and refer students to proper community organizations that may assist families in achieving student success in a variety of academic, social, and emotional arenas.

C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).

D. Describe the process of appointing a representative to facilitate parental involvement, provide parents access to information, and resolve parental disputes. Include a description of how the dispute resolution procedures are designed to resolve and protect the rights of parents as enumerated in ss. 1001.42(8)(c)1.-6., 1002.20 and 1014.04, F.S.

Pineapple Cove Classical Academy at Brooksville will provide a Board-approved parent liaison whose information will be readily accessible on the school's website. This liaison can assist with answering questions and serve as a bridge between the Board and parents. In accordance with F.S. 1014.04, the school will respect the rights of parents to have ultimate authority in their child's mental, emotional, or physical health and well-being and will accordingly notify parents of any changes to that end. The school will honor the right of parents to review and correct, if necessary, their child's records at any time.
Parents are encouraged to address their concerns in the following manner:

- Make an appointment to clarify the concern with the student's teacher or other staff member with whom the parent is in dispute. The Principal or Assistant Principal may be present at any meeting between parties should either party request it.

- If the staff member is not able to resolve the dispute to the mutual satisfaction of both parties, the parent may make an appointment to address the concern with the Assistant Principal.
- If the Assistant Principal is not able to resolve the dispute to the mutual satisfaction of both parties, the parent may make an appointment to address the concern with the Principal.
- If the Principal is not able to resolve the dispute to the mutual satisfaction of both parties, the parent is directed to contact the Board representative. The Board Liaison will bring the concern to the Governing Board. Issues brought to the attention of the board are resolved typically by allowing ample time for investigation and full understanding of the issues by all board members. However, emergency issues, or issues of great importance to the school's operation may be resolved more expeditiously at the discretion of the board.
- The Governing Board will discuss the facts and make a decision in response to the parent's dispute.
- Parents may request the appointment of a special magistrate for certain matters under F.S. 1001.22 (8) (c) 1-6.

II. BUSINESS PLAN

Section 16: Facilities

If the site is acquired:

A. Describe the proposed facility, including location, size, and layout of space.
B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.
C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.
D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting an existing facility, provide draft lease agreement as Attachment V.
E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

If the site is not yet acquired:

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

Pineapple Cove Classical Academy at Brooksville is committed to promoting academic excellence and character enrichment through rigorous, content-rich curriculum grounded in the tradition of a classical liberal education. A high-quality facility which will enable us to engage our students and make them feel proud of their school and the education they are receiving will play an important part in the overall design of the school. We have an existing LOI on a property in Hernando County but have not yet finalized the location.

PCCA Brooksville will work with a local general contractor and our bond financing team to finance our new greenfield facility via tax-exempt bonds. We anticipate that we will need at least 65 square feet per student once we reach capacity, plus an additional 5,000 square feet for common space, which will mean our facility will need to be at least 67,000 square feet in size when fully built out. It is our intention to have a fairly traditional school/classroom layout that matches the look and scope of our current facilities. It may be possible that we stage the building out over multiple years, as the initial year, based on our estimated enrollment of 624 students, we will only need 45,000 square feet. We will work with the contractor's financiers to develop an appropriate plan for the buildout.

G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.

The current Pineapple Cove Classical Academy schools and Classical Education Management, LLC, have successfully negotiated and completed five separate tax-exempt bond deals for our previous properties, totaling over $64 million. We intend to successfully replicate this process to finance and fund Pineapple Cove Classical Academy at Brooksville, basing cost and facility

design on our West Melbourne, Florida, campus

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

Pineapple Cove Classical Academy, as well as our in-house developer, JAC Land Development, has built three successful schools and five bond issues using tax-exempt bond financing and has extensive experience in this area as well as an established relationship with a general contractor. We have an established team of professionals that work to support this process, including underwriters, bond attorneys, and our own in-house plan reviewer.

I. Describe the back-up facilities plan.

Should we be unable to commence permanent construction on our existing campus, we will utilize modulars as needed. Should the facility encounter delays or if the founding team does not think it will open in a timely manner, we will utilize a year of deferment with plenty of notice and time to the district and families.

Section 17: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.

PCCA Brooksville plans to contract with parents to provide transportation services in accordance with Florida Statutes. To mitigate barriers to transportation, we will assist our families in coordinating carpools and may provide reduced or free before/after care service to students who qualify for free and reduced lunch or otherwise express difficulty with transportation.

We have not ruled out bus transportation but understand that such transportation can be difficult financially in the beginning years of a charter school. If enough students express interest in bus service, we may draft a Request for Proposal with local companies to explore the cost and feasibility of bus transportation.

Students whose IEP requires transportation will be provided transportation via an interlocal agreement with the district or through private transportation funded by the charter school.

Section 18: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

As with our current sites, we plan to provide our own meal service in accordance with state and federal guidelines. Our current kitchens are self-preparatory. We purchase and operate our own equipment, financed through our tax-exempt bonds as FFE.

We will participate in the National School Lunch Program, including the offering of free and reduced lunch prices for families who need it. Our meals will meet all nutritional requirements for NSLP through menus approved by the Child Nutrition Program.

Section 19: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property, especially as it relates to the applicable provisions in the Marjory Stoneman Douglas High School Public Safety Act.

Student and staff safety is of the utmost priority at PCCA Brooksville. Our safety and security measures will mirror what is available in our existing location.

All staff are fingerprinted and drug-screened prior to employment. All volunteers are required to be fingerprinted through the School and verified through Raptor. All visitors who come to school are required to sign in via Raptor and are badged and escorted through campus by a staff member.

Our campus has the latest security measures to protect students and staff. All exterior doors remain locked from the inside and can be accessed only via a coded keypad. The lobby and front doors require those without a code to be buzzed into the front office where they are screened by a staff member. To enter student areas, visitors must again be buzzed in through a second set of doors. High-definition cameras are placed outside of and within the building as well. Our completely enclosed building allows for exceptional control of who has access to all student areas.

Photo ID is required for all student check outs and anyone picking up a child must be on the authorized pick-up list completed by the parent or guardian.

Specifically:

A. Describe what steps the school would take to assure there is a safe-school officer present while school is in session, pursuant to section 1006.12, F.S.

Pineapple Cove Classical Academy currently employs six trained safe-school officers for its existing schools. All of our safe school officers meet the requirements of statute with regard to experience and training. We sign in our SSOs everyday using our visitor management system to ensure compliance and auditable transparency.

B. Explain how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.

We already have an approved active assailant response plan at our current schools that includes best practices outlined by the Marjory Stoneman Douglas Commission and the Office of Safe Schools. Annually, we train our teachers in Active Assailant Response and Stop the Bleed training during pre-planning. All staff are required to attend and sign an attendance sheet that is included in our school safety binder for review.

C. Explain how the school will establish a threat management team as required by section 1006.07(7), F.S.

Our school will utilize the State of Florida Threat Management Portal as well as approved Office of Safe Schools Threat Management procedures to identify, report, and track threats made by students, staff, or the general public within the school environment. This includes:

- Use of the state threat management portal
- Identification of a school-based threat management team, including the required "Core Four"
- Monthly threat management team meetings to discuss, analyze, and make decisions regarding threats received
- Law enforcement involvement in the threat management process

D. Explain how the school will accurately and timely report incidents related to school safety and discipline as required by section 1006.07(9), F.S.

PCCA Brooksville will ensure administrators are trained in SESIR reporting by taking the state-approved SESIR training. Administrators will ensure student discipline records are recorded properly via the district student information system.

Section 20: Budget

A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.

These budgets contain all projected revenue and expenses except for:

- Public Charter School Grant: Because the competitive nature of this grant creates uncertainty as to availability, this potential source of revenue is omitted from these budgets. If grant funds are received, the primary focus will be classroom technology, equipment, furnishings and supplies, as well as staff development activities.
- Supplemental Federal Funds (IDEA, Title I, etc): Even though the school expects to qualify for some of these funds, they are supplemental to the academic program, each with a specific focus and cannot be used to supplant other expenses of the school. Therefore, these budgets demonstrate that the school will be adequately funded without these funds.

These budgets are presented with revenues and expenses classified in compliance with Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook).

W.1 – W.3	FEFP Revenues
X.1 – X.2	5 Year Budget, Year 1 Cash Flow
Y.1 – Y.2	Start-up Budget, Balance Sheet (Start-up), Cash Flow (Start-up)
Z.1	Start-up Loan Funding Letter

B. Provide a start-up budget as Attachment Y that contains a balance sheet,

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

The school plans to finance start-up costs with a loan from its management company, Classical Education Management, in the amount of $75,000. The budget assumes no interest, with payments to amortize the loan over four years, deferring principal repayment until year 2. See Attachment Z.1.

C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.
D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

Revenue assumptions are as follows:

FEFP
Please see Attachments W.1 – W.6. FY28 revenue is based on the latest available Revenue Estimating Worksheet for 2025-26. Subsequent years reflect annual increases of 1.44%.

Proceeds From Long-Term Debt - Start-up Loan
Start-up loan in the amount of $75,000. Assumes no interest, with payments to amortize the loan over four years, deferring repayment to begin in FY29. Please see Attachment Z.1.

Capital Outlay
$563.00 / student

Food Service Revenue
Assumes students are 40% full price, 3% reduced, 50% free, with 40% participation. Software and point of service is PrimeroEdge, offered free to NSLP providers through FDACS.

Salaries and Related Costs assumptions include:

Salaries
Please see Attachment X.4 for positions and salaries by year. Teachers are adequate to comply with the Class Size Reduction Amendment, provide electives, and support student progression. The average teacher salary is budgeted at $50,000.

Retirement
Retirement is budgeted at 3% of annual salary.

Payroll Taxes

This consists of Social Security at 7.65%, and Florida Unemployment at 2.7%, capped at $7,000.

Health Insurance
The budget is based on a premium of $450 per month per employee, with the school paying 65% of the premium, and 50% of employees electing coverage ($450 * 50%).

Workers Compensation
Budgeted at 1%.

Instructional Costs

Contracted Services
Services provided primarily in support of IEP's, such as OT/PT, etc. Budgeted beginning at $70.00/hr. for 10 hours weekly. Speech therapist budgeted as full-time employee.

Textbooks & Supplies
Budgeted at $50 reusable textbook per student and $8 per consumable per student.

Furniture & Equipment
Classroom furnishings budgeted at $15,000 per new classroom (built as FFE contingency into bond financing) and $175 per previously occupied classroom.

Computers & Software
Computers: 1 computer per teacher, 25-unit computer lab, server and installation, and beginning in Year 3, a three-year refresh. One computer per every four students to ensure adequate coverage for testing. Classroom instructional technology (projectors, teacher iPads) built into bond deal FFE.

Substitutes
Substitutes @ 8 days per teacher @ $120 per day.

Staff Training

Contracted Services
Budgeted at $10,000 per year for training pay for New Teacher Training (80 hours).

Board Administration

Contingency
2-2.5% of net FEFP for unanticipated expenses.

District Fee
Overall fee for campus is 5% of FEFP, capped at 250 students. Anticipated High-Performing Status to reduce fee to 2% in year four.

Facilities Acquisition

Debt Service
The school plans finance a new building with tax exempt bond financing, utilizing pre-paid capitalized interest for the first year, resulting in no debt service payment due until year two. The

budget also accounts for a planned 16-classroom expansion with gymnasium in year 5.

Fiscal Services

Contracted Services – Finance
Estimated amount to be shared with current schools. Overall fee for the campus ranges from 2.6% to 2.4% of net FEFP, this represents back-office accounting services. Covered by management fee.

Contracted Services – Finance
Management agreement covers all back-office accounting services, human resources, accounts payable, bond and grants management, food service director, and instructional coaches. Budgeted at 10% gross revenue.

Food Services

Contracted Services
Assumes meal cost of $4.00 each, and 40% participation for non-FRL students.

Debt Services

Debt Service - Principal
Repayment of start-up loan in the amount of $75,000. Assumes no interest, with payments to amortize the loan over four years, deferring repayment to begin in FY29.

The remaining line items are small and self-explanatory.

E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.

The budget approved with the application will become the approved budget for the start-up period and Year 1 of operations. This budget will be subject to continual and intense monitoring to identify any inaccuracies in assumptions. The budget will be updated frequently, after each significant event, but in the early stages of development, at least once weekly.

Examples of events which will impact the budget include updated enrollment numbers, changes in the local economic environment, hiring staff, new legislation, ordering furniture, etc. We recognize that the budget must be managed in the entire environment, and is not limited to the result of actions of the charter school. While the omission, or erroneous estimates of quantities required, or unrealistic price estimates of an item will all create budget variances, so too will the construction of a housing development (or another school) within walking distance of the charter school.

In addition to the process described, beginning with the September financial statements, the board will receive a monthly projection of both cash and budget performance, including projected cash balances or deficits and proposed budget amendments. After the first year, this projection will be provided to the board quarterly or as requested by the board.

The budget monitoring process is a powerful tool in surviving revenue being less or later

than budgeted. The following specific strategies are designed to respond to budget revenue shortfalls.

First, during the start-up period, and until the charter school is fully operational, the projected budget compared to the approved budget will be an agenda item during each charter school board meeting.

Also, budgeted expenditures will be deferred until justified and approved in segments. Furniture, textbooks, computers, etc., will be ordered to match enrollment gains. Similarly, teachers and other staff will be interviewed and identified, with provisional identification of employees, but hiring will be authorized only after the need is established.

F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

Our management agreement provides a subordination clause for management fees in the event the school's cash flow is low or does not meet bond covenant requirements. Additionally, we will consult with our accounting team and our Board to identify areas for savings or potential cuts if needed to meet cash flow needs.

G. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

See Attachment X.2 and Y.2.

Section 21: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.

The board of Pineapple Cove Classical Academy at Brooksville recognizes that, like any other start-up business, financial management is crucial to the success of the school. This places great responsibility on the board, and that responsibility is further intensified because public funds are being invested. The board further acknowledges that this responsibility cannot be shifted to a third party by contracting for back-office services.

Conversely, because of the complexity and uniqueness of charter school accounting and financial reporting, the board recognizes the value of engaging an appropriate third party to provide back-office services. In this way, the board enhances its capability to provide financial oversight.

The school will contract with Florida Charter School Accounting to aid in the design, development, planning, financing, staffing, maintenance, operations, and fiscal oversight of the school. The relationship between Florida Charter School Accounting and the school has already been initiated and will continue through the development of the school and into the operations phase of the school's life. In this way, the school will benefit from the experience and expertise Florida Charter School Accounting brings to bear.

Florida Charter School Accounting provides back-office accounting services to our three

existing charter schools in Florida, among others. The firm limits its practice to charter schools, thereby providing access to knowledgeable professionals who are focused on charter schools in general and on Pineapple Cove Classical Academy specifically.

Florida Charter School Accounting uses Quickbooks Accounting software, which has an integrated general ledger, accounts payable, payroll, and bank reconciliation functions. The comprehensive nature of this software coupled with the internal controls in place facilitates the recording of transactions by fund, function, and object. This allows for transactions to be recorded accurately and appropriately, including properly identifying purchases of property. Property records are maintained in accordance with state requirements. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept to allow the preparation of financial statements in accordance with generally accepted accounting principles and in compliance with Redbook.

Having appropriate financial statements will allow the preparation of projections of budget performance and cash balances through the fiscal year, thus allowing the school to adjust activity as necessary to maintain fiscal integrity.

The system as described has undergone numerous audits of dozens of schools by at least 7 different auditors in three states without any finding relating to the accounting system, demonstrating the effectiveness of the process of fiscal management.

Florida Charter School Accounting will prepare, on an annual basis, a budget in cooperation with the Director of School Operations. The budget will outline all anticipated revenues and expenditures, by object and function. The budget will be submitted to the governing board for approval. Upon approval, a copy of the budget will be filed with the board minutes for public record, a copy will be held at the school site, and a copy will be provided to the sponsor. Florida Charter School Accounting, on behalf of the School, shall prepare monthly financial statements, which shall include a balance sheet and a statement of revenues, expenditures and changes in fund balance. The monthly financial statements shall be prepared in accordance with the function/object dimensions prescribed in the Florida DOE publication, Financial and Program Cost Accounting and Reporting for Florida Schools (the "Red Book").

The School shall also prepare and maintain all reports required to be filed with the Government of the United States and the State of Florida. Such reports shall include, but are not limited to, all payroll tax returns and any required filing relating to the School's non-profit status.

B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

Detailed financial statements will be prepared on a monthly basis for analysis by the Charter School Board. These financial statements will be reviewed by the Charter School Board at monthly meetings and will be submitted to the Sponsoring District for monitoring/review.

The monthly financial statements will be in compliance with Rule 6A-1.0081, F.A.C and include:

- Balance Sheet
- Revenue and Expense Report
- Year-to-date comparison of budgeted vs. actual revenues and expenditures
- Notes to Accompany Financials, to include:
    - Actual enrollment at the time the statement is submitted

- Projected enrollment for the current school year
- Notes to the monthly financial statement to include other material information

Supplemental information, including but not limited to, bank reconciliations, bank registers, detailed general ledgers, relevant correspondence from the sponsor, grantor agencies, etc., will be provided to the board as applicable.

During the first year of operations, beginning with the September financial statements, the board will receive a projection of both cash and budget performance monthly, including projected cash deficits and proposed budget amendments. After the first year, this projection will be provided to the board as needed or as requested by the board.

C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.

In the spring of our first year, we will issue a Request for Proposal for auditors who wish to bid on audit services for the school. Once bids are received, they will be ranked and ordered with considerations given to each firm for the following:

- Experience of the firm in auditing Florida charter schools
- Scope of audit
- Cost to school for services rendered
- Time to complete audit
- Required credentials of firm

Rankings will be presented to the Board for a vote to consider a letter of engagement and the letter will be provided to the Hernando County School District by April 30.

D. Describe the method by which accounting records will be maintained.

In order to provide financial information that is comparable to that reported for other public schools, the school will maintain all financial records in an accounting system that is in accordance with the accounts and codes prescribed in the most recent issue of the publication titled, "Financial and Program Cost Accounting and Reporting for Florida Schools" (Redbook), pursuant to § 1002.33(9)(i)1 of the Charter School Law. Thus, the School's accounting will be consistent with accounting conducted for Florida school districts and will contain a uniform chart of accounts for budgeting and financial reporting. The uniform chart of accounts addresses topics that include governmental accounting standards, program cost accounting, and reporting.

Florida Charter School Accounting, is responsible for the financial management of the School, and uses Quickbooks Accounting software. Quickbooks Accounting has integrated general ledger, accounts payable, payroll, and bank reconciliation functions. The comprehensive nature of this software coupled with the internal controls in place facilitates the recording of transactions by fund, function and object. This allows for transactions to be recorded accurately and appropriately, including properly identifying purchases of property. Property records are maintained in accordance with state requirements. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept to allow financial statements in accordance with generally accepted accounting principles and in compliance with Redbook.

The documents comprising the accounting records will be kept in accordance with the

General Records Schedule for Local Government Agencies GS1-L, as authorized by 119 and 257, FS.

E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

There are three overlapping layers of financial transparency required of charter schools.

- First, the exempt organizations are required by the Internal Revenue Code to make its Form 1023 (Application for Recognition of Exemption Under Section 501 (c) 3) and its annual Form 990 (Return of Organization Exempt from Income Tax) available for public inspection and copying.
- Additionally, charter schools are bound by Florida's Government in the Sunshine Law, provisions of which include the public notice of and the opportunity for public participation in board meetings; as well as the Public Records Act, which ensures public access to records and documents.
- Finally, 1002.33 (9) (p), Florida Statutes, requires charter schools to provide access, through its website, to the annual budget and independent audit.

Pineapple Cove Classical Academy at Brooksville will comply with all of these.

Internal controls are based on sound practice, such as segregation of duties or compensating controls, use of pre-numbered forms, limited access to cash, and monthly reporting to the Charter School Board and Sponsoring District. The business process also emphasizes the seamless and convenient delivery of service so that school staff can easily comply with internal controls and are able to concentrate on the educational process.

The internal control policy of the School shall be guided by the following broad principles:

- Responsibility will be clearly established.
- Adequate records will be maintained.
- Assets will be insured & inventoried and appropriate employees bonded.
- Adequate procedures for cash receipts, cash disbursements, and record keeping will be in place.
- The School will undergo regular and independent audits.

Specific internal controls include, but are not limited to:

- Only one primary operating bank account will be maintained by the school (others may be maintained for internal funds)
- The bank statement will be opened intact by the reconciler
- The bank statement will be reconciled by an employee who has access to neither the general ledger nor check-writing system
- Items outstanding for 180 days will be investigated
- All funds will be deposited to the bank account daily or whenever practical. At a minimum, no receipts will go longer than three days without being deposited
- All checks received will be immediately stamped "For Deposit Only"
- Printed, pre-numbered receipts will be issued for all cash received whenever possible
- All disbursements will be made by check (except for minor petty cash disbursements).

Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence.

- Checks require two signatures
- Checks will not be pre-signed under any circumstances
- Checks for expenses other than payroll will be issued only upon verification by the Principal of receipt of the good or services ordered in good condition and correct quantity. The School may authorize FCSA to make disbursements for contracted services, leases, notes payable, ongoing commitments, etc., payables for goods/services that are confirmed as rendered/received by the School and within the limits of the approved budget
- Appropriate documentation will be maintained for disbursements (invoice, contract, etc). All invoices will be reviewed and initialed for approval before a check is issued
- Employees will be paid only upon verification of employment by Charter School Board action
- Appropriate legal forms (W-4, I-9, etc) must be completed prior to employees being paid
- Investment activity will comply with 112.661, FS
- Property will be tagged
- Property will be inventoried at least annually
- Discrepancies in the property inventory will be investigated and reconciled
- Financial statements (see below) will be reviewed by Charter School Board monthly, evidenced by action
- The budget will be approved by the Charter School Board prior to the beginning of each fiscal year, evidenced by action
- Budget amendments will be approved as necessary
- Financial reports will be submitted to the sponsor as required by Charter and Rule
- School financial records, including files for receipts, invoices, bank statements, and cancelled checks will be kept up-to-date and fully accessible at all times
- An annual audit will be conducted by an independent CPA (see below)
- Under no circumstances are school funds to be used for personal benefit or gain or administration or staff

During the first year of operations, beginning with the September financial statements, the board will receive a projection of both cash and budget performance monthly, including projected cash deficits and proposed budget amendments. After the first year, this projection will be provided to the board quarterly or as requested by the board.

Additionally, Bank Reconciliation and Bank Registers will be submitted to the Charter School Board along with the financial statements.

Providing further transparency, the Principal and Charter School Board will have access to the bank register and images of paid invoices and checks at any time through an on-line document storage facility.

The School will adhere to the audit selection requirements per Florida Statutes and the Auditor General Requirements and ensure that the Audit Report checklist (§11.45(3)(a), Florida Statutes accompany the audit in a timely manner according to the dates agreed upon for audited and unaudited reports between the Sponsor and the Board in the Charter. The auditing firm shall be selected by request for proposal (RFP) process and only those firms experienced in audits of charter schools will be considered. The audit will be of assistance to the School's

Governing Board in carrying out its responsibility to assure that its financial resources are properly managed.

Annual audit results as well as an approved budget will be posted on the school's website for public access.

F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

The school will contract with Florida Charter School Accounting to aid in the design, development, planning, financing, staffing, maintenance, operations, and fiscal oversight of the school. The relationship between Florida Charter School Accounting and the school has already been initiated and will continue through the development of the school and into the operations phase of the school's life. In this way, the school will benefit from the experience and expertise Florida Charter School Accounting brings to bear.

Florida Charter School Accounting provides back-office accounting services to our three existing charter schools in Florida, among others. The firm limits its practice to charter schools, thereby providing access to knowledgeable professionals who are focused on charter schools in general and on Pineapple Cove Classical Academy specifically. Human resource services and accounts payable will be completed by the Director of School Operations, whose salary is included in the school's management fee.

G. Describe how the school will store financial records.

Student and financial records will be kept in accordance with the General Records Schedules GS1-SL and GS7, as authorized by 119 and 257, FS.

"Record" includes any pertinent information, regardless of the media stored upon. Therefore, written record, audio recordings, video recordings, disks, etc., are all considered records.

Student records will be stored in secure, locked, fire-proof cabinets. Confidentiality of student information will be maintained; access will be controlled by a records custodian and limited to specific need and authority. Such access will be logged. Financial records will be kept in electronic and paper formats. Permanent documents, such as deeds, mortgages, etc., will be kept in secure, locked, fire-proof cabinets.

H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.

The School will, at its own expense, provide evidence of insurance consistent with the Sponsor's requirements for insurance and in accordance with the time frame for providing that insurance as stated in the charter. The School will only acquire insurance from an insurer (carrier) that is authorized by the Department of Insurance of the State of Florida, or an eligible surplus line insurer under Florida Statutes. The insurer will have an AM Best rating of "A-" or better and financial size category of "IV" or better according to the latest edition of Best's key rating guide published by AM Best Company.

Insurance coverage will be in procurer and maintain coverage consistent with the Sponsor's

requirements for insurance and expected to be as follows.

1. Health
   The school will provide health and other group insurances to employees in amounts competitive with other employers.

2. Worker's Compensation Insurance
   Part 1 as required in Florida Statute and Part II shall have the following limits: $500,000 each accident; $500,000 Disease - each employee; and $500,000 disease – policy limit.

3. Commercial General Liability Insurance
   One million per occurrence/3 million annual aggregate. The coverage for property damage may be subject to a maximum deductible of $1,000 per occurrence. Cyber insurance included.

4. Property Coverage
   Property coverage insurance will be carried on all real and tangible property with a value greater than $500.

5. School Leaders Errors and Omissions Insurance
   One million dollars per claim/annual aggregate, maximum $25,000 deductible.

Additionally, as needed, the school will establish the following coverages:

1. Fidelity Bonds
   The School will carry fidelity bonds (limits as per charter agreement) on all employees whose duties include receiving or disbursing cash.

2. Automobile Liability Insurance
   One million per occurrence/3 million annual aggregate including all owned, hired, and non-owned automobiles.

3. Builder's Risk Insurance
   Insurance equal to the actual replacement cost for construction work.

Section 22: Start-Up Plan

A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:
   - **i.** Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit) January 2026
   - **ii.** Identifying and securing facility January 2026
   - **iii.** Recruiting and hiring staff (leaders, teachers, and other staff) January-May 2027
   - **iv.** Staff training- July 2027
   - **v.** Finalizing curriculum and other instructional materials- April- May 2027
   - **vi.** Governing board training- February 2026
   - **vii.** Policy adoption by Board (if necessary)- July 2026

viii. Recruiting students- January 2027
ix. Enrollment lottery, if necessary- March 2027
x. Establishing financial procedures- April 2026
xi. Securing contracted services- May 2026
xii. Fundraising, if applicable
xiii. Finalizing transportation and food service plans- May 2026
xiv. Procuring furniture, fixtures and equipment- January 2027
xv. Procuring instructional materials- May 2027

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement)

Chart of Attachments

Please tab or separate attachments as noted below

A. Evidence of teacher and parental support for conversion, if applicable.
B. Sample daily school schedule and annual school calendar
C. Sample curriculum scope and sequence
D. Reading curriculum
E. Pupil Progression plan, if applicable
F. Assessment Schedule
G. Proposed discipline policy or student code of conduct, if applicable
H. Articles of incorporation
I. 501(c)(3) tax-exempt status determination letter (or copy of the filing form)
J. Governing board by-laws
K. Governing board code of ethics and conflict of interest policy
L. For each board member, a Board Member Information Sheet, resume, and Statement of Assurances (templates provided)
M. Organization charts that show the school governance, management, and staffing structure in
   1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and
   4) when the school reaches full capacity, if in a year beyond the first charter term
N. Job description for the school leader and, if this person is already identified, his or her resume
O. If the school leader is not yet identified, the qualifications the school will look for in a school leader
P. Job description(s) and qualification requirements for each administrative or leadership position other than the school leader
Q. Job description(s) and qualification requirements for the school's teachers
R. Personnel policies, if developed
S. Student enrollment application
T. Evidence of demand for the school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts), if applicable
U. Evidence of facility funding sources, if applicable
V. Draft rental agreement or lease for facility, if applicable
W. Florida Charter School Revenue Estimating Worksheet
X. Proposed Operating Budget
Y. Proposed Startup Budget
Z. Evidence of external funding (e.g. foundations, donors, grants), if applicable.

Addendum (as applicable)

AA. Commissioner's letter(s) of verification of high-performing status
BB. ESP's organization chart
CC. ESP's organization chart after any anticipated growth
DD. Applicant history worksheet (*Form IEPC-M1A,* found at: http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference)

EE. Draft contract between school and ESP
FF. Applicant may attach up to an additional ten pages of supplemental material.

Addendum A1: HIGH-PERFORMING REPLICATIONS

A. Identify the High-Performing Charter School that is submitting the application and include as Attachment AA the Commissioner of Education letter pursuant to s. 1002.331(5)F.S., designating such school as High-Performing.

Pineapple Cove Classical Academy at Palm Bay (6543).

B. Identify the High-Performing Charter School that the applicant intends to replicate, if different from the school identified in the previous question.

Pineapple Cove Classical Academy at Palm Bay (6543).

C. Describe how the proposed school will be substantially similar to the high-performing school that is being replicated.

The model of our current school replicates the model of all Hillsdale College-affiliated schools as well as Pineapple Cove Classical Academy in Palm Bay. Our program is quite unique, particularly the Literacy Essentials Reading program, our focus on classical literature, explicit phonics instruction in the Orton-Gillingham manner, Latin instruction, and a differentiated common math block. These elements are the cornerstone of our program and will be maintained in the replication with fidelity. We will continue our professional development partnership with Hillsdale College to assist us with staying true to mission and provide our teachers the extensive support they need to succeed in this unique curriculum.

We believe in the fidelity and value of the classical model as a proven method of educating children; therefore, we intend to keep all aspects of our program in place as a true replication of a time-tested design.

D. If the applicant's projected student population is substantially different than the student population in the high-performing school that is being replicated, describe any modifications to the educational program that are necessary to ensure student success.

Utilizing the FLDOE Advanced Reports database, the following comparisons can be made between Brevard and Hernando Counties:

Categorical	Brevard	Hernando
Percentage ESE	18.8%	16.5%
Percentage ESOL	5.4%	3.5%
Percentage FRL/Eco Disadvantaged	42.3%	53.5%

While there are some statistical differences, none of the benchmarks above suggest that a deviation from our currently successful programs is necessary. As with any new school, we know there is a significant amount of remediation that must occur initially to help students achieve the high standards of a classical school.

E. Explain how the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

The founders of the school being replicated, John Moran and Kelly Gunter, are the

founders of Pineapple Cove Classical Academy at Brooksville. Dr. Gunter and Mr. Moran oversee the establishment of new schools and Dr. Gunter continues the oversight of schools in operation as the Director of School Operations. Additionally, we promote leaders and teachers via our existing schools to take on new roles and challenges as we continue to expand.

Addendum B: EDUCATION SERVICE PROVIDERS

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to Addendum B, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP. The following section allows the applicant to demonstrate the ESP's track record of success and its ability to provide services for a new school(s).

ESP Selection

A. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.

The Pineapple Cove family believes in the classically-oriented mission of our schools. We have no doubt that this is absolutely the best education a child can receive. We want to bring this education option to as many children as possible free of charge. In order to accomplish this mission, it is more financially prudent to centralize the services of the people who have made this school successful thus far and maximize the resources and talent of the management company staff as much as possible. In addition, many of the services provided by Classical Education Management, LLC, were handled by the school principal at a school-based level the first few years. This reduced the amount of time that academic leaders were available for classroom observation and teacher mentoring. We seek to alleviate the business responsibilities of the staff at a school-based level so they can focus on the true mission of the school- to educate kids effectively.

B. Explain how and why the ESP was selected. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs.

We created our ESP as Classical Education Management, LLC, because we want to maintain the "small school" management of our current program and the familial nature of the way we manage schools. We do not wish to engage with a large, nationwide ESP that serves profiteering as its main goal. We want to protect our mission, our students, our staff, and our name effectively. By engaging the same individuals who have advised and worked on this school from day one, we can ensure the long-term success of our program for years to come.

C. For applicants working with an ESP for the first time, provide summary information from reference checks conducted by the applicant (regarding the ESP), identifying each reference.

Classical Education Management, LLC, currently manages our three schools in West Melbourne and Palm Bay. We wish to continue consolidating services and providing prudent management to the schools we found and have seen this model serve the schools well and save money via centralized services.

D. Describe whether and how the school's board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.

Again, we seek to avoid partnering with an ESP that sees profit as its only gain from running schools. The original founders of Pineapple Cove Classical Academy at Palm Bay believe in doing what is right for children, even when it is not the easiest, most expedient, or even the most economical. We seek an ESP that can share that vision with us and provide the school with financial and operational resources that ensure the mission of the school and the success of its students stays the most important mission. Classical Education Management possesses a current staff that has years of business and education acumen.

ESP Background

A. Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.

The mission of Classical Education Management, LLC, is to support and operate high-quality classical schools by providing academic, organizational, and financial support and administration while staying true to the mission of spreading classical education to as many children as possible.

B. Identify the ESP's leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.

John Moran, President- John Moran is a founder of Pineapple Cove Classical Academy (Palm Bay and West Melbourne campuses). As a successful entrepreneur for over 35 years in retail and wholesale business, Mr. Moran has the ability to identify the needs of a project and gather a group of professionals together to achieve a common goal successfully through a common vision. Since 2009, Mr. Moran has dedicated his time and energy to promote classical education to the Brevard County community. Working closely with Hillsdale College, Mr. Moran envisioned a community-based school where classical education could thrive and serve students who may otherwise never be exposed to this quality educational option. Since 2006, Mr. Moran has served as the President of Pineapple Cove Academy, Inc. and since 2013, Pineapple Cove Academy North Shore, Inc., Florida corporations, both operating private early learning centers in the Brevard County area. The quality of early education offered at the preschools prepares young students to move seamlessly into Pineapple Cove Classical Academy and Pineapple Cove Classical Academy at West Melbourne's more rigorous K-12 schools. His passion is this type of education and his goal is to continue to open schools of this nature. Mr. Moran holds a Bachelor of Science in Political Science from the New York Institute of Technology.

Dr. Kelly Gunter is a member of the Founding Board of Pineapple Cove Classical Academy and was the founding principal for the first three years of our school. Dr. Gunter wrote the original charter application for Pineapple Cove Classical Academy at Palm Bay, as well as the subsequent applications for West Melbourne and Lockmar. In addition, Dr. Gunter authored the Charter School Program grants for both schools, totaling over $1,550,000 in grant awards. Dr. Gunter brings 20 years of education experience as a classroom teacher, college professor, and faculty advisor to PCCA. She is certified in Elementary Education, Exceptional Student Education, Reading K-12, English 6-12 and Educational Leadership K-12. As Director of School Operations, Dr. Gunter handles much of the business tasks associated with the school, manages grants, ensures district, state, and federal compliance, and continues to mentor school leadership. She completed her Educational Doctorate in Educational Leadership and Policy

Studies and her dissertation topic was *Understanding Teacher Retention and Job Satisfaction Factors in Different School Types (Traditional Public Schools versus Charter Schools).*

ESP Track Record

A. Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school. If the ESP intends to build capacity and add positions during the term of this proposed charter school, include an organizational chart of the proposed growth within the ESP leadership structure as Attachment CC.

The financial and educational expertise of its owners provides Classical Education Management a keen advantage in guiding and managing schools. As evidenced by their growth plan, CEM already employs educational and curriculum staff to additionally support its schools, including instructional coaches to assist with specific need in each curriculum area. By providing financial, legal, and educational services to its schools, school-based staff can focus on educating children effectively.

B. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at http://www.fldoe.org/schools/school-choice/charter- schools/charter-school-reference and attach as Attachment DD.

Pineapple Cove Classical Academy, Inc., Pineapple Cove Classical Academy at West Melbourne, Inc., and Pineapple Cove Classical Academy at Lockmar, Inc., are currently contracted with Classical Education Management, LLC.

C. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).

Pineapple Cove Classical Academy, Inc., Pineapple Cove Classical Academy at West Melbourne, Inc., and Pineapple Cove Classical Academy at Lockmar, Inc., are currently contracted with Classical Education Management, LLC. All three schools are academically high-performing, with clean financial audits and extensive waiting lists.

D. List and explain any management contract terminations as well as any charter revocations, non- renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.

None of the aforementioned items exist for Classical Education Management, LLC.

Legal Relationships

A. Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.

The ESP works for and is hired by the school's governing board. The school's governing board represents the ultimate decision-making authority for the school. The ESP controls its own employees, but must consult with the governing board regarding contractual agreements for

services provided within and for the school. The school's governing board has the ability to terminate its contract with the ESP within 180 days of the term end or if both parties agree to termination. When it is time for the Board to renew the ESP's contract, the ESP will present the Board with a new contract and the Board will discuss and vote on the contract as it would any other legally binding document. At a minimum, the governing board will review annually the ESP's performance and contract.

B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated[4] with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

The school has no legal or contractual relationships with any entities or individuals associated with or owned by the ESP.

C. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the school's governing board will oversee the ESP's supervisory responsibilities.

At this time, the ESP does not supervise any of the school's employees.

D. If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:
    - Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.
    - Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.
    - Describe how such agreements will be repaid. Repayments should be reflected in the budget.

    The school is not entering into a financing agreement with the ESP.

Organizational Structure

A. Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.

- Setting Performance Goals- School-based responsibility

- Selecting Curriculum- School-based responsibility
- Selecting Professional Development programs- School-based responsibility
- Data Management & Selecting Interim Assessments- School-based responsibility
- Determining Promotion Criteria- School-based responsibility
- Setting a School Culture- School-based responsibility
- Student Recruitment- School-based responsibility
- School Staff Recruitment & Hiring- All Charter School personnel shall be employees of the school. The ESP will assist the school's Board in hiring and evaluation of all instructional and non-instructional personnel, including the School Leader. However, the final evaluation and hiring decisions will be made by the Board, and as appropriate, the School Leader. The ESP will also make recommendations regarding firing and disciplinary decisions, but responsibility for final decisions on such matters shall be for the School Leader and school Board, as appropriate.
- Providing Human Resources (HR) services (payroll, benefits, etc.)- The ESP will provide, or subcontract out at the expense of the ESP, all services to the school involving payroll, benefits, and other human resource services. The school will be responsible for submitting all human resource documents to the ESP in a timely manner.
- Fundraising- The ESP may fundraise on behalf of the school as long as it does so within the confines of the school's mission and within the legal confines of 501(c)3 allowances. The school may also fundraise on its own behalf utilizing the PTO or other fundraising arm as appropriate.
- Managing Community Relations- Coordination and assistance with any and all advertising, media and public relations efforts, including outreach programs. All public relations will be subject to the mutual approval by school and ESP, which approval may not be unreasonably withheld.
- Selecting and Providing Information Technology- School-based responsibility
- Managing Facilities- The school will be responsible for maintaining the day to day facilities of the school by employing a custodial staff. The ESP may subcontract services to the facility to facilitate expansion, large projects, or other capital improvements as negotiated between the Governing Board and the ESP. The ESP will employ a Facilities Manager to manage on site custodial teams and new construction projects.
- Procuring Vendors- School-based responsibility for school-based items; the ESP may procure their own vendors for the purpose of providing services to the charter school.
- Other Operational and Administrative Services, if Applicable

4 The term "affiliated" means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term "affiliated" includes, but is not limited to, the officers, directors, executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.

B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals (e.g. external evaluator, surveys, or performance data analyses)? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?

As the Governing Board is the ultimate decision-making body of the school; ultimately, they are responsible for the actions and success or failure of the ESP. Initially, as evidenced in the draft ESP contract (Attachment EE), much of the support provided to the school will be in the financial and business sectors. The ESP will report monthly financial status to the Board and well as the District. Accurate financial reporting and a successful end of year audit will give feedback to the Board as to the success of the ESP. As the ESP is not providing curriculum guidance at least initially, academic achievement remains the responsibility of the school and its leadership. Our annual financial auditor will be the main evaluator of the effectiveness of the ESP's financial guidance and reporting. The success of the ESP and its contract will be evaluated no less than annually and, if deemed unsatisfactory, the Board may make the decision to resume responsibility for financial duties of the school and renegotiate the management fee to more accurately reflect services provided by the ESP.

C. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

The management fee will be paid monthly in 12 installments and adjusted throughout the year to reflect annual Gross Revenue. At this time, there are no provisions in the contract for the ESP to receive bonuses. In addition to the Management Fee, the school will reimburse the ESP for all commercially reasonable costs incurred and paid by the ESP in providing the Educational Services and Administrative Services to the school for the Charter School. The ESP will not add any fees or charges to the costs of equipment, services, materials, or supplies that the ESP purchases with school funds, on behalf of the school or as school agent, from a third party vendor.

D. Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

The ESP may utilize subcontractors to provide services to the school and negotiate the terms for these subcontractors, including cost. The ESP may not raise management fees to cover the costs of these services without Governing Board approval. The ESP must use the District monthly financial statement for presentation to the Board and the District on a monthly basis. This template provides financial transparency needed for proper oversight.

E. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or

breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

The ESP contract is valid for the length of the charter term, but can be terminated up to 180 days early if need be or if both parties agree to termination, or in the case of default, which includes those listed in the management agreement, sections 41-44.

F. Provide as Attachment EE, a draft of the proposed management agreement with the ESP.

IV. ATTACHMENT TEMPLATES

IV. Statement of Assurances

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

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

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

The governing board, at its discretion, allows Dr. Kelly Gunter (name), Director of School Operations (title) to sign as the legal correspondent for the school.

Dr. Kelly Gunta

Signature

2/6/2026

Date

Dr. Kelly Gunter

Printed Name

Attachment A

Not applicable.

Attachment B

PCCA at Brooksville will follow the Hernando County School District calendar. For grades K-6, school starts at 8:00 a.m. and ends at 3:00 p.m. The number of instructional hours will be 6.5 hours per day. The number of school days will be five per week. The net amount of instructional time is 1,005 instructional hours.

For grades 7-12, school starts at 8:30 a.m. and ends at 3:45 p.m. The number of instructional hours will be seven 50-minute class periods per day plus a study hall. The number of school days will be five per week. The length of the school year is 180 days. The net amount of instructional time is 1,050 instructional hours.

Pineapple Cove Classical Academy will follow and support the Hernando County School District annual calendar with regard to commencement and completion of the school year, observed holidays and teacher professional development days, marking and interim periods, and scheduled breaks.

At Pineapple Cove Classical Academy, every school day begins with a sequence of activities carefully designed to convey a clear sense of expectations and to demonstrate our personal concern for each individual child. As parents drop off their children in the morning, the teachers and principal greet the students outside the building. Students begin the day with the Pledge of Allegiance, the recitation of the school's virtues and school pledge to "Learn the true, do the good, and love the beautiful".

Sample Daily Schedule (K-6)
7:45-8:00 Arrival
8:00-10:00 Reading/Phonics/Language Arts/Writing/Grammar/Latin
10:05-11:05 Math Block
11:10-12:00 Specials
12:00-12:30 Lunch
12:25-12:55-Recess/Additional P.E. block
1:00-1:35 History/Civics
1:40-2:25 Science
2:30-3:00 SMART Block

Sample Daily Schedule (7-12)
8:20-8:35 Homeroom
8:35-9:25 Math Block (Period 1)
9:28-10:23 Core English (Period 2)
10:26-11:21 Core History (Period 3)
11:24-12:19 Core Science (Period 4)
12:22-12:52 Lunch
12:55-1:50 Core Music/Art/P.E. Wheel (Period 5)
1:53-2:48 Latin A/B (Period 6)
2:51-3:45 Seminar. (Period 7)

Homework Policy: A Classical Education requires students to engage in serious work at home. The exercises, reading assignments and test preparation that PCCA requires of its students are not busy work. Meaningful homework assignments are an important part of PCCA's curriculum. Teachers assign quality homework for each school night, within the following guidelines:

1. Kindergarten: 15 to 25 minutes plus reading time
2. Grades 1 and 2: 20-35 minutes plus reading time
3. Grades 3 and 4: 30-45 minutes plus reading time
4. Grades 5 and 6: 40-60 minutes plus reading time
5. Grades 7 and 8: 60-90 minutes plus reading time

Pineapple Cove Classical Academy- West Melbourne

Elementary (K-6) Master Schedule (Monday-Thursday)

2025-2026 School Year

TIME	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
8:00-8:10	ELA 8:00-9:30 (90) Literature/ Reading/ Orthography	ELA 8:00-9:30 (90) Literature/ Reading/ Orthography	ELA 8:00-9:30 (90) Literature/ Reading/ Orthography	ELA 8:00-9:30 (90) Literature/ Reading/ Orthography	ELA 8:00-9:30 (90) Literature/ Reading/ Orthography	Science 8:00-8:41 (41)	Latin/IEW/WOL 8:00-8:05 (5)
8:10-8:20							Activity 8:05-8:55 (50)
8:20-8:30							
8:30-8:40							
8:40-8:50							
8:50-9:00						History/ Geography 8:41-8:58 (17)	
9:00-9:10						Activity 8:58-9:48 (50)	Latin/WOL/IEW 8:55-9:30 (35)
9:10-9:20							
9:20-9:30							
9:30-9:40	RECESS 9:30-9:50 (20) PE Days (indoor) Playground A	SMART BLOCK- R 9:30-10:00 (30)	RECESS 9:30-10:00 (30) PE Days (indoor) Playground B	SMART BLOCK- M 9:30-9:50 (20)	SMART BLOCK- R 9:30-10:00 (30)		ELA 9:30-11:00 (90) Literature/ Reading/ Orthography
9:40-9:50							
9:50-10:00	Math 9:50-10:45 (55)	Grammar/Handwriting 10:00-10:11 (11)	SMART BLOCK- R 10:00-10:30 (30)	Activity 9:50-10:40 (50)	Math 10:00-10:47 (47)	History/ Geography 9:48-10-11 (23)	
10:00-10:10		Brown/ Hawkes/ Krasny / Walters/ Ward					
10:10-10:20		RECESS 10:11-10:41 (30) Playground A / Science 10:11-10:51 (40)	History/ Geography 10:30-11:15 (45)			ELA 10:11-11:41 (90) Literature/ Reading/ Orthography	
10:20-10:30							
10:30-10:40							
10:40-10:50	SMART BLOCK- M 10:45-11:00 (15)			SMART BLOCK- R 10:40-11:10 (30)			
10:50-11:00		Science 10:41-11:21 (40) / RECESS 10:51-11:21 (30) Playground A			Activity 10:47-11:37 (50)		RECESS 11:00-11:20 (20) PE Days (indoor) Playground B
11:00-11:10	Handwriting 11:00-11:08 (8)		SMART BLOCK- M 11:15-11:40 (25)	WOL/ IEW 11:10-11:40 (30)			
11:10-11:20	LUNCH (30) *Middleton/ 11:00-11:30 Reed/ 11:04-11:34 Rosendale/ 11:08-11:38 Sullivan/ 11:12-11:42 Woulas/ 11:16-11:46*						SMART BLOCK- R 11:20-11:50 (30)
11:20-11:30							
11:30-11:40		Handwriting 11:21-11:37 (8)					
11:40-11:50	Handwriting 11:30-11:46 (8)	LUNCH (30) *Brown/ 11:21-11:51 Hawkes/ 11:25-11:55 Krasny/ 11:29-11:59 Walters/ 11:33-12:03 L. Ward/ 11:37-12:07*	Handwriting 11:40-11:52 (6)	Math 11:40-11:55 (15)	WOL/ IEW 11:37-12:07 (30)	WOL/IEW 11:41-12:11 (30)	
11:50-12:00	Grammar 11:46-11:57 (11)		LUNCH (30) *Griffith/ 11:40-12:10 Hatt/ 11:44-12:14 Stockton/ 11:48-12:18 Van Deventer/ 11:52-12:22*	Handwriting 11:55-12:04 (4)			History/ Geography 11:50-12:31 (41)
12:00-12:10	SMART BLOCK- R 11:57-12:17 (20)			LUNCH (30) *Kerr/ 11:55-12:25 Mashkow/ 11:58-12:28 Reddit/ 12:01-12:31 Tarbox/ 12:04-12:34*			
12:10-12:20		Handwriting 11:51-12:07 (8)			Handwriting 12:19-12:28 (4)	Math 12:11-12:19 (8)	
12:20-12:30	Activity 12:17-1:07 (50)	Grammar 12:07-12:17 (10)	Handwriting 12:10-12:22 (6)	Handwriting 12:25-12:34 (5)	LUNCH (30) *Frank (Causby)/ 12:07-12:37 Gleich/ 12:10-12:40 Pelfrey/ 12:13-12:43 Evans (Robinson)/ 12:16-12:46*	Handwriting 12:19-12:28 (4)	
12:30-12:40						LUNCH (30) *Constantino/ 12:19-12:49 Couch/ 12:22-12:52 Dickey/ 12:25-12:55 Forrest/ 12:28-12:58*	Handwriting 12:31-12:40 (4)
12:40-12:50		Math 12:17-1:10 (53)	Math 12:22-1:12 (50)	Math 12:34-1:14 (40)	Handwriting 12:46-12:58 (5)		
12:50-1:00					SMART BLOCK- M 12:46-1:10 (24)	Handwriting 12:49-12:58 (5)	LUNCH (30) *Mason/ 12:31-1:01 Swanson/ 12:34-1:04 Pack/ 12:37-1:07 G. Ward/ 12:40-1:10*
1:00-1:10							
1:10-1:20	Middleton/ Reed/ Rosendale / Sullivan/ Woulas					Math 12:58-1:40 (42)	
1:20-1:25	RECESS 1:07-1:37 (30) Playground A / Science 1:07-1:48 (41)	Activity 1:10-2:00 (50)	Science 1:12-1:52 (40)	RECESS 1:14-1:44 (30) PE Days (indoor) Playground B	History/ Geography 1:10-1:50 (40)		Handwriting 1:01-1:10 (5)
1:25-1:30							Math 1:10-2:00 (50)
1:30-1:40							
1:40-1:50	Science 1:37-2:18 (41) / RECESS 1:48-2:18 (30) Playground A		Handwriting/ Grammar 1:52-2:04 (12)	History/ Geography 1:44-2:22 (38)	RECESS 1:50-2:20 (30) PE Days (indoor) Playground B	SMART BLOCK- M 1:40-2:00 (20)	
1:50-2:00		History/ Geography 2:00-2:40 (40)	Activity 2:04-2:54 (50)			SMART BLOCK- R 2:00-2:30 (30)	SMART BLOCK- M 2:00-2:20 (20)
2:00-2:10							
2:10-2:20							
2:20-2:30	History/ Geography 2:18-3:00 (42)			Science 2:22-3:00 (38)	Science 2:20-3:00 (40)	RECESS 2:30-3:00 (30) PE Days (indoor) Playground B	Science 2:20-3:00 (40)
2:30-2:40							
2:40-2:50		SMART BLOCK- M 2:40-3:00 (20)	Handwriting/ Grammar 2:54-3:00 (6)				
2:50-3:00							
3:00	Dismissal 3:00	Dismissal 3:00	Dismissal 3:00	Dismissal 3:00	Dismissal 3:00	Dismissal 3:00	Dismissal 3:00

Updated:8/6/2025

2025-2026 TEACHER SCHEDULES

Period		Mr. Jacob Austin	Ms. Jana Burton	Mr. Don Bunch	Mr. Ethan Chapman	Mrs. Rachel Clarke	Dr. Stephanie Connolly	Mrs. Rachel Docteroff	Mrs. Christine Dukes	Mrs. Elizabeth Farney	Mrs. Mandy Gerster	Mr. Cory Granholm	Ms. Amanda Kassabian	Mrs. Samantha Latta	Mrs. Liboy	Mr. Matthew McKnight	Mrs. Katrina Neill	Mrs. Rhiannon Robb	Mr. Brent Roberts	Ms. Martinez	Mrs. Katelynn Schaefer	TBA 16	Mrs. Meg Tarby	Mr. Shea Whitmore	
Subject Taught		History	Music	ELA	ELA	Math	Computer Science	Science	Math	Spanish	Math	Latin	Career	Science	ELA	Art	Math	History	PE	History	Science	Latin/ Science	HOPE/PE	Latin	
Room #		260	169	253	249	259	212	210	167	168	209	243	210	162	256	262	167	166	178	255	161	248	168/184A	Mobile	
Phone Ext.		528	512	531	521	529	354	334	514	524	336	520	334	518	314	523	514	515	519	530	519	522	524/516	Mobile	
1	8:30-9:25 Early Release 8:30-9:130	10th US History	MS Band	8th ELA	11th ELA	Alg 1H	MS Critical Thinking	Plan	Plan		7th Math	Latin 2	Car Res & Dec	Physical Science	7th ELA	Plan	Alg 2	9th World History	MS PE	Civics	7th Science	Beg Latin	HOPE	6th grade Latin	
2	9:28-10:23 Early Release 9:16-9:56	8th US History	MS Band	8th ELA	Plan	Plan	HS Critical Thinking	7th Science	Pre-Algebra		7th Math	Latin 2		Chemistry	7th ELA	HS Digital Art	Geometry	Plan	MS PE	Plan	Biology	Beg Latin	HOPE	Latin 1	
Early Release (39 Min)		8th US History	Music Theory	8th ELA	10th ELA	Pre-Calc	Service Hr	8th Science	Pre-Algebra	Spanish 1	Plan	Latin 3H		Chemistry	7th ELA	MS Art	Plan/ Mentor	9th World History	MS PE	Civics	Biology	Beg Latin	HS PE	Latin 1	
lins) Early Release (39 Min)		8th US History	Plan	8th ELA	9th ELA	MS PE	Plan	7th Science	Pre-Algebra	Spanish 1	7th Math	Latin 2		AP Chem	Yearbook	MS Art	Geometry	APUSH	PLAN	Gov/Econ	Biology	Beg Latin	Plan	Latin 1	
Mins) Early Release (39		10th US History	Music Theory	8th ELA	9th ELA	Alg 1H	Comp Sci	7th Science	PFMM		7th Math	Latin 2		Physics	Plan	HS Art	Intervention/ Plan	Gov/Econ	8th Science	Civics	Academic Adv	Service Hr	MS PE	Latin 1	
A Lunch	10:26-10:56 Early Release 9:59-10:29		A	A							A		A			A						A		A	
B Lunch	11:24-11:54 Early Release 10:41-11:11	B				B	B	B	B										B				B		
C Lunch	12:22-12:52 Early Release 11:23-11:53									C				C	C		C			C					
D Lunch	1:20-1:50 Early Release 12:05-12:35				D							D						D			D				
6	1:53-2:48 Early Release 12:39-1:18	8th US History	HS Band	Plan	9th ELA	Service Hr	Comp Sci	8th Science	Alg 1		7th Math	Psych		Plan	7th ELA	MS Art	Alg 2	Service Hr	8th Science	Civics	Plan	Beg Latin	HS PE	Latin 1	
7	2:51-3:45 Early Release 1:21-2:00	8th US History	6th grade Band	10th ELA	11th ELA	Alg 1H	Comp Sci	7th Science	Alg 1		Car Res & Dec	Plan		Physical Science	7th ELA	MS Art	MS PE	9th World History	8th Science	Civics	HS Forensics	Plan	HOPE	Plan	
Lunch		B	A	A	D	B	B	B	B	C	A	D	A	C	C	A	C	D	B	C	D	A	B	A	

Kindergarten Curriculum Map – Pineapple Cove Classical Academy

	August/ Sept	October	November	December	January	February	March	April	May
Math *Singapore Math*	Match, Sort, & Classify Numbers to 5	Numbers to 10 Shapes & Solids	Compare Height, Length, Weight, & Capacity Comparing Numbers Within 10	Numbers to 20 Number Bonds	Addition (count on; add up)	Subtraction (take away; subtract within 10)	Addition & Subtraction	Numbers to 100	Time Money
Science *Core Knowledge*	Plants & Animal Needs Jane Goodall	Plants & Animal Environment Johnny Appleseed	Meteorology: Weather	Meteorology: Forecasting Wilson Bentley	The Human Body: The Five Senses	Human Systems Dental Health	Forces: Pushes & Pulls Collisions Isaac Newton	Plants & Animals: Changing Environment Earth Day G.W. Carver	Forces: Ramps & Magnetic Force Wright Brothers
History *Core Knowledge*	Pledge & U.S. Symbols	Christopher Columbus: The New World	Native Americans Pilgrims	Fourth of July George Washington	Martin Luther King Jr. Thomas Jefferson	Statue of Liberty Abraham Lincoln	American Flag White House	Mount Rushmore Theodore Roosevelt	Oceans Current President
Geography *Core Knowledge*	Maps & Globes Intro to Continents	Locate Town, State, Country Europe	North America	Antarctica	South America	Africa	Asia	Australia	Review Continents
Literature *Core Knowledge* *Nursery Rhymes* *Core Sayings*	Virtue Stories, Three Billy Goats Gruff, Goldilocks and the Three Bears, The Three Little Pigs	The Wolf and the Seven Kids, Little Red Riding Hood Aesop's Fables, The Bremen Town Musicians	The Legend of the Jumping Mouse, Legend of the Indian Paintbrush	Winnie-the-Pooh, Corduroy, The Velveteen Rabbit	American Tall Tales, Casey Jones	King Midas and the Golden Touch, How Many Spots does a Leopard Have?, The Tug of War	Momotaro: Peach Boy, Issun Bochi: One Inch Boy, Ming Lo Moves Mountains	Beatrix Potter, The Ugly Duckling, Little Red Hen, Chicken Little	Cinderella, Snow White and the Seven Dwarfs
Legends and Biographies *Core Knowledge*	Johnny Appleseed (Respect)	Jane Goodall (Responsibility)	Casey Jones (Courage)	The Wright Brothers (Cooperation)	George Washington (Citizenship)	Dr. Martin Luther King Jr., Rosa Parks (Perseverance)	Calvin Coolidge (Integrity)	George Washington Carver (Industry)	Review
Phonics/Grammar *Literacy Essentials* *Reading*	Intensive Phonics, Phonemic Awareness, Handwriting	Intensive Phonics, Phonemic Awareness, Handwriting	Capitals Spelling Grammar	Spelling Writing Grammar	Spelling Writing Grammar	Spelling Writing Grammar	Spelling Writing Grammar	Spelling Writing Grammar	Spelling Writing Grammar

First Grade Curriculum Map – Pineapple Cove Classical Academy

	August/ Sept	October	November	December	January	February	March	April	May
Math *Singapore Math*	Numbers 0 to 10 Number Bonds- Make 6, 7, 8, 9, and 10 Addition Putting Together Adding More Number Bonds Counting On Addition Stories Addition Facts	Subtraction Taking Away Taking Apart Counting Back Subtraction Stories Subtraction Facts Numbers to 20 Order Numbers Compare Numbers	Addition to 20 and Subtraction Within 20 Addition and Subtraction Facts Word Problems	Shapes Solid and Flat Shapes Ordinal Numbers Word Problems	Length Comparing Numbers Subtraction as Comparison Picture Graphs	Numbers to 40 Addition and Subtraction Within 40	Grouping and Sharing Adding Equal Groups Fractions Halves and Fourths Numbers to 100	Numbers to 100 Addition and Subtraction Within 100 Time Telling Time to the Hour, Half Hour, and 5 Minutes	Time Telling Time to the Hour, Half Hour, and 5 Minutes Money Bills and Coins Counting Money
Science *Core Knowledge*	Review Habitats, Organisms & Their Needs: Structures & Functions	Organisms & Their Needs: Structures & Functions Jacques Cousteau	Organisms & Their Needs: Inheritance of Traits	The Human Body: Body Systems Overview	The Human Body: Taking Care of Your Body Edward Jenner Louis Pasteur	Matters and Its Basic Properties Astronomy: Solar System	Astronomy: Solar System Galileo	Sound & Light	Communication Using Light & Sound Gordon Gould
History *Core Knowledge*	Mesopotamia	Ancient Egypt	Judaism Christianity	Islam	First Americans Mayas, Incas, and Aztecs Modern Mexico	Early Exploration & Settlement	Thirteen Colonies The American Revolution	The American Revolution	Exploration of the American West
Geography *Core Knowledge*	Maps & Globes	Maps & Globes	Geographical terms and features, Geographical features: bodies of water, Europe, Atlantic Ocean, North Africa		Tigris & Euphrates Rivers, Africa, Sahara Desert, Nile River	Mexico, Central America, Andes Mountains; Mexico in Relation to Canada & U.S.	13 Colonies & England	The Louisiana Purchase, Mississippi River	The Louisiana Purchase, Mississippi River
Literature *Core Knowledge*	The House at Pooh Corner, Literary terms; Aesop's Fables, Poems: "Solomon Grundy" "Table Manners" "The Frog"	Egyptian Cinderella, Jack and the Beanstalk, Pied Piper Poems: "Hope" "The Purple Cow" "The Swing"	Puss in Boots, Brier Rabbit Poem: "Thanksgiving Day"	Pinocchio, Princess and the Pea, Hansel and Gretel Poem: "A Good Play"	Frog Prince, Tom Thumb stories, The Knee-High Man, Thumbelina Poem: "My Shadow"	Rumpelstiltskin, Rapunzel, Sleeping Beauty Poem: "Washington"	Dr. Seuss, The Boy at the Dike, The Crowded Noisy House Poem: "Sing a Song of People"	Little Red Riding Hood, Lon Po Po, Peter Rabbit, Why the Owl has Big Eyes Poems: "I Know All the Sounds.." "The Pasture"	Medio Pollito, Anansi, Land of Nod Poems: "Wynken, Blynken and Nod" "Rope Rhyme"
Core Sayings *Core Knowledge*	Fish Out of Water	Sour grapes; Wolf in Sheep's Clothing	If at first you don't succeed, try, try again; Practice makes perfect	An apple a day keeps the doctor away	The more the merrier; Let the cat out of the bag; The Golden Rule	Never leave 'til tomorrow what you can do today	It could always be worse	There's no place like home; A.M. and P.M.	Hit the nail on the head
Phonics/Grammar *Literacy Essentials Reading*	Literacy Essentials includes: Parts of Speech (nouns, pronouns, verbs, adjectives, articles and adverbs), taught both in sentences and through diagramming. Students will also learn additional parts of speech, such as conjunctions, prepositions, and interjections.								

Second Grade Curriculum Map – Pineapple Cove Classical Academy

	August/Sept	October	November	December	January	February	March	April	May
Math *Singapore Math*	Numbers to 1000 Addition and Subtraction	Addition and Subtraction With & Without Renaming	Length: centimeters, meters, inches, feet Weight: grams, kilograms, pounds	Multiplication and Division of 2, 5, and 10 Multiplication Tables of 2, 5, and 10	Mental Addition and Mental Subtraction Multiplying and Dividing by 3 Multiplying and Dividing by 4	Money: Dollars and Cents Adding Money, Subtracting Money Fractions: Halves and Quarters Writing Fractions	Time: Telling Time Time Intervals Capacity: Comparing Capacity, Units of Capacity	Graphs: Picture Graphs, Bar Graphs Shapes: Polygons, Patterns, Solid Shapes	REVIEW
Science *Core Knowledge*	Water & Seasonal Cycles Geology: Earth Features	Geology: Earth Formation Marie Tharp	Matter: Classifying Matter	Matter: Combining Matter Dmitri Mendeleev	Magnets & Electricity	Life Cycle: Bean & Butterfly Organisms & Their Habitats	Organisms & Their Habitats Jean-Henri Fabre John Jame Audubon	Human Systems: Cells Digestives & Excretory Systems Anton van Leeuwenhoek	Human Systems: Taking Care of Your Body Florence Nightingale Daniel Hale Williams
History & Geography *Core Knowledge*	Basic Geography & Maps Ancient India	Ancient China Ancient Japan	Ancient Greece	Ancient Greece	Constitution War of 1812	Geography of the Americas Westward Expansion	The Civil War	The Civil War	Immigration and Citizenship
Literature *Core Knowledge* *Core Poetry*	Folk Tales Fairy Tales Tall Tales Poems: "Bed in Summer" "Something Told the Wild Geese"	Charlotte's Web Poems: "Seashell" "Discovery"	Greek Myths Poem: "Buffalo Dusk"	A Christmas Carol Night Before Christmas Poem: "The Night Before Christmas"	*Peter Pan* Poem: "Who has Seen the Wind?"	Iktomi Stories El Pajaro Cu *Sign of the Beaver* Poems: "Harriet Tubman" "Lincoln"	*Sign of the Beaver* Poem: "Battle at Thermopylae"	*Little House in the Big Woods* Poems: "Hurt No Living Thing" "Bee!"	*Little House in the Big Woods* Poem: "Caterpillars"
Core Sayings	Get a taste of your own medicine	Two heads are better than one	Practice what you preach; Eaten out of house and home	In hot water; Don't cry over spilled milk	Back to the drawing board; Easier said than done	Turn over a new leaf; Get up on the wrong side of the bed	Where there's a will there's a way; Can't teach an old dog new tricks	Better late than never; Don't judge a book by its cover	The real McCoy; Keep your fingers crossed
Phonics/Grammar *Literacy Essentials* *Reading* *Well Ordered Language*	Literacy Essentials and Well Ordered Language include: Sentence structure, types of sentences, parts of speech, and diagramming and forming complete sentences, and letter writing.								
Art	Lines	Architecture	Architecture	Sculpture	Landscapes	Landscapes	Abstract Art	Abstract Art	
Music Include 2 songs each month	Basic Notations	Basic Elements	String Instruments Carnival of the Animals	Vivaldi	Percussion Instruments Toccata for Percussion	Keyboard Instruments Sonata K. 331	Beethoven Spring Song	Bach	Review Notation, Elements

Third Grade Curriculum Map – Pineapple Cove Classical Academy

	August/ Sept	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**
Math *Singapore Math*	Numbers to 10,000 Add & Subtract Numbers to 10,000 Mental Addition and Subtraction Estimating Sums and Differences Two-step Word Problems	Multiplication and Division Multiplying Ones, Tens and Hundreds Multiplication with Regrouping Ones and Tens More Word Problems	Multiplication and Division Dividing Tens and Hundreds Dividing 2-Digit Numbers Dividing 3-Digit Numbers	Graphs and Tables Picture Graphs and Bar Graphs Multiplying and Dividing with 6, 7, 8, and 9 Multiplication Tables of 6, 7, 8, and 9	Multiplying and Dividing with 6, 7, 8, and 9 Fractions Fraction of a Whole Comparing Fractions	Fractions Equivalent Fractions Adding and Subtracting Fractions Measurement Meters and Centimeters, Kilometers, Liters and Milliliters, Kilograms and Grams Word Problems	Geometry Circles Angles/ Right Angles Triangles Using a Compass	Area and Perimeter Units of Area Area of Rectangle Area of Composite Figures Perimeter of Rectangles	Time Units of Time Money Dollars and Cents Adding and Subtracting Money REVIEW
Science *Core Knowledge*	Meteorology: Weather, Climate, Layers of the Atmosphere Evangelista Torricelli	Clouds, Wind, Weather Related Natural Hazards Benjamin Franklin Mary Anderson Joanne Simpson Classification of Animals	Classification of Animals	Social Instincts in Animals Ecology John Muir	Life Cycles Traits Gregor Mendel	Fossils	The Human Body: Human Vision Human Hearing Muscular System Skeletal System Nervous System	The Human Body: Human Vision Human Hearing Muscular System Skeletal System Nervous System	Forces Elijah McCoy
History & Geography *Core Knowledge*	Spatial Sense Important Rivers	Canada Ancient Rome	Ancient Rome	Ancient Rome	Vikings Earliest Americans	Earliest Americans Early Exploration	Early Exploration Southern Colonies	Southern Colonies New England Colonies	New England Colonies Mid-Atlantic Colonies
Literature *Core Knowledge* *Novels* *Poetry* *Biographies* ***Bolded poems are to recite***	Arabian Nights (Aladdin and the Wonderful Lamp and Ali Baba) The Jungle Book (Mowgli's Brothers, Kaa's Hunting, Tiger Tiger, and Rikki Tikki-Tavi) Poetry: **"For want of a Nail"** "Butter Betty"	The Jungle Book (Mowgli's Brothers, Kaa's Hunting, Tiger Tiger, and Rikki Tikki-Tavi) Black Beauty Poetry: **"A Flea, fly, and flue"** "The Frog"	Black Beauty Greek and Roman Mythology Poetry: **"The First Thanksgiving of All"**	Greek and Roman Mythology Folk Tales Poetry: **"Trees"** "The Wind Came Running"	Folk Tales Norse Mythology Poetry: **"The Sloth"**	The Princess and the Goblin Poetry: **"Seashell"** "Jimmy Jet"	The Princess and the Goblin Poetry: "Eletelephony" "Adventures of Isabel"	Farmer Boy Poetry: **"Break, Break, Break"** (Extend into May as needed)	Farmer Boy
Core Sayings *Core Knowledge*	Actions speak louder than words; Last straw	On its last legs	When in Rome do as the Romans do; Rome wasn't built in a day.	His bark is worse than his bite; The show must go on	Cold shoulder; A feather in your cap; Let bygones be bygones.	Rule the roost; Beat around the bush	Beggars can't be choosers.	Clean bill of health; Touch and go	One rotten apple spoils the whole barrel
Grammar *Well Ordered Language*	Pronouns, Prepositional Phrases, Compound Subjects, Verbs, and Direct Objects, and Analysis of Sentences								

Fourth Grade Curriculum Map – Pineapple Cove Classical Academy

	August/ Sept	October	November	December	January	February	March	April	May
Math *Singapore Math*	Whole Numbers and Multiples Addition and Subtraction Word Problems Multiples and Factors Common Multiples and Factors Prime and Composite Numbers	Multiplication Multiplying by 1- and 2-Digit Numbers Division Mental Division Estimation and Division Dividing 4-Digit Numbers Word Problems	Fractions Improper Fractions and Mixed Numbers Fractions and Division Adding and Subtracting Fractions Adding a Mixed Number and a Fraction Subtracting a Fraction from a Mixed Number	Multiplying a Fraction and a Whole Number Fraction of a Set Decimals Expressing Decimals as Fractions Comparing and Ordering Decimals Rounding Decimals	Continue: Decimals Expressing Decimals as Fractions Comparing and Ordering Decimals Rounding Decimals Addition and Subtraction of Decimals Multiplication and Division of Decimals	Measurement Customary Units of Length, Weight, and Capacity Fractions and Measurement	Area and Perimeter Area of Rectangles and Composite Figures Line Graphs and Line Plots	Angles Size of Angles Measuring and Drawing Angles Adding and Subtracting Angles Lines and Shapes Perpendicular and Parallel Lines Quadrilaterals Lines of Symmetry	Properties of Cuboids Nets of Cuboids Faces and Edges of Cuboids
Science *Core Knowledge* *Delta Science Reader*	Geology: Fossils, Weathering & Erosion, Rock Cycle Mountains	Geology: Plate Tectonics, Natural Hazards, Geographic Maps James Hutton	Natural Resources	Energy	Electricity & Magnetism Thomas Edison Lewis Latimer Michael Faraday	Waves Alexander Graham Bell	Structures & Functions in Organisms	Visual System Auditory System Louis Braille	Circulatory System Respiratory System; Charles Drew Elizabeth Blackwell
History *Core Knowledge*	Florida History	Florida History	Medieval Europe Medieval African Kingdoms	Medieval Europe Medieval African Kingdoms Islam and the Crusades	American Revolution	American Revolution	Making a Constitutional Government	Washington Adams Jefferson Jeffersonian American	Andrew Jackson
Geography *Core Knowledge*	Latitude and Longitude / Atlas skills / Spatial Sense	Florida Geography	Florida Geography / European Geography	European Geography		U.S. Colonies (including related world maps)			
Literature *Core Knowledge Novels* *Core Poetry*	*A Land Remembered* Poems: "Fog" "The Rhinoceros"	*Sleepy Hollow* *Rip Van Winkle(2 weeks)* *King Arthur* Poems: "Humanity" "Things"	*King Arthur* *Robin Hood* Poems: "Clouds" "The Pobble who Has No Toes"	*Robin Hood* *Saint George and the Dragon* Poem: "Afternoon on a Hill"	*Johnny Tremain* Poems: "Monday's Child" "Dreams"	*Johnny Tremain* Poems: "The Echoing Green" "Clarence"	*Anne of Green Gables* Poem: "The Drum"	*Anne of Green Gables* Poems: "Concord Hymn" "Paul Revere's Ride"	*Anne of Green Gables* Poems: "George Washington" "A Tragic Story"
Grammar *Well Ordered Language*	Kinds of Sentences & Principal Elements, Adverbs, Adjectives, Predicate Verbs & Direct Objects, Predicate Nominatives, Predicate Adjectives, Possessive Nouns								

Fifth Grade Curriculum Map – Pineapple Cove Classical Academy

	August/ Sept	October	November	December	January	February	March	April	May
Math *Singapore Math*	Whole Numbers Multiplying and Dividing by 10, 100, and 1,000 Writing and Evaluating Expressions Expressions with Parentheses Order of Operations Word Problems	Multiplication and Division Multiplying by a 2-Digit Number Dividing 2-, 3-, and 4-Digit Numbers by a 2-Digit Number Addition and Subtraction of Fractions	Multiplication and Division of Fractions Multiplying and Dividing Fractions by a Whole Number and by a Fraction Measurement Fractions and Measurement Conversions Fractions and Area Area of a Triangle	Measurement Fractions and Measurement Conversions Fractions and Area Area of a Triangle Volume of Solid Figures Cubic Units Volume of Cuboids Length of an Edge	Decimals Place Value to Thousandths Comparing and Rounding Decimals Multiply and Divide Decimals by 10, 100, and 1,000	Four Operations of Decimals Geometry Measuring Angles Classifying Triangles Sum of the Angles in a Triangle Quadrilaterals	Data Analysis and Graphs Line Plots Coordinate Graphs	Ratio Equivalent Ratios Finding a Quantity Word Problems Rate Finding the Rate Word Problems	Percentage Expressing Percentages as Fractions Percentages and Decimals Percentage of a Quantity Word Problems
Science *Core Knowledge* *Delta Science Reader*	Conservation of Matter, Properties of Matter, Mixtures, Solutions, Chemical Reactions John Dalton	Chemistry: Matter, Sates of Matter	Ecology Jan Van Helmont	Classification of Organisms Carl Linneaus	Plants & Animals: Structure, Reproduction, and Photosynthesis	Reproductive Life Cycles	Endocrine System, Reproductive System Percy Lavon Julian	Conservation of Earth's Spheres, Earth Systems	Astronomy
History *Core Knowledge*	Meso-American Civilizations	Renaissance & Reformation	England: The Golden Age to the Glorious Revolution	European Exploration and Trade	Early Russia/Feudal Japan	Westward Expansion before the Civil War	The Civil War and Reconstruction	Westward Expansion After the Civil War	Native American Cultures
Geography *Core Knowledge*	Longitude and Latitude/Cent and South America	Geography of Europe		Geography of the Spice Trades	Geography of Russia and Japan	Early U.S. Geography	U.S. Geography		
Literature *Core Knowledge Novels* *Core Poetry* *Biographies*	*Alice's Adventures in Wonderland* Poems: "The Tiger" "Jabberwocky"	*Tales of Sherlock Holmes* *Tales from Shakespeare* Poem: "A Wise Old Owl" "The Eagle"	*Don Quixote* Poems: "The Road Not Taken" "I Too"	*Don Quixote* Poem: "The Snow Storm"	*The Secret Garden* Poem: "A Bird came down the Walk" "Narcissa"	*The Secret Garden* Poems: "O Captain! My Captain!" "A Poison Tree"	*Narrative of the Life of Frederick Douglass (abridged);* Poems: "I Hear America Singing" "Battle Hymn of the Republic"	*The Adventures of Tom Sawyer* Poems: "Casey at the Bat" "Barbara Frietchie"	*The Adventures of Tom Sawyer* Poems: "The Arrow and the Song" "I like to see it lap the Miles" "Some Opposites"
Composition & Logic	Active Reading, Paragraph structure, POWER planning	The multi-paragraph composition	Writing a thesis sentence and using it in a multi-paragraph composition	Essay Structure	Review essay structure and incorporating quotes into a paper effectively	Planning and editing a longer paper - practice activities	Guided research and working on a 5 page research paper	Research Paper	Letter Writing (Washington, Jefferson, Adams)
Grammar *Well Ordered Language*	Prepositional Phrases, Compound Elements, Subject Pronouns, Object Pronouns, Possessive Pronouns, Interrogative Pronouns, Compound Sentences, Relative Pronouns & Relative Clauses								
Greek and Latin Roots	*English from the Roots Up*, Joegil K. Lundquist								

Sixth Grade Curriculum Map – Pineapple Cove Classical Academy

	August/ Sept	October	November	December	January	February	March	April	May
Math *Singapore Math*	Whole Numbers Order of Operations Factors and Multiples Multiplication and Division	Fractions Multiplication and Division of Fractions Decimals Addition, Subtraction, Multiplication, and Division of Fractions Metric Measurements and Decimals	Negative Numbers Comparing Positive and Negative Numbers Ratios Equivalent Ratios Ratios and Fractions	Rate Average and Rate Unit Rate Speed Percent Meaning of Percent Percentage of a Quantity	Algebraic Expressions Writing and Evaluating Algebraic Expressions	Area of Plane Figures Area of Rectangles and Parallelograms, Triangles, and Trapezoids	Volume & Surface Area of Solids Volume of Rectangular Prisms Surface Area of Prisms Displaying & Comparing Data Statistical Variability Displaying Numerical Data	Equations & Inequalities Coordinates & Graphs The Coordinate Plane Distances between Coordinate Pairs Changes in Quantities	REVIEW
Science *Core Knowledge* *Delta Science Reader*	Astronomy Isaac Newton	Plate Tectonics Alfred Wegener	Oceans	Oceans	Energy Marie Curie	Energy Transfer Lewis Latimer James Joule	Heat & Energy Transfer	Human Body: Circulatory & Lymphatic System	Immune System/Diseases
History *Core Knowledge*	World Deserts Ancient Greece & Rome	Ancient Greece & Rome	Ancient Greece & Rome	Judaism & Christianity	Industrialization, Capitalism & Socialism	Enlightenment French Revolution	The French Revolution & Romanticism	Latin American Independence	Immigration Industrialization Urbanization Reformers
Latin	*Grammar School Latin*								
Literature *Core Knowledge Novels* *Core Poetry* *Biographies*	*Classical Mythology* Poems: "There is no Frigate Like a Book" "Nothing Gold Can Stay"	*The Children's Homer* Poems: "Stopping by Woods on a Snowy Evening" "A Narrow Fellow in the Grass"	*The Children's Homer* Poems: "All the World's a Stage" "Under the Greendwood Tree"	*The Prince & the Pauper* Poems: "All the World's a Stage" "Under the Greendwood Tree	*The Prince & the Pauper* Poems: "If"	*The Scarlet Pimpernel* Poems:	*The Scarlet Pimpernel* Poems:	*The Scarlet Pimpernel* Poems: "The Walloping Window Blind"	Shakespeare's Sonnets Poems: "The Walloping Window Blind":
Economics				Adam Smith, division of labor, laissez-faire, supply and demand, capitalism, socialism, Karl Marx, free market, inflation, standard of living, strike			Corporation, investor, labor unions, merchant, rebate, trust, Andrew Carnegie, John Rockefeller, Samuel Gompers, American Federation of Labor, trade, monopoly, depression		
Composition	Notetaking & Outlines Writing from Notes	Retelling Narrative Stories	Summarizing a Reference	Writing from Pictures	Writing from Pictures	Summarizing Multiple References	Summarizing Multiple References	Inventive Writing	Inventive Writing
Grammar *Well Ordered Language*	Adverbs & Adjectives, Predicate Verb, Nominative, and Adjective, Prepositional Phrases, Personal Pronouns, Sensory Linking Verbs, Indirect Objects, Interrogative Pronouns, Relative (Adjectival) Clauses, Adverbial Elements, Adverbial Clauses, Reflective Pronouns, Verbals- Participles, Gerunds, and Infinitives, Types of Sentences Simple, Compound, Compound-Complex								

Pineapple Cove Classical Academy at Palm Bay

6162/6164 Minton Road NW
Palm Bay, 32907
Telephone: 321-802-9500

ADMINISTRATION

Dr. Kelly Gunter, Director of School Operations
Mrs. Lisa Wheeler, Principal
Mrs. Michelle Johns, Assistant Principal of Academic Affairs
Ms. Stacey Gilbert, Assistant Principal of Student Affairs
Mrs. Leslie Hayford, Student Services Coordinator

GUIDANCE DEPARTMENT

Mrs. Jennifer Welte, Academic Advisor
Ms. Madalyn Opalsky, Guidance Counselor
Mrs. Kendra Appleton, Registrar

ACCREDITATION

As of Spring 2022, Pineapple Cove Classical Academy is accredited by Cognia for the accreditation period of 2022-2027.

Learn the true, do the good, love the beautiful

MISSION STATEMENT

The mission of Pineapple Cove Classical Academy is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. We are building intelligent, virtuous American citizens.

OUR VIRTUES

Courage
I will do the right thing even when it is the unpopular decision
Courtesy
I will be polite, use manners, and maintain a positive attitude all of my daily interactions
Honesty
I will speak the truth and act truthfully with myself and others
Perseverance
I will be persistent in my efforts despite difficulty or delay in achieving success
Self Government
I will use self control in my actions and interactions with others
Service
I will seek to help others through my words and deeds

EDUCATIONAL PHILOSOPHY

The Board of Directors requires that all scholars receive a classical, liberal education. To this end, the BOD has determined the following educational priorities. Basic cognitive skills and academic fundamentals: reading/writing/mathematics; Core subjects: English language and literature; history, geography, and government; physical and biological sciences; mathematics; Other classical subjects: music; art; Latin; Auxiliary subjects: foreign languages, physical education, performing arts, other social sciences; and extracurricular activities as defined by the Principal. Scholars will change classrooms individually to meet with subject matter specialists. The 7-12 curriculum will follow the recommendations of Hillsdale College with modifications to the course sequence as outlined by State and District standards. Teachers must develop their courses under the direction of the Principal, who is the chief academic leader and accountable to the BOD.

A classical education is a liberal arts education intended to equip scholars for virtuous, knowledgeable, and happy lives. Our scholars will be engaged citizens and intellectually rigorous contributors, well qualified for future studies in law, medicine, business, engineering, technology, theology or any other professional or vocational pursuit.

In the humanities, students engage in Socratic discussion, as teachers propose questions based on close readings of complete works. Freshmen read *The Iliad* and *The Aeneid* and delve into the works of historians and philosophers, such as Thucydides, Herodotus, Plato, and Plutarch. In their sophomore year, students read Hawthorne, Melville, Fitzgerald and Twain, while considering the growth and development of the United States in History. Scholars encounter British Literature such as *Beowulf*, Chaucer, Dickens, and Austen in their junior year, and complete courses in American Government and Economics. They read the founding documents, as well as the influential Federalist papers, and the presidents, authors, and activists of the 19th century. Finally, the seniors focus on modern times with works by Fyodor Dostoyevsky, Aldous Huxley, Joseph Conrad, and a study of ancient and modern philosophy culminating in their senior thesis.

Mathematics and science classes place an emphasis on the search for truth and beauty and the primacy of logic (including Euclidean Geometry), as well as deductive reasoning as students move from foundational to more advanced courses.

During the senior year, scholars are required to take Moral Philosophy, write a Senior Thesis, and defend it before faculty members and peers. Students are required to complete a minimum of three years of world language; two of the years must be in Latin.

Scholars may continue to build upon music theory and art history by participating in performance ensembles and advanced art classes. Other electives are offered in the humanities and physical education.

HISTORY AND ENGLISH/LANGUAGE ARTS: Readings and Topics by Graduation Cohort

Class of 2026

	2019-20 6th Grade	2020-21 7th Grade	2021-22 8th Grade	2022-23 9th Grade	2023-24 10th Grade	2024-25 11th Grade	2025-26 12th Grade
History		Civics/ late 19th Century-WWII	20th Century after WWII	Ancient Civilizations, Greece, Rome	U.S. History Colonies to Present	Government and Economics	World History: Reformation to Present Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Well-Ordered Language* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Robinson Crusoe, Get Smart* (Grammar)	*Iliad, Odyssey, Aeneid*	*Scarlet Letter, Huck Finn, The Great Gatsby, Billy Budd,* "The Snows of Kilimanjaro," "Barn Burning," "Bernice Bobs Her Hair," "Self Reliance"	*Beowulf, Canterbury Tales, Paradise Lost, Henry V, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

Class of 2027

	2020-21 6th Grade	2021-22 7th Grade	2022-23 8th Grade	2023-24 9th Grade	2024-25 10th Grade	2025-26 11th Grade	2026-27 12th Grade
History		Civics/ late 19th Century-WWII	20th Century after WWII	Ancient Civilizations, Greece, Rome	U.S. History Colonies to Present	Government and Economics	World History: Reformation to Present Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Well-Ordered Language* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Frankenstein, Well-Ordered Language* (Grammar)	*Iliad, Odyssey, Aeneid, The Oedipus Cycle, Julius Caesar*	*Scarlet Letter, Huck Finn, The Great Gatsby, Billy Budd,* "The Snows of Kilimanjaro," "Barn Burning," "Bernice Bobs Her Hair," "Self Reliance"	*Beowulf, Canterbury Tales, Dante's Inferno, Paradise Lost, Macbeth, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

Class of 2028

	2021-22 6th Grade	2022-23 7th Grade	2023-24 8th Grade	2024-25 9th Grade	2025-26 10th Grade	2026-27 11th Grade	2027-28 12th Grade
History		Civics/ late 19th Century-WWII	20th Century after WWII	Ancient Civilizations, Greece, Rome	U.S. History Colonies to Present	Government and Economics	World History: Reformation to Present Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Well-Ordered Language* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Frankenstein, Get Smar*t (Grammar)	*Iliad, Odyssey, Aeneid, The Oedipus Cycle, Julius Caesar*	*Scarlet Letter, Huck Finn, The Crucible, The Old Man and the Sea,* "A Good Man is Hard to Find"	*Beowulf, Canterbury Tales, Dante's Inferno, Paradise Lost, Henry V, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

Class of 2029

	2022-23 6th Grade	2023-24 7th Grade	2024-25 8th Grade	2025-26 9th Grade	2026-27 10th Grade	2027-28 11th Grade	2028-29 12th Grade
History		Exploration to Westward Expansion, Civics	Antebellum to World War 2	Review of Ancient world, 500 AD to Reformation	Cold War to War on Terror, US History EOC Review	Government and Economics	Modern World History: 1500-1919 Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Well-Ordered Language* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Frankenstein, Get Smart* (Grammar)	*Iliad, Odyssey, Aeneid, The Oedipus Cycle, Julius Caesar*	*Scarlet Letter, Huck Finn, The Crucible, The Old Man and the Sea,* "A Good Man is Hard to Find"	*Beowulf, Canterbury Tales, Dante's Inferno, Paradise Lost, Macbeth, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

Class of 2030

	2023-24 6th Grade	2024-25 7th Grade	2025-26 8th Grade	2026-27 9th Grade	2027-28 10th Grade	2028-29 11th Grade	2029-30 12th Grade
History		Exploration to Westward Expansion, Civics	Antebellum to World War 2	Review of Ancient world, 500 AD to Reformation	Cold War to War on Terror, US History EOC Review	Government and Economics	Modern World History: 1500-1919 Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Get Smart* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Frankenstein, Stay Smart* (Grammar)	*Iliad, Odyssey, Aeneid, The Oedipus Cycle, Julius Caesar*	*Scarlet Letter, Huck Finn, The Crucible, The Old Man and the Sea,* "A Good Man is Hard to Find"	*Beowulf, Canterbury Tales, Dante's Inferno, Paradise Lost, Henry V, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

Class of 2031

	2024-25 6th Grade	2025-26 7th Grade	2026-27 8th Grade	2027-28 9th Grade	2028-29 10th Grade	2029-30 11th Grade	2030-31 12th Grade
History		Exploration to Westward Expansion, Civics	Antebellum to World War 2	Review of Ancient world, 500 AD to Reformation	Cold War to War on Terror, US History EOC Review	Government and Economics	Modern World History: 1500-1919 Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Get Smart* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Frankenstein, Stay Smart* (Grammar)	*Iliad, Odyssey, Aeneid, The Oedipus Cycle, Julius Caesar*	*Scarlet Letter, Huck Finn, The Crucible, The Old Man and the Sea,* "A Good Man is Hard to Find"	*Beowulf, Canterbury Tales, Dante's Inferno, Paradise Lost, Henry V, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

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HIGH SCHOOL CURRICULUM
Language Arts
Mathematics
Science
Social Studies/History
World Languages
Physical and Health Education
Research and Critical Thinking Skills
Performing and Fine Arts

NOTE: Portions of this handbook may be subject to change due to any future Florida legislative and/or Brevard County School Board action.

OFFICE OF SCHOLAR SERVICES

School counselors and other professional staff from the Office of Scholar Services play a significant role in creating a positive climate. They provide assistance to scholars in developing their academic skills, broadening their educational experiences, and overcoming challenges that could interfere with their academic development. Some of the areas of responsibility of the Office of Scholar Services are as follows:

- Attendance
- Child abuse and neglect prevention services
- Dropout prevention
- Foreign exchange programs
- Health services for Homeless/children in transition
- Home education
- English for Speakers of Other Languages (ESOL)
- Missing children
- Social Emotional Supports
- Safe schools program scholar records
- School counseling
- Scholar-parent program
- Vision and hearing screening

JUNIOR HIGH

Program of Study

Scholars should select their program of study carefully. Course selections should be made to fulfill requirements both for graduation and postsecondary plans. This booklet is designed to assist scholars and parents in meeting those requirements. As always, please consult your counselor and teachers for additional information concerning course content and selection.

Selection of Courses

All Brevard County secondary scholars must attend a regularly scheduled instructional day.

Junior High Course Selection

Middle school scholars in grades 7-8 must select the following subjects areas each school year:

- Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Electives

All scholars are required to enroll in a full course load.

Promotion from 6th to 7th and 7th to 8th Grade

Students must have completed the following:

- ❖ Receive a yearly passing grade in four (4) major academic subjects (Language Arts, Mathematics, Science, and Social Studies)
- ❖ Attendance- in compliance with School Board Policy 5200.

Promotion to High School (Grade 9)

Starting with 6th grade, a scholar must successfully complete the following:

- ❖ Three middle grades or higher courses in English Language Arts (ELA)
- ❖ Three middle grades or higher courses in mathematics
- ❖ Three middle grades or higher courses in social studies (one of these courses must be a civics course)
- ❖ Three middle grades or higher courses in science
- ❖ One Career and Education Planning course

In addition, scholars must meet the district attendance requirements.

Junior High Grading

Homework and Classwork

Homework is a fundamental part of our general academic program. It prepares scholars for high school and for entry into the working world upon graduation. It also helps develop a strong work ethic and habits of organization. The immediate educational purpose of homework is:

- to reinforce skills, concepts, and knowledge learned in class;
- to develop good skills and habits of study;
- to practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom;
- to work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention;
- to prepare for the following day's work so that the most can be made of class time; and
- to inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each child to read, or be read to, at least three times a week and preferably every day. Going to college is not necessarily a goal for everyone, but becoming a thoughtful reader should be if one hopes to be knowledgeable, wise, insightful, and competitive throughout one's lifetime. We believe that becoming a competent reader is critical to being a good scholar and the first step to being able to explore the world. Reading to a child encourages the child's growth and also elevates and informs conversation

within the family. In the upper grades, the extra reading time (roughly half an hour) allows for the increasing length of great works of literature. The expected homework time allotment for each grade is as follows:

- Grade 7 - 70 minutes plus reading time
- Grade 8 - 80 minutes plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the scholar's organizational skills and study habits, the varying abilities of the scholars, and the nature of the assignments. Scholars are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load (followed by a break, fortunately). Nonetheless, teachers will make every effort to provide assignments well in advance, and scholars will be encouraged to work steadily on those longer assignments, so that they can manage their homework alongside other activities and adequate sleep.

In the Jr./Sr. High School, weekends and breaks will, for the purposes of homework, be considered one day rather than two or more. For poor or incomplete work, teachers may require scholars to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. So-called "passes" that allow scholars not to do homework for a day will not be entertained at Pineapple Cove Classical Academy.

Grading Scale

Pineapple Cove Classical Academy uses a 4.0 grading scale. The following grading scale has been established by Florida Statute 1003.437 and is used in all Brevard County secondary schools.

90 - 100= A
80 - 89 = B
70 - 79 = C
60 - 69 = D
0 - 59 = F

To average semester grades, the teacher doubles the average of each grading period, adds the semester exam grade, and divides by five. The teacher may use either numerical averages or letter grades, with the following values assigned: A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points.

Parents and scholars should be regularly informed of the scholar's progress. Each course will be comprised of the following weighted categories:

- Tests 40%
- Quizzes 30%
- Classwork 20%
- Homework 10%

"Extra credit," whether to make up for work not turned in on time or to increase a scholar's grade, will be discouraged at Pineapple Cove Classical Academy.

Semester Examinations

Semester examinations shall be required for most junior high school courses. Semester and/or Final Exams are not permitted to be taken early under any circumstances unless approved by the principal. If a scholar does not take their final exam on the scheduled day, they will receive a zero. Once a scholar takes their semester or final exam, the grade will be recalculated. In calculating the semester average (for 7th and 8th grades), each nine-week mark shall count as 40% of the semester grade and the Semester Exam will count as 20%. In calculating the final yearly average, the average of both semester grades will be taken. First semester exams must be completed by the last day of the first semester, and second semester final exams must be completed by the last day of school. If final exam make-ups are not completed within the designated due dates, the final grade will remain.

Course Exceptions to the Above Grading Criteria:
End of Course Exams (EOC) are required for Civics, Algebra 1, and Geometry. Final Course Grade for EOC courses will be calculated and determined as follows: 1st Semester Average = 35%; 2nd Semester Average= 35%; EOC Exam = 30%

Physical Education (PE) – Grades for PE will be dependent on participation and scholars dressing out for class. Scholars will follow their schedule to determine PE days and be prepared to dress out on those days. It is imperative that scholars maintain proper hygiene and always have a clean uniform to dress out in on their scheduled PE days.

Late Assignments/Absences

Late work will be accepted with the following penalties: Submission one day after the due date will result in a 15% reduction of the score earned (e.g. A score of 80% will be reduced to 65%). Work turned in two days late will result in a 50% reduction of the score earned (e.g. A score of 80% will be reduced to 30%). Work turned in three days late or more will receive no credit. Scholars who are absent will have two days for each day absent to make-up work. Graded classwork and assessments must be made up at the school. If needed, scholars may be invited to stay after school on Fridays to make-up work missed due to absence. If a scholar receives a failing grade for attendance (absences exceed 9 unexcused days per semester), all grades above 60% will be lowered to 59% and the scholar will receive an "FA" for the course(s) exceeding 9 absences. Grades below 59% will be recorded as earned.

Grade Forgiveness

Grade forgiveness policies shall be made for a scholar in the middle grades who takes any high school course for high school credit and earns a grade of "C," "D," or "F". In such a case, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher earned subsequently in the same or comparable course.

Note: Comparable is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE Course Code Directory unless otherwise noted by the district.

Tutoring

Pineapple Cove Classical Academy offers tutoring for scholars in need of additional academic instruction during the school year for a nominal fee. Additional instruction is offered by subject for Jr./Sr. high school scholars. The tutoring program is offered each semester and is also dependent upon tutor availability.

Teacher Conferences

Parent/Teacher conferences are scheduled in the fall and spring semesters, generally in the evening. Arrangements for additional conferences may be made with your child's teacher before or after school hours, or during a teacher's planning time.

Academic Textbooks and Supplies

Scholars will receive a variety of books and materials. All books and materials will be marked as Pineapple Cove Classical Academy property. Materials that are loaned or given to scholars are to be treated appropriately. Scholars are responsible for these materials. If materials given or loaned to a scholar are lost or damaged the scholar must pay for any needed replacement. In the case that reimbursement has not been made to Pineapple Cove Classical Academy for lost or damaged materials, no further materials will be issued to that scholar until the past due fees are paid and report cards may be withheld.

Reporting

For scholars to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their scholar's academic progress: Soon after the beginning of the year, teachers will provide an interim report of the scholars' progress through FOCUS. FOCUS will be used to track scholar progress. Parents should monitor scholar progress.

Interim reports are posted in FOCUS halfway through each quarter to all scholars. Report Cards are posted to FOCUS at the end of each quarter. Once a semester (after the first and third quarters), parent-teacher conferences will occur to discuss the scholars' academic progress.

Schedule Changes

There will be no class schedule changes during the semester unless it is deemed in the best interest of the scholar by the school as determined by the Principal.

Plagiarism

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a scholar turns in is a scholar's own. Plagiarism compromises this system, is unfair to other scholars in the class who do their own work, and

constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply paraphrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the scholar has the responsibility to ask how an author should be used in an assignment. Whenever a scholar has been caught plagiarizing, the following process will be followed. The teacher will keep a copy of the scholar's assignment and, whenever possible, a copy of the work in question. The teacher will discuss the matter with the scholar. The teacher will issue a disciplinary referral if plagiarism or cheating has occurred. Either the teacher or the Principal will inform the scholar's parent of plagiarism or cheating. The scholar will receive a grade of zero on the assignment if it is the first offense. Instances of plagiarism or cheating may be placed in the scholar's permanent record.

Junior High Athletic Eligibility

FOR 7TH GRADERS: 7th graders who are regularly promoted from the 6th grade are eligible to participate during the first semester of 7th grade based on their second semester 6th grade GPA. Any 7th grader who has a 2.5 or higher GPA from the first semester of 7th grade will be eligible for athletic competition during the second semester of 7th grade.

FOR 8TH GRADERS: 8th graders are eligible to participate during the first semester of 8th grade based on their second semester 7th grade GPA. Any 8th grader who has a 2.5 or higher GPA from the first semester of 8th grade will be eligible for athletic competition during the second semester of 8th grade.

High School Credit

Scholars have the opportunity to take high school credit starting in 7th grade. The following courses may be taken in middle school and receive high school credit:

- Latin 1
- Algebra 1(Honors)
- Geometry (Honors) (requires successful completion and credit earned in Algebra)
- Career Research and Decision Making

Please see the High School Curriculum portion of this guide for information about these courses.

JUNIOR HIGH CURRICULUM

Honors/Advanced courses offer scaffolded learning opportunities for scholars to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic

setting. Scholars are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

Note: Academic rigor is more than simply assigning to scholars a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, scholars are challenged to think and collaborate critically on the content they are learning.

Language Arts

M/J Language Arts 2 Advanced
1001050
1.0 credit
The purpose of this course is to provide grade 7 scholars, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

M/J Language Arts 3 Advanced
1001080
1.0 credit
The purpose of this course is to provide grade 8 scholars, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Mathematics

M/J Grade 7 Mathematics
1205040
1.0 credit
In grade 7, instructional time will emphasize five areas: (1) recognizing that fractions, decimals and percentages are different representations of rational numbers and performing all four operations with rational numbers with procedural fluency; (2) creating equivalent expressions and solving equations and inequalities; (3) developing understanding of and applying proportional relationships in two variables; (4) extending analysis of two- and three-dimensional figures to include circles and cylinders and (5) representing and comparing categorical and numerical data and developing understanding of probability.

M/J Accelerated Math Grade 7

1205050
1.0 credit
In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical areas: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

M/J Grade 8 Pre-Algebra
1205070
1.0 credit
Includes formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Science

M/J Comprehensive Science 2 Advanced
2002080
1.0 credit
Includes problem-solving, measurement, safety procedures, earth systems, genetics, energy transfers within systems, interactions of science with technology and society, limiting factors in ecosystems, inheritance patterns, trophic levels, and the relationship between temperature and molecular kinetic energy. Scholars will design and conduct scientific investigations demonstrating skill and knowledge in a variety of scientific areas.

M/J Comprehensive Science 3 Advanced
2002110
1.0 credit
Includes problem-solving, measurement, safety procedures, electromagnetic energy, space science, comparative astronomy, carbon cycle, structure and organization of matter, interactions of science with technology and society, photosynthesis, cellular respiration and atomic theory. The scholars will design and conduct scientific investigations demonstrating skills and knowledge in a variety of scientific areas.

Social Studies/History

M/J Civics Advanced
2106020
1.0 credit
The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War provides the framework for this civics education. The course is embedded with strong geographic and economic components to support civic education instruction.

M/J U.S. History Advanced
2100020
1.0 credit
Primary content emphasis for this course pertains to the study of American history and world History from the end of the 19th century, through the achievements, failures, and advancements of the 20th century into the 21st century. Scholars will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that scholars can clearly see the relationship between cause and effect in historical events, scholars should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

M/J United States History Advanced & Career Planning
2100025
1.0 credit
Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms.

World Languages

M/J Beginning Latin
0706000
1.0 credit
M/J Latin Beginning introduces scholars to the target language and its culture. scholars will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

Research and Critical Thinking

M/J Grade 7 Digital Discoveries
0200022
0.5 credit
Digital Discoveries introduces students to computer science as a vehicle for problem-solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression.

M/J Grade 8 Digital Discoveries
0200023
0.5 credit
Digital Discoveries introduces students to computer science as a vehicle for problem-solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression.

M/J Computer Science Discoveries 1
0200010
0.5 credit
Computer Science Discoveries 1 introduces students to computer science as a vehicle for problem-solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression.

M/J Career Research and Decision Making
1700060
0.50 credit
The purpose of this course is to enable students to explore careers/career clusters and make informed career choices. Activities enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Career assessment should include interests, aptitudes, and basic skills. Work-based learning strategies

appropriate for this course include job shadowing, field trips, and mentors. Work-based activities allow students to evaluate their career choices as they relate to actual careers at the worksite. The content should include, but not be limited to, the following: self-awareness to include interests, values, skills, learning styles, etc.; goal-setting and decision-making processes; exploring careers/career clusters and educational requirements; postsecondary education and training opportunities; workplace skills such as communication, teamwork, problem-solving, time management, computer, etc.; and career and education planning.

M/J Critical Thinking
1700100
1.0 credit
The purpose of this course is to enable scholars to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors. The content should include, but not be limited to, the following: strategies for acquiring, storing, and retrieving information, strategies for oral and written communication, critical-thinking operations, processes, and enabling skills, problem-solving skills and strategies, strategies for linking new information with prior knowledge.

Learning Strategies
7863090
1.0 credit
Enables scholars with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

NOTE: Can be taken multiple times for credit.

Physical Education

M/J Team Sports Grade 7
1508020
0.50 credit
The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

M/J Extreme/ Alternative Sports Grade 8
1508040
0.50 credit
The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

Visual and Performing Arts

M/J Visual Art 1
0101100
0.50 credits
Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2-D and 3-D media, skills, and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities, and employ the use of the elements of art throughout the production process.

M/J Visual Art 2
0101110
0.50 credits
Scholars investigate contemporary and historical art themes using 2D and 3D media, skills, and techniques; while engaging in the art production process within a studio arts environment. Projects may include but are not limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Scholars create new meaning from various media formats, and communicate artistic ideas through the intentional use of the elements of art within their work. Scholars interpret meaning in their artwork and the artwork of others through discussion, on various artistic concepts, viewpoints, and themes; drawing their own conclusions and employing this knowledge both expressively and technically.

M/J Basic Music Theory
1300025
0.50 credits
In this introductory theory course, students develop fluency in reading and writing music, as well as knowledge of basic form. Acquisition of basic aural and keyboard skills provides students with skills to express themselves creatively through music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside of the school day to support, extend, and assess learning in the classroom.

M/J Understanding Music
1300030
0.50 credit
Scholars engage in an exploratory study of music through the examination of significant composers and their compositions across selected musical eras and/or genres. Scholars will also learn about modern and historical instruments, and gain a rudimentary understanding of the elements of music in order to develop strategies for listening to and appreciating musical works. Scholars may be expected to attend one or more performances outside of the school day to support and extend learning in the classroom.

M/J Chorus 1

1303000
1.00 credit
Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time.

M/J Chorus 2
1303010
1.00 credit
Students build on previous choral experience to expand vocal, technical, musical and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Admission is by teacher approval.

HIGH SCHOOL

Program of Study
Scholars should select their program of study carefully. Course selections should be made to fulfill requirements both for graduation and postsecondary plans. This guide is designed to assist scholars and parents in meeting those requirements. As always, please consult your counselor and teachers for additional information concerning course content and selection.

Selection of Courses
Pineapple Cove Classical Academy scholars must attend a regularly scheduled instructional day.

High School Promotion Requirements

9th Grade to 10th Grade
- Enrollment - Been enrolled one (1) year in the 9-12 sequence;
- Credits - Earn at least five (5) credits (block schools – six (6) credits);
- Attendance- in compliance with with School Board Policy 5200.

10 Grade to 11th Grade
- Enrollment - Been enrolled two (2) years in the 9-12 sequence;
- Credits - Earn at least eleven (11) credits;
- Earn two (2) credits in language arts;
- Earn two (2) credits in mathematics;
- Attendance- in compliance with with School Board Policy 5200.

11th Grade to 12th Grade
- Enrollment - Been enrolled three (3) years in the 9-12 sequence;
- Credits - Earn at least eighteen (18) credits;
- Earn three (3) credits in language arts;
- Earn three (3) credits in mathematics;

- ❖ Attendance- in compliance with with School Board Policy 5200.

Promotion Notes

- ❖ Must meet all End of Course Assessments and statewide, standardized assessment requirements by graduation per Florida Statute.
- ❖ To be classified as a freshman (9th grade), a scholar must have been promoted from grade eight (8).
- ❖ Exceptions to the number of years spent in the 9-12 sequence for reclassification may be granted to scholars who are in a planned acceleration program. (Early High School Graduation option). (s.1003.4281 F.S.) The term "early graduation" means graduation from high school in less than eight (8) semesters or the equivalent. Please see Administration for more information.
- ❖ For data entry purposes regarding the graduation date - the final transcript should reflect a graduation date of one school day following the completion of the graduation requirements.

Graduation Requirements

Graduation is the completion of all requirements to receive a high school diploma. A district school board must adopt rules for admitting, classifying, promoting, and graduating scholars to and from various schools of the district. Additionally, a school board may adopt courses of study for use in the schools of the district.

To be awarded a high school diploma, a scholar must have completed the following:

- ❖ Completed all credit requirements as defined by: Brevard Public Schools twenty-six (26)-Credit Graduation Option
- ❖ Met the district attendance- in compliance with with School Board Policy 5200 and be enrolled at the graduation school for at least the last semester;
- ❖ Passed the required state assessments, if applicable, in order to qualify for a standard diploma (10th Grade statewide, standardized Reading, and Algebra 1 EOC Assessment);
- ❖ Demonstrated satisfactory mastery of the scholar Performance Standards in ELA (Reading), writing, mathematics, science, and social studies as documented in accordance with procedures described in administrative guidelines;
- ❖ A minimum cumulative unweighted grade point average of 2.0 based on a 4.0 scale (s. 1003.4282(6)(a) F.S.). The required GPA must be based on all courses taken, except courses forgiven under state and district forgiveness policies. (s.1003.4282(6) F.S.);
- ❖ Received the principal's approval for graduation.

Below provides a chart that lists the specific graduation requirements for scholars currently in high school. In addition to the Standard High School Diploma, scholars have the option to earn a Scholar Designation and/or a Merit Designation.

Subject Area	Patriot Core Track	Patriot Scholar Track

English/ Language Arts	4.0 Credits ● Classical Literature (1.0), British Literature (1.0), American Literature (1.0), Modern Literature (1.0)	4.0 Credits ● Classical Literature (1.0), British Literature (1.0), American Literature (1.0), Modern Literature (1.0)
Math	4.0 Credits ● Must include a minimum of Algebra 1, Geometry, and Algebra 2	4.0 Credits ● Must include a minimum of Algebra 1, Geometry, Algebra 2, and AP Precalculus
Science	3.0 Credits ● Must include a minimum of 3.0 credits with a laboratory component (Must include Biology, then 2 additional EQ)	3.0 Credits ● Must include 3.0 credits of Biology, Chemistry, and an Equally Rigorous Science required
History	4.0 Credits ● Must include World History (1.0), US History (1.0), American Government (0.5), Economics (0.5), and Visions and Countervisions: Europe, the U.S. and the World from 1848 (1.0)	4.0 Credits ● Must include World History (1.0), US History (1.0), American Government (0.5), Economics (0.5), and Visions and Countervisions: Europe, the U.S. and the World from 1848 (1.0)
World Language	3.0 Credits ● Must include a minimum of two credits in Latin and 1 year of another language	3.0 Credits ● Must include a minimum of three credits of the same Foreign Language, 2 credits must be in Latin
Fine Arts	1.0 Credit	1.0 Credit
HOPE/PE	1.0 Credit	1.0 Credit
Required Electives	1.0 Credit ● Moral Philosophy: Philosophy Honors (0.5) ● Senior Thesis: Semantics and Logic Honors (0.5) ● Personal Finance & Money Mgmt(0.5) - required for Class of 2027 and beyond	1.0 Credit ● Moral Philosophy: Philosophy Honors (0.5) ● Senior Thesis: Semantics and Logic Honors (0.5) ● Personal Finance & Money Mgmt(0.5) - required for Class of 2027 and beyond
Electives	6.0 Credits	6.0 Credits
Grade Point Average: Scholars must graduate with a 2.0 on a 4.0 scale.		
Notes:	1. Scholars must achieve a proficient score on statewide, standardized Grade 10 ELA assessment or earn concordant standardized tests. 2. End of Course assessments are required for Algebra 1, Geometry, Biology, and US History. These EOC assessments count at 30% of the final grade. These must be passed for course credit.	1. Scholars must achieve a proficient score on statewide, standardized Grade 10 ELA assessment or earn concordant standardized tests. 2. End of Course assessments are required for Algebra 1, Geometry, Biology, and US History. These EOC assessments count at 30% of the final grade. These must be passed for course credit.

Example of Course Sequencing

Year	Patriot Core Track	Patriot Scholar Track

9th Grade	1. #English 1 2. #Algebra 1 3. #Biology 4. #World History 5. #World Language 6. HOPE/Elective 7. Elective	1. #English 1 2. #Algebra 1 or #Geometry 3. #Biology 4. #World History 5. #World Language 6. HOPE/ Elective 7. Elective
10th Grade	1. #English 2 2. #Geometry 3. #Physical Science 4. #US History 5. #World Language/Elective 6. Elective 7. Elective	1. #English 2 2. #Geometry or #*Algebra 2 3. #Physical Science or #*Chemistry 4. #World History 5. #World Language/ Elective 6. Elective 7. Elective
11th Grade	1. #English 3 2. #*Algebra 2 or Math for College Liberal Arts 3. #*Chemistry or Science EQ 4. #Economics and US Government 5. #World Language/Elective 6. Elective/DE 7. Elective/DE	1. #English 3 or AP Language 2. #*Algebra 2 or AP Pre-Calculus 3. #*Chemistry or #Physics 4. #Economics and US Government 5. #World Language/Elective 6. Elective/DE 7. Elective/DE
12th Grade	1. #English 4 2. #Algebra 2 or Math for College Liberal Arts 3. #Chemistry or +Science EQ or DE 4. Philosophy and Senior Thesis 5. Visions and Countervisions 6. #World Language/Elective/DE 7. Elective/DE	1. #English 4 or AP Literature 2. AP Pre-Calculus or +Advanced Math Option or DE 3. #Physics or EQ Science or DE 4. Philosophy and Senior Thesis 5. Visions and Countervisions 6. #World Language/Elective/DE 7. Elective/DE
*Algebra 2 is a co-requisite for Chemistry +Science EQ-Physical Science, AP Chemistry, AP Biology, or Anatomy Honors #Honors Option		

Scholar Designations

Scholar Diploma Designation

Scholars who meet the following requirements will receive a Scholar Diploma Distinction. This is a special recognition signified on a scholar's diploma.

- Pass the Geometry EOC.
- Earn 1 credit in Algebra 2.
- Earn 1 credit in Statistics or an equally rigorous mathematics course.
- Pass the Biology 1 EOC.
- Earn 1 credit in Chemistry or Physics.
- Earn 1 credit in a course equally rigorous to Chemistry or Physics (any EQ Science course).
- Pass the U.S. History EOC.
- Earn 2 credits in the same World Language.
- Earn at least 1 credit in AP, IB, AICE, or a dual enrollment course.

Florida Seal of Biliteracy Diploma Designation

To encourage study of foreign language and attain biliteracy, scholars who meet the following requirements will receive the Florida Seal of Biliteracy Designation. This is a special recognition signified on a scholar's diploma.

Florida Seal of Biliteracy Silver Seal

- Earned 4 world language course credits in the same language with a cumulative 3.0 GPA or higher.
- Score a 3 on the 10th grade ELA FSA.
- Score a 3 or higher on AP World Language test score.

Florida Seal of Biliteracy Gold Seal

- Earn a 4 world language course credits in the same language with a cumulative 3.0 GPA or higher.
- Score a 4 or 5 on the 10th grade ELA FSA.
- Score a 4 or higher on AP World Language test score.

ACCESS Point Pathway Diploma

The Standard Diploma-Access Points pathway includes requirements for a Standard Diploma for scholars with disabilities for whom the IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate measure of the scholar's skills and instruction in the Access Points is the most appropriate means of providing the scholar access to the general curriculum. For specific requirements, please refer to the "Standard Diploma- Access Point Pathway" chart below or contact the Administration.

Subject Area	Requirements
English Language Arts	4.0 Credits • Access English I, II, III, IV • Proficient score on 10th grade ELA alternate assessment - Results may be waived when mastery of standards is documented through a portfolio

Math	4.0 Credits ● Access Algebra 1 ● Access Geometry ● two other math course ● Proficient score on the Access Algebra assessment - Results may be waived when mastery of standards is documented through a portfolio ● Must take Geometry alternate assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio
Science	3.0 Credits ● Access Biology ● Two other equally rigorous science courses ● Must take Biology alternate assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio
History	3.0 Credits ● Access World History, Access U.S. History, Access U.S. Government, and Access Economics ● Must take U.S. History alternate assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio
Performing Fine Arts	1.0 Credit ● fine or performing arts, speech and debate, or career and technical education
HOPE/PE	1.0 Credit
Required Electives	1.0 Credit ● Moral Philosophy (0.5) ● Senior Thesis (0.5) ● Personal Finance & Money Mgmt(0.5) - required for Class of 2027 and beyond ● 1 credit must be in Self-Determination, Transition Planning, or other career planning course
Electives	5.0 Credits
Grade Point Average: Scholars must graduate with a 2.0 on a 4.0 scale.	

Notes:
Assessments: Proficiency on the Florida Standards Alternate Assessments for grade 10 English Language Arts and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with s. 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in s. 1003.572, F.S.

Portfolios: For those scholars whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the scholar has taken, grades received, scholar work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multimedia portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

Certificate of Completion: Will be awarded to scholars who earn the required 24 credits but fail to pass the assessments under s. 1008.22, F.S., (unless result waiver granted) and/or achieve a 2.0 GPA.

High School Grading

Homework and Classwork

Homework is a fundamental part of our general academic program. It prepares scholars for high school and for entry into the working world upon graduation. It also helps develop a strong work ethic and habits of organization. Homework's immediate educational purpose is:

- to reinforce skills, concepts, and knowledge learned in class;
- to develop good skills and habits of study;
- to practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom;
- to work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention;
- to prepare for the following day's work so that the most can be made of class time; and
- to inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each teen to read, or be read to, at least three times a week and preferably every day. Going to college is not necessarily a goal for everyone, but becoming a thoughtful reader should be if one hopes to be knowledgeable, wise, insightful, and competitive throughout one's lifetime. We believe that becoming a competent reader is critical to being a good scholar and the first step to being able to explore the world. Reading to a child encourages the child's growth and also elevates and informs conversation within the family. In the upper grades, the extra reading time (roughly half an hour) allows for the increasing length of great works of literature. The expected homework time allotment for high school is as follows:

- Grades 9-12 - 100 minutes plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the scholar's organizational skills and study habits, the varying abilities of the scholars, and the nature of the assignments. Scholars are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load (followed by a break, fortunately). Nonetheless, teachers will make every effort to give assignments well enough in advance, and scholars will be encouraged to work on those longer assignments steadily, so that scholars are able to manage their homework along with other activities and adequate sleep.

Weekends and breaks will, for the purposes of homework, be considered one day rather than two or more. For poor or incomplete work, teachers may require scholars to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. So-called "passes" that allow scholars not to do homework for a day will not be entertained at Pineapple Cove Classical Academy.

Grading Scale

Pineapple Cove Classical Academy uses a 4.0 grading scale. The following grading scale has been established by Florida Statute 1003.437 and is used in all Brevard County secondary schools.

90 - 100= A
80 - 89 = B
70 - 79 = C
60 - 69 = D
0 - 59 = F

To average semester grades, the teacher doubles the average of each grading period, adds the semester exam grade and divides by five. The teacher may use either numerical averages or letter grades with the following values assigned: A = 4 points, B = 3 points , C = 2 points, D = 1 point, F = 0 points.

Individual Class Progress

Parents and scholars should be regularly informed of the scholar's progress. Each course will be comprised of the following weighted categories:

- Tests 40%
- Quizzes 30%
- Classwork 20%
- Homework 10%

"Extra credit," whether to make up for work not turned in on time or to increase a scholar's grade, will be discouraged at Pineapple Cove Classical Academy.

Semester Examinations

Semester examinations shall be required for most high school courses. Semester and/or Final Exams are not permitted to be taken early under any circumstances unless approved by the principal. If a scholar does not take their final exam on the scheduled day, they will receive a zero. Once a scholar takes their semester or final exam, the grade will be recalculated. In calculating the semester average (for 9th through 12th grades), each nine-week mark shall count as 40% of the semester grade and the Semester Exam will count as 20%. Credit for high school courses is awarded by semester for all course that do not have an End of Course Exam (EOC). First semester exams must be completed by the last day of the first semester, and second semester final exams must be completed by the last day of school. If final exam make-ups are not completed within the designated due dates, the final grade will remain.

End of Course Exams (EOC) are required for Algebra 1, Geometry, Biology, and U.S. History. Final Course Grade for EOC courses will be calculated and determined as follows: 1st Semester Average = 35%; 2nd Semester Average= 35%; EOC Exam = 30%.

In addition, scholars enrolled in the U.S. Government course will participate in the Florida Civics Literacy Exam. This exam does not count in the student's grade for the course, but a passing score can exempt them from the postsecondary civics literacy requirement in Florida colleges and universities.

Elective teachers (anyone who teaches a course or courses other than Math, English, Science, History, or Foreign Language) will not give traditional midterms or finals. Instead, they will give a culminating project or assessment that will count as the student's midterm or final. Physical Education (PE) – Grades for PE will be dependent on participation and scholars dressing out for class. Scholars will follow their schedule to determine PE days and be prepared to dress out on those days. It is imperative that scholars maintain proper hygiene and always have a clean uniform to dress out in on their scheduled PE days.

Late Assignments/Absences

Late work will be accepted with the following penalties: Submission one day after the due date will result in a 10% reduction of the score earned. (e.g. A score of 80% will be reduced to 70%). Work turned in two days late will result in a 50% reduction of the score earned. Work turned in three days late or more will receive no credit. Scholars who are absent will have two days for each day absent to make-up work. Graded classwork and assessments must be made up at the school. If needed, scholars may be invited to stay after school on Fridays to make-up work missed due to absence. If a scholar receives a failing grade for attendance (absences exceed the 9 days per semester), all grades above 60% will be lowered to 59% and the scholar will receive an "FA" for the course(s) exceeding 9 absences. Grades below 59% will be recorded as earned.

Grade Forgiveness

High School Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course.

Note: Comparable is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE Course Code Directory unless otherwise noted by the district.

Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F", with a grade of "C" or higher, earned subsequently in the same, comparable, or another course.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the scholar's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. (s.1003.4282(5) F.S.)

Explanatory Note: Rule 6A-1.0955(3), F.A.C. requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. scholar records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the scholar. All courses and grades must be included on the scholar's transcript. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a scholar's record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting scholars in meeting the requirements necessary to graduate from high school, including a minimum grade point average and successful completion of academic credit or curriculum

requirements. The school board does not have the authority to purge that scholar's record to delete the first grade. All forgiven courses and grades must be included on a scholar's transcript as an accurate reflection of the scholar's record of achievement.

Tutoring

Pineapple Cove Classical Academy offers tutoring for scholars in need of additional academic instruction during the school year for a nominal fee. Additional instruction is offered by subject for Jr./Sr. high school scholars. The tutoring program is offered each semester and is also dependent upon tutor availability.

Teacher Conferences

Parent/Teacher conferences are scheduled in the fall and spring semesters, generally in the evening. Arrangements for additional conferences may be made with your child's teacher before or after school hours, or during a teacher's planning time.

Academic Textbooks and Supplies

Scholars will receive a variety of books and materials. All books and materials will be marked as Pineapple Cove Classical Academy property. Materials that are loaned or given to scholars are to be treated appropriately. Scholars are responsible for these materials. If materials given or loaned to a scholar are lost or damaged the scholar must pay for any needed replacement. In the case that reimbursement has not been made to Pineapple Cove Classical Academy for lost or damaged materials, no further materials will be issued to that scholar until the past due fees are paid and report cards may be withheld.

Reporting

For scholars to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their scholar's academic progress: Soon after the beginning of the year, teachers will provide an interim report of the scholars' progress through FOCUS. FOCUS will be used to track scholar progress. Parents should monitor scholar progress.

Interim reports are posted in FOCUS halfway through each quarter to all scholars. Report Cards are also posted in FOCUS. Once a semester (after the first and third quarters), parent-teacher conferences will occur to discuss the scholars' academic progress.

Schedule Changes

There will be no class schedule changes during the semester unless it is deemed in the best interest of the scholar by the school as determined by the Principal.

Plagiarism

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a scholar turns in is a scholar's own. Plagiarism compromises this system, is unfair to other scholars in the class who do their own work, and

constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. The use of Artificial Intelligence (AI) programs in any capacity is considered plagiarism. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply paraphrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the scholar has the responsibility to ask how an author should be used in an assignment. Whenever a scholar has been caught plagiarizing, the following process will be followed. The teacher will keep a copy of the scholar's assignment and, whenever possible, a copy of the work in question. The teacher will discuss the matter with the scholar. The teacher will issue a disciplinary referral if plagiarism or cheating has occurred. Either the teacher or the Principal will inform the scholar's parent of the plagiarism or cheating. The scholar will receive a grade of zero on the assignment if it is the first offense. Instances of plagiarism or cheating may be placed in the scholar's permanent record.

Grade Point Average

Unweighted GPA

The cumulative unweighted grade point average includes all courses taken for credit. It is calculated for high school graduation purposes with the exception of those courses retaken under the Grade Forgiveness Policy.

Grade	Grade Points
A	4
B	3
C	2
D	1
F	0

Weighted GPA

The cumulative weighted grade point average includes additional weight for Dual Enrollment, Advanced Placement (AP), as well as Level III (Advanced) high school courses.

Grade	Other Courses	Honors Courses	Dual Enrollment /AP Courses

A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.0	1
F	0	0	0

Class Ranking

Class Ranking (also known as rank-in-class) shall be for the purpose of college admissions and scholarship applications. The release of such individual scholar information shall be in accordance with School Board Policy 8330. Rank-in-class shall be computed on a cumulative unweighted GPA. State universities in Florida recalculate a scholar's grade point average for admissions purposes in accordance with Florida statute and rule.

Upon a scholar or parent request, for purposes of admissions to colleges and universities which are not a part of the Florida state system, and for certain scholarship applications, the rank-in-class procedure utilizing only academic subjects on a weighted basis shall be used.

Honors Graduates

Any scholar with a minimum of a 3.50 cumulative weighted GPA at the end of the first semester during the year prior to graduation shall be declared an honor graduate provided that the scholar maintains a comparable level of performance during the second semester. All high school course grades earned in grades 7-12 are to be included in the grade point average for the determining honor graduates with the following exceptions:

a. Adult education
b. Pass/fail grades (transfer scholars)
c. On-the-job
d. Lowest grade for a course that is repeated

The cumulative weighted grade point average as indicated in the chart above shall be utilized in computing the grade point average.

Valedictorian and Salutatorian

The cumulative weighted grade point averages of seniors are ranked at the end of the first semester of the student's senior year. The top senior becomes Valedictorian and the second senior becomes Salutatorian. In order to be Valedictorian or Salutatorian, a student must have been in attendance at Pineapple Cove Classical Academy for the two years prior to graduation and the entire first semester of their senior year. In addition, they must have earned all credits required for graduation by the end of the regular school year, not counting summer school or unfinished virtual classes.

Accelerated Programs

Advanced Placement (AP)

Advanced Placement (AP) is the enrollment of an eligible secondary scholar in a course offered through the Advanced Placement Program administered by the College Board. Course descriptions and course examinations are prepared by the College Board. Examinations are administered at high school sites in May of each year at a fee established by the College Board.

Scholars who successfully complete the course work in an Advanced Placement class receive credit toward high school graduation. Postsecondary credit for an AP course shall be awarded at Florida public colleges/universities to scholars who score a minimum of three (3) on a 5-point scale on the corresponding AP exam. Although most colleges and universities grant advanced placement and/or credit to scholars presenting AP Examination grades of three (3) or higher, policies on awarding college credit are the decision of the individual institution. All scholars enrolled in an AP course are required to take the AP Exam. Scholars shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the scholar achieves a passing score on the examination. (s. 1007.27(5) F.S.)

The following AP classes are offered based on the scholar interest and enrollment:

- AP English Language and Composition
- AP English Literature
- AP Biology
- AP Chemistry
- AP Latin
- AP US History
- AP Pre-calculus
- AP Calculus AB

Dual Enrollment

The Dual Enrollment Program is an accelerated program that allows eligible public/charter, private and home school secondary scholars to take postsecondary coursework and simultaneously earn high school and college credits. College courses are offered at Eastern Florida State College campuses/centers, including the Eastern Florida State College Online Campus.

It is not the intent of the dual enrollment program to replace the important tenets of a classical high school curriculum; instead, college coursework is intended to enrich and supplement the high school experience.

The eligibility criteria for dual enrollment is based on the scholar's program of study and

selected dual enrollment option. Scholars pursuing a university-transfer Associate in Arts (A.A.) degree must present college-ready reading and writing scores from the ACT, SAT or PERT. In addition, associate degree-seeking scholars must have an unweighted high school grade point average (GPA) of 3.25 (PCCA minimum requirements may exceed EFSC requirements).

Dual Enrollment Eligibility Requirements

To be eligible for Dual Enrollment a scholar must complete the following:

Test Scores and high school GPA determines what classes can be taken.

- Attend PCCA Information Session to learn more about dual enrollment and eligibility requirements
- Meet with PCCA Academic Advisor to confirm eligibility
- Attend an EFSC Dual Enrollment orientation program. The EFSC orientation schedule is available in Guidance and on the EFSC website.
- Meet all requirements of college level test scores: SAT, ACT or PERT.
- Complete EFSC application online and submit to EFSC admission offices.
- Request an official Pineapple transcript be sent to EFSC.
- Meet PCCA requirements (see below).

Pineapple Cove Classical Academy recognizes scholar and parent interest in achieving college credit during high school. The school's mission is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. In keeping with this mission, dual enrollment courses shall not replace or supersede coursework deemed necessary to the completion of a classical curriculum pertinent to achieving these goals. Scholars must be on track to meet promotion and graduation requirements as per the Board scholar Progression Plan.

As such, PCCA may institute requirements for entry and continued enrollment in dual enrollment coursework higher than requirements put forth by Eastern Florida State College or Brevard Public Schools. Additionally, PCCA may require participation in specific courses deemed necessary for a classical education. These additional requirements include:

- Completion of all four years of English courses at PCCA. ENC 1101 or ENC 1102 may not be completed at the college for high school elective credit.
- Completion of Latin 1 and 2 at PCCA. Additional foreign languages needed for high school graduation may be taken at EFSC.
- Scholars may take MAC 1105 (College Algebra) or MGF 1106/1107 (Liberal Arts Math) as the beginning math course. PCCA will not permit scholars to take MAT 1033 (Intermediate Algebra) as it does not meet high school mathematics requirements.
- PCCA will not approve courses that duplicate credit earned through AP coursework.
- Minimum grade point average for EFSC dual enrollment is a 3.25.
- PCCA will only approve courses that may count toward AA degree/transfer coursework.

College-Ready Test Score Requirement

Scholars must submit official college placement scores in reading, writing and mathematics to dual enroll in college credit courses. Approved tests include the ACT, SAT, and PERT. Scores may not be more than 24 months old.

The College must have an official test score report to use your ACT or SAT scores. Scholars should request that the testing agency send their ACT or SAT scores directly to EFSC. Scholars may also go to the SAT or ACT website in the presence of an EFSC staff member and access their score report using their password. The College will copy the report and use your score for official placement.

Continued Dual Enrollment Requirements

Scholar eligibility requirements for continued enrollment in college credit dual enrollment courses must include:

- Scholar continues to be on track to meet promotion and graduation requirements as per the District's scholar Progression Plan.
- Scholar must continuously meet all dual enrollment admission standards for their selected degree or certificate program to maintain eligibility
- Maintenance of a minimum unweighted high school GPA (which includes Dual Enrollment and High School courses) of 3.25,
    - A scholar who fails to meet the above requirements will be ineligible for dual enrollment for a period of one (1) school term.

NOTE:

- Scholars are expected to complete and achieve an overall GPA of 2.0 in college credit dual enrollment coursework taken during a term.
- Brevard Public Schools policy states that a student who earns a college course grade of F or withdraws from a college course will be placed on Dual Enrollment Academic Probation and will remain on probation for the remainder of high school. If the student subsequently earns a college grade F or withdraws from a college course they will be ineligible for dual enrollment for three consecutive college terms. After the term of ineligibility, if the student earns a college course grade of F or withdraws from a college course they will no longer be eligible for dual enrollment.
- PCCA may determine that a scholar may not enroll the next semester in DE classes or be advised to take fewer dual enrollment courses if he/she earns an F or withdraws from a college course.

Distance Learning/Virtual School

Full-time scholars may enroll in courses offered by distance (on-line or correspondence) learning programs, as part of, or in addition to, the regular instructional day. Courses may only be taken through distance learning provided that:

- the administration/guidance approves the course(s) prior to enrollment,
- a comparable course is not offered at PCCA,
- the course content is comparable to the district-adopted course(s), and
- the course or courses are received on an official transcript as defined by the State Uniform Transfer of High School Credits Rule. (s.1003.25(3) F.S.) The principal shall award credit for successful course completion. Exceptions for extenuating circumstances must be approved by the Superintendent or his designee.
- Virtual school may be used for "grade forgiveness" for 7th or 8th graders who make a C or below, or 9th -12th graders who make a D or below.
- Scholars must follow FLVS/BVS attendance/submission policies. The scholar may be withdrawn (W), withdrawn failing (WF), or withdrawn passing (WP); this may be placed on the scholar's transcript. Current Virtual School policy states they may withdraw a scholar after 14 days of no submission of assignments or no contact with the teacher. Please review individual course requirements.
- ALL EOC courses must be completed by the end of the Brevard County school year.
- Scholars enrolled in EOC courses must take spring EOC exams.

Integrity of Online Courses - 1002.321(5) F.S.

It is unlawful for any person to knowingly and willfully take an online course or examination on behalf of another person for compensation. Any person who violates this subsection commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

Bright Futures Scholarship Program

Requirements

(As determined by the postsecondary institution)

- Be evaluated by the Office of Scholar Financial Assistance (OSFA)and determined as meeting the initial eligibility requirements.
- Graduate with a standard high school diploma or its equivalent.
- Be a Florida resident and U.S. citizen or eligible noncitizen.
- Enroll as a degree- or certificate-seeking scholar at a Florida institution in at least 6 non-remedial semester credit hours.
- Complete a Florida Financial Aid Application (FFAA) during their senior year of high school before graduation.

NOTE: The Florida Legislature is authorized to change eligibility and funding requirements. For the most up-to-date eligibility and requirements as well as other scholarships through Bright Futures, please visit https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN or call 1-888-827-2004.

Award Types

Award Name	GPA	Test Scores (Tests must be completed by June 30 of graduation year)	Volunteer Service Hours/ Paid Work Hours/ Combination of Volunteer and Paid Work Hours	Required Academic Courses (Note: Courses listed for FAS and FMS are also the courses needed for admission to State Universities)
FLORIDA ACADEMIC SCHOLARS AWARD (FAS)	3.5 weighted GPA using the 16 credits listed. May include 2 additional academic units to raise GPA (including AP, AICE and IB Fine Arts)	2024-2025 Graduates: SAT 1340 ACT 29 CLT 96 2025-2026 Graduates: SAT 1330 ACT 29 CLT 95	Volunteer 100 or Paid Work 100 or Combination 100 Volunteer Service Hours, Work Hours, or the combination of Volunteer Service and Paid Work Hours must be completed by high school graduation.	❖ 4 English (3 with substantial writing) ❖ 4 Mathematics (Algebra 1 level and above) ❖ 3 Science (two must have substantial laboratory) ❖ 3 Social Studies (World History, US History, US Government, Economics) ❖ 2 Foreign Language (sequential, same language)
MEDALLION SCHOLARS AWARD (FMS)	3.0 weighted GPA using the 16 credits listed. May include 2 additional academic units to raise GPA (including AP, AICE and IB Fine Arts	2024-2025 Graduates: SAT 1210 ACT 25 CLT 84 2025-2026 Graduates: SAT 1190 ACT 24 CLT 82	Volunteer 75 or Paid Work 100 or Combination 100 Volunteer Service Hours, Work Hours, or the combination of Volunteer Service and Paid Work Hours must be completed by high school graduation.	

*Additional information on the Florida Gold Seal Vocational Scholars Award and the Gold Seal CAPE Scholars Award can be found at: https://www.floridastudentfinancialaidsg.org/SAPHome/SAPHome?url=home.

Benacquisto Scholarship Program

The Benacquisto Scholarship Program is a merit scholarship for high school graduates who receive recognition as a National Merit® Scholar. Eligible scholars will receive an award equal to the institutional cost of attendance for an in-state student minus the sum of Bright Futures and the National Merit® award.

The Florida National Merit Scholar Incentive Program is created to reward a high school graduate who receives recognition as a National Merit Scholar or National Achievement Scholar and who initially enrolls in the 2015-2016 academic year or, later, in a baccalaureate degree program at an eligible Florida public or independent postsecondary educational institution. In order to be eligible for an award under the incentive program, a scholar must::

- Earn a standard Florida high school diploma or its equivalent pursuant to s. 1002.3105 F.S., s. 1003.4281 F.S., s. 1003.4282 F.S., or s. 1003.435 F.S. unless: 31 - The scholar completes a home education program according to s. 1002.41 F.S.; or - The scholar earns a high school diploma from a non-Florida school while living with a parent who is on military or public service assignment out of this state.
- Be a National Merit® Scholar.
- Enroll at an eligible Florida postsecondary institution during the fall academic term following high school graduation.

A National Merit® Finalist becomes a Scholar by receiving:
- a National Merit® $2500 Scholarship,
- a Corporate-sponsored Merit Scholarship®, or
- a College-sponsored Merit Scholarship®.

NOTE: “Special” Corporate Scholarships and “Presidential” awards do not qualify a student for the Benacquisto Scholarship.

A scholar may receive the incentive award for a maximum of 100 percent of the number of credit hours required to complete a baccalaureate degree program, or until completion of a baccalaureate degree program, whichever comes first. (s. 1009.893 F.S).

State Required Testing

PCCA provides testing services to all of its scholars. Upon request, the counselor can make arrangements to have interest inventories, intelligence and/or aptitude tests administered. If there is a problem that requires a special evaluation or test, the services of the school psychologist may be provided with the written permission of the parent.

The Florida Assessment of Student Thinking (FAST) and End-of-Course (EOC) assessments are criterion-referenced tests. These tests assess scholar achievement on the knowledge and skills described in the state curriculum framework called the Benchmarks for Excellent Student Thinking (B.E.S.T.).
- All grade nine (9) and grade ten (10) scholars take the FAST ELA Assessment.

- A passing score on the grade ten (10) FAST ELA is required to graduate (or a concordant score on an approved assessment – see chart below).
- The Algebra 1 End-of-Course (EOC) assessment is required for all scholars enrolled in Algebra 1 or an equivalent course. A passing score on this assessment is required for graduation (or a comparative score on an approved assessment – see chart below). The Algebra 1 EOC will count as 30% of the final course grade.
- The Geometry End-of-Course (EOC) assessment will be required for all scholars enrolled in Geometry or an equivalent course. The Geometry EOC will count as 30% of the final course grade.
- The Biology End-of-Course (EOC) assessment will be required for all scholars enrolled in Biology or an equivalent course. The EOC will count as 30% of the final course grade.
- The U.S. History End-of-Course (EOC) assessment will be required for all scholars enrolled in U.S. History or an equivalent course. The EOC counts as 30% of the final course grade.

Concordant and/or Comparative Scores

ELA	
SAT: *EBRW (Evidence Based Reading and Writing)	480
FAST ELA	Lv. 3 or higher
ACT: English and Reading Subtest (Average)	18
Classic Learning Test (CLT) Verbal Reasoning and Grammar/Writing Subject Test (Sum)	36
ALGEBRA	
PSAT/NMSQT Math	430
SAT: Math	420
ACT: Math	16
Algebra EOC	Lv. 3 or higher
Geometry EOC	Lv. 3 or higher

Florida Standards Alternate Assessment (FSAA)

The FSAA is provided for a small number of scholars with significant cognitive disabilities for whom the IEP team has determined and documented the need for an alternate assessment.

WIDA Access for ELLs (WIDA-Alternate Access for ELLs)

WIDA is administered to all ELL scholars (English Language Learners) to assess language acquisition.

College Admissions Testing

Preliminary Scholastic Assessment Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT)

In Brevard, the PSAT is administered in the fall to all grade ten (10) grade scholars as a part of Florida's statewide assessment program. The results of this test are used to determine potential for advanced courses (AP, AICE and DE), to give clear-cut feedback about skills needed for college success, and as concordant/comparative scores for graduation.

The PSAT is also available to grade eleven (11) scholars. These scores are used to determine NMSQT semifinalists. It is recommended that college-bound scholars consider taking this test earlier in their high school career to maximize their performance on future college placement tests.

College Entrance and/or Placement Tests

- **SAT**: SAT Reasoning Test is a test that measures the reading, writing and math levels of high school for all grade eleven (11) scholars to take the SAT.
- **SAT II**: Subject tests that are designed to measure knowledge and the ability to apply that knowledge in specific subject areas.
- **ACT**: A curriculum-based test that measures the skills necessary for college coursework in English, mathematics, reading and science reasoning.
- A**dvanced Placement (AP)**: A series of college level subject area tests taken after the completion of AP/IB/AICE coursework in high school.
- **Postsecondary Education Readiness Test (PERT)**: A series of content specific exams in reading, math and writing to determine if scholars are in need of additional remediation prior to beginning college level courses. College Admission

College Admission Testing Calendar

PSAT/NMSQT	October
SAT I and II	October, November, December, January, May, and June
SAT I only	March
ACT	September, October, December, February, April, and June

Post High School Graduation

Scholars interested in continuing their education at a four-year college, a two-year college, at a business, trade, or technical school should begin early in their high school career to formulate their plans. In choosing a postsecondary institution, a scholar should consider the following:

- Type of educational program available
- High school subjects required for admission
- Specific admission tests required
- Length of time needed for completion of program
- Cost of schooling
- Financial aid available
- Housing facilities
- Location, size, and the accrediting agency of the school

Admission to Two or Four Year Colleges and Universities

Admission to college is based upon an evaluation of one's grade point average (GPA), standardized test scores (SAT I or ACT), letters of recommendation, and personal data (which may include a written essay). Colleges usually determine GPA status based on the following core academic courses: English, social studies, world language, laboratory science, and mathematics beginning with Algebra I. Depending on individual college requirements, other courses may be included in determining the GPA. Scholars can best prepare for college and college entrance tests by taking Level 3 or higher courses. Minimum college entrance course recommendations, in grades 9 through 12 are listed:

- 4 years of English (language arts)
- 4 years of math (Algebra 1 and higher)
- 3 years of science
- 3 years of social studies
- 2 years of a world language

College bound scholars who take a program below this recommendation level may find some difficulty achieving satisfactory scores on college admission tests and entrance to selective institutions.

Many colleges and universities require specific academic subjects for entry. Scholars who are interested in continuing their formal education beyond high school should check college catalogs and discuss their plans with their school counselor.

What Colleges Require

The admission requirements vary from college to college. They may include any or all of the following:

- An application fee, usually non-refundable. Many colleges will waive this fee under special circumstances. See your counselor for details.

- An official application form providing information about your background, previous education, and college plans. Many colleges will waive this fee under special circumstances. See your counselor for details.
- An official high school transcript of your courses, final grades and test scores.
- One or more standardized admission tests. The most common tests used are SAT I, SAT II and ACT. Visit www.collegeboard.com and www.act.org for further information on these tests. (Plan to take these tests at least six weeks before the college's application deadline to allow enough time for the score report to reach the college.)
- One or more letters of recommendation from a teacher and/or school counselor. Generally, colleges are interested in what you have accomplished in high school and what kind of school citizen you are; however, some institutions may also accept recommendations from a member of the clergy, alumnus, or adult member of the community. As a courtesy, you should give your recommenders ample time to complete the recommendations prior to the college deadline.
- A personal essay or autobiographical statement is required by some institutions, particularly four year private colleges. This is your chance to express your individuality in a way that will set you apart from other applicants.
- An interview with a college admissions officer is in your best interest. This is your chance to personally express your background, your interests and goals and why you are interested in the college. It is also a time for you to ask questions for more information needed about a college in order to make an informed decision.

High School Athletic Eligibility

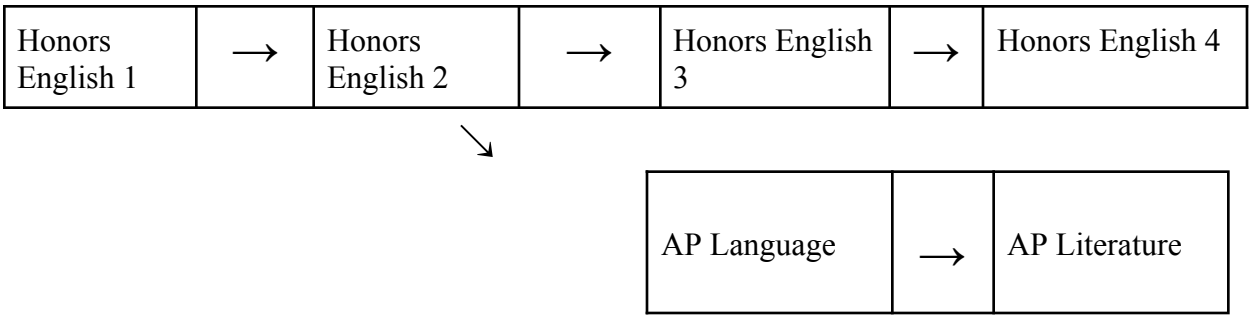
In order to participate on an interscholastic athletic team, each prospective athlete must:

- ❖ Be regularly enrolled and in regular attendance.
- ❖ Document his/her initial eligibility with a birth certificate.
- ❖ Be less than 19 years, 9 months old through the entire season of the sport in which he/she participates.
- ❖ Meet all scholastic requirements as follows:
  - a. Must have a cumulative 2.5 GPA based on all courses taken, and
  - b. Must not have entered 10th grade more than three years ago.
- ❖ Complete FHSAA required documents and meet all FHSAA eligibility requirements.

Course Sequence

English Language Arts

9th Grade	→	10th Grade	→	11th Grade	→	12th Grade
↓		↓		↓		↓
English 1	→	English 2	→	English 3	→	English 4



NOTE: Four English Language Arts credits required for graduation.

Mathematics

This chart is used to indicate a common sequence for high school mathematics. It is not a system for tracking. For example, a student who begins the sequence with Algebra 1 could take Geometry Honors the following year, based on performance and teacher recommendation. Jr./Sr. Level Course options vary.

In addition to the Honors and AP Advanced Math classes listed below, there are Dual Enrollment options. Please speak to your school counselor.

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Accelerated Math Grade 7	Algebra 1 Honors	Geometry Honors	Algebra 2 Honors	AP Pre-Calculus	AP Calculus AB DE College Math Course
Accelerated Math Grade 7	#Algebra 1	#Geometry	#Algebra 2	Math for College Liberal Arts	AP Pre-Calculus DE College Math Course
Grade 7 Math	Grade 8 PreAlgebra	#Algebra 1	#Geometry	#Algebra 2 Math for College Liberal Arts	Math for College Liberal Arts #Algebra 2

Science

9th Grade	→	10th Grade	→	11th Grade	→	12th Grade
Biology (Regular or Honors)	→	Chemistry (Regular or Honors)	→	Physics (Regular or Honors strongly recommended) OR EQ Science Course	→	EQ or Non EQ Science Course
Biology (Regular or Honors)	→	Physical Science (Regular or Honors)	→	Chemistry (Regular or Honors)	→	EQ or Non EQ Science Course

EQ Science Courses (Required for 3rd Science)**PCCA will typically offer Physics and 1 additional EQ Science a year.	PCCA NON EQ Science Courses (Can be used for 4th Science or elective)
• AP Courses • #Anatomy and Physiology • #Chemistry • #Astronomy Solar/Galactic • #Environmental Science • #Physical Science • #Physics # Honors available	• Astronomy Solar/Galactic (non honors) • Forensic Science 1 or Forensic Science 2 • Marine Science 1 or #Marine Science 2

Math and Science Recommended Co-Requisites

9th Grade	→	10th Grade	→	11th Grade	→	12th Grade
Honors Biology Honors Geometry	→	Honors Chemistry Honors Algebra 2	→	Honors Physics AP Pre-Calculus	→	Dual Enrollment Science or EQ Science or elective AP Calculus or DE Math
Biology Geometry	→	Chemistry Algebra 2	→	Physical Science Math for College	→	Physics or Dual Enrollment Science or EQ Science or elective

				Liberal Arts		AP Pre-Calculus or DE Math
Biology (Regular or Honors) Algebra 1 (Regular or Honors)	→	Physical Science (Regular or Honors) Geometry (Regular or Honors)	→	Chemistry (Regular or Honors) Algebra 2 (Regular or Honors)	→	Physics or (Regular or Honors) EQ Science or elective Honors PreCalculus or Math for College Algebra

Notes:
- **Algebra 2 a co-requisite for Chemistry**
- **Typically, Algebra 2 (regular) will not proceed AP Pre-Calculus**

Social Studies/History

9th Grade	→	10th Grade	→	11th Grade	→	12th Grade
↓		↓		↓		↓
World History Honors World History	→	US History Honors US History AP US History Course	→	US Government and Economics Honors US Government and Economics	→	Philosophy Honors and Semantics and Logic Honors And Visions and Countervisions

NOTE: Three of the four social studies credits required for graduation must include one credit each in World History, US History, and US Government/Economics. PCCA requires Visions and Countervisions, Semantics and Logic Honors, and Philosophy Honors for graduation.

HIGH SCHOOL CURRICULUM

Language Arts

English 1
1001310
1.0 credit
The purpose of this course is to provide English 1 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn, analysis of literature and informational texts from varied literary periods to examine, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions, collaboration amongst peers.

English 1 Honors
1001320
1.0 credit
The purpose of this course is to provide English 1 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine writing for varied purposes, effective listening, speaking; and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; collaboration amongst peers.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

English 2
1001340
1.0 credit
The purpose of this course is to provide grade 10 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine; writing for varied purposes; effective listening, speaking, and viewing

strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

English 2 Honors
1001340
1.0 credit
The purpose of this course is to provide grade 10 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access English 3
7910130E
1.0 credit
The purpose of this course is to provide grade 11 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine:writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities.

English 3
1001370
1.0 credit
The purpose of this course is to provide grade 11 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn: analysis of literature and informational texts from varied literary periods to examine: writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

English 3 Honors
1001380
1.0 credit
The purpose of this course is to provide grade 11 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn: analysis of literature and informational texts from varied literary periods to examine: writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

English 4
1001400
1.0 credit
The purpose of this course is to provide grade 12 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness; active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

English 4 Honors
1001410
1.0 credit
The purpose of this course is to provide grade 12 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness; active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a

claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access English 4
7910135
1.0 credit
The purpose of this course is to provide grade 12 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness; active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities.

Advanced Placement English Language
1001420
1.0 credit
AP English Language and Composition equates to an introductory college course in rhetorical analysis and composition. AP English Language and Composition is different from other high school English courses because it focuses on rhetoric. While promoting writing in many contexts for a variety of purposes, the English Language course is the place where nonfiction texts and contexts take center stage. Here scholars think deeply about language as a persuasive tool and about the dynamic relationship of writer, context, audience, and argument. Scholars who take this course are required to take the Advanced Placement examination administered by the College Board. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum.

Prerequisite: This course is offered to 11th and 12th graders who have completed two years of high school English courses, mastered the skills required for the Honors English classes, maintained a minimum of 85% in prior English classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Advanced Placement English Literature
1001430
1.0 credit
AP English Literature and Composition equates to an introductory literary analysis course in college. AP English Literature challenges scholars to read and interpret a wide range of imaginative works. The course invites scholars to explore a variety of genres and literary periods and to write clearly about the literature they encounter. On a daily basis, it asks them to read critically, think clearly, and write concisely. By the end of the course, scholars will have cultivated a rich understanding of literary works and acquired a set of analytical skills they will use throughout their lives. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum.

Prerequisite: This course is offered to 11th and 12th graders who have completed two years of high school English courses, mastered the skills required for the Honors English classes, maintained a minimum of 85% in prior English classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Debate 1
1007330
1.0 credit
This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.

Creative Writing 1

1009320
1.0 credit
The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

Creative Writing 2
1009330
1.0 credit
The purpose of this course is to enable students to continue developing and applying writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

Mathematics

Algebra 1
1200310
1.0 credit
Algebra I is the foundation for mathematical studies and is the prerequisite for all subsequent secondary math courses. Mastery of all operations is expected so that scholars can deepen understanding through application using order of operations, algebraic expressions, functions and equations. scholars will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions.Includes developing an understanding of relationships between quantities and reasoning descriptive with equations; linear and exponential relationships; statistics; expressions and equations; and quadratic functions and Modeling.

Algebra 1 Honors
1200320
1.0 credit
Algebra I is the foundation for mathematical studies and is the prerequisite for all subsequent secondary math courses. Mastery of all operations is expected so that scholars can deepen understanding through application using order of operations, algebraic expressions, functions and equations. scholars will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions. Includes developing an understanding of relationships between quantities and reasoning descriptive with equations; linear and exponential relationships; statistics; expressions and equations; and quadratic functions and Modeling.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access Algebra 1
7912075
1.0 credit
Algebra I is the foundation for mathematical studies and is the prerequisite for all subsequent secondary math courses. Mastery of all operations is expected so that scholars can deepen understanding through application using order of operations, algebraic expressions, functions and equations. scholars will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions.Includes developing an understanding of relationships between quantities and reasoning descriptive with equations; linear and exponential relationships; statistics; expressions and equations; and quadratic functions and Modeling.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities. This course may be taken for up to two credits.

Geometry
1206310
1.0 credit
This course enables the scholar to understand the basic structure of geometry and to develop growth in understanding the deductive method. The objectives are to use and strengthen algebraic skills and gain knowledge of the methods of coordinate geometry. scholars also learn how to organize thoughts in developing formal proofs. Topics include: induction, deduction, angle relationships, lines, planes, coordinate geometry, areas, and volume.

Geometry Honors
1206320
1.0 credit
This course enables the scholar to understand the basic structure of geometry and to develop growth in understanding the deductive method. The objectives are to use and strengthen algebraic skills and gain knowledge of the methods of coordinate geometry. scholars also learn how to organize thoughts in developing formal proofs. Topics include: induction, deduction, angle relationships, lines, planes, coordinate geometry, areas, and volume.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access Geometry
7912065
1.0 credit

This course enables the scholar to understand the basic structure of geometry and to develop growth in understanding the deductive method. The objectives are to use and strengthen algebraic skills and gain knowledge of the methods of coordinate geometry. scholars also learn how to organize thoughts in developing formal proofs. Topics include: induction, deduction, angle relationships, lines, planes, coordinate geometry, areas, and volume.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities. This course may be taken for up to two credits.

Algebra 2
1200330
1.0 credit
Building on the work with linear, quadratic, and exponential functions, this course extends the repertoire of functions to include polynomial, rational, radical and trigonometric functions. scholars work closely on modeling and application of functions while finishing with inferences and conclusions of data along with application of probability and statistics.

Algebra 2 Honors
1200340
1.0 credit
Building on the work with linear, quadratic, and exponential functions, this course extends the repertoire of functions to include polynomial, rational, radical and trigonometric functions. scholars work closely on modeling and application of functions while finishing with inferences and conclusions of data along with application of probability and statistics.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access Algebra 2
7912095
1.0 credit
Building on the work with linear, quadratic, and exponential functions, this course extends the repertoire of functions to include polynomial, rational, radical and trigonometric functions. scholars work closely on modeling and application of functions while finishing with inferences and conclusions of data along with application of probability and statistics.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level

expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities. This course may be taken for up to two credits.

Financial Algebra
1200387
1.0 credit
Financial Algebra provides a real-life framework to apply upper-level mathematics standards. In our consumer-based society, a mathematics course that addresses the results of financial decisions will result in more fiscally responsible citizens. This course will give scholars the opportunity to apply mathematics found in financial topics such as personal investments, retirement planning, credit card interest, and savings. Financial Algebra is designed for scholars who have completed Algebra 1 and Geometry. The course would be a bridge to upper-level mathematics such as Algebra 2 and Advanced Topics.

Math for College Readiness
120070
1.0 credit
This course is targeted for scholars who are not yet "college ready" in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

Math for College Liberal Arts
1207350
1.0 credit
In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

Math for College Algebra
1200710
1.0 credit
In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

Advanced Placement Precalculus
1202305
In AP Precalculus students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other higher-level mathematics and science courses.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Advanced Placement Calculus AB
1202310
1.0 credit
AP Calculus AB focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multirepresentational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus.

Prerequisite: This course is offered to 11th and 12th graders who have completed four years of high school Mathematics courses, mastered the skills required for the Honors Mathematics classes, maintained a minimum of 85% in prior Mathematics classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This

course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Science

Biology
2000310
1.0 credit
The purpose of this course is to provide scholars with an understanding of the basic concepts and issues of living organisms. The content includes chemistry of life from a biological perspective, cellular structure and function, heredity, mechanisms of biological diversity, interdependence of living organisms as well as a survey of living organisms, animal anatomy and physiology. Laboratory experiments are an integral part of this course.

Biology Honors
2000320
1.0 credit
This course investigates the full spectrum of biological topics, ranging from the molecular to the organismal level (biochemistry, cell biology, genetics, evolution, physiology, and ecology). The course is taught from an evolutionary perspective and is intended to prepare highly motivated scholars for their future course work in advanced level science classes. The Honors Biology course is fast-paced and rigorous; scholars are expected to process their learning well beyond simple rote memorization. The course requires more time outside the classroom for preparation, study, and completion of assignments than the Biology course.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access Biology
7920015
1.0 credit
The purpose of this course is to provide scholars with an understanding of the basic concepts and issues of living organisms. The content includes chemistry of life from a biological perspective, cellular structure and function, heredity, mechanisms of biological diversity, interdependence of living organisms as well as a survey of living organisms, animal anatomy and physiology. Laboratory experiments are an integral part of this course.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access

points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities. This course may be taken up to two times for credit.

Chemistry
2003340
1.0 credit
The emphasis in this course is on the description of the physical properties of matter and the changes these properties undergo during a chemical reaction. The solid, liquid, and gaseous states are described by laboratory exercises. The structure of the atom and the processes involved in forming compounds are discussed with special attention to the topics of oxidation/reduction, stoichiometry, kinetics and equilibrium. The comparative chemistry of elements is stressed throughout the course. Lab work is required.

Chemistry Honors
2003350
1.0 credit
Emphasizes the study of composition, properties, and changes associated with matter. Includes measurement, classification and structure of matter, atomic theory,molecules, periodicity, chemical bonding, formula writing, nomenclature, chemical equations, stoichiometry, kinetic theory, gas laws, acids and bases, energy relationships, solids, liquids and solutions. Experimental design and laboratory investigations are an integral part of this course.The course requires more time outside the classroom for preparation, study, and completion of assignments than the Chemistry course.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Advanced Placement Chemistry
2003370
1.0 credit
Provides college level learning in chemistry and prepares the student to seek credit and/or appropriate placement in college chemistry courses. Includes structure of matter (atomic theory and atomic structure, chemical bonding, and nuclear chemistry), states of matter (gases, liquids, solids, and solutions), reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry. AP Chemistry is equivalent to a college-level general Chemistry course.

Prerequisite: This course is offered to scholars who have mastered the skills required for previous Chemistry and Algebra 2 classes, maintained a minimum of 85% in prior Chemistry and Algebra 2 classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report when applicable.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Advanced Placement Biology
2000340
1.0 credit
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology course is equivalent to a two-semester college introductory Biology course for Biology majors.

Prerequisite: This course is offered to scholars who have mastered the skills required for previous Biology and Chemistry classes, maintained a minimum of 85% in prior Biology and Chemistry classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report when applicable.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Physics
2003380
1.0 credit
Emphasizes the theories and laws governing the interaction of matter, energy, and the forces of nature. Includes mechanics, thermo-dynamics, wave phenomenon, magnetism, nuclear physics and electricity. Experimental design and laboratory investigations are integral.

NOTE: It is strongly recommended that scholars who intend to attend a 4-year college or university take a Physics course in high school.

Physics Honors
2003390
1.0 credit

Emphasizes the theories and laws governing the interaction of matter, energy, and the forces of nature. Includes mechanics, thermo-dynamics, wave phenomenon, magnetism,nuclear physics and electricity. Experimental design and laboratory investigations are integral. It is strongly recommended that scholars who intend to attend a 4-year college/university take a Physics of these courses in high school.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Anatomy and Physiology Honors
2000360
1.0 credit
While the content focus of this course is consistent with the Anatomy and Physiology course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Physical Science
2003310
1.0 credit
This is an introductory course designed to provide students an understanding of common chemistry and physics principles and methods. Topics include, but are not limited to:

Measurement & Calculations, Motion & Force, Energy, Electricity & Magnetism, Waves, Matter, Atomic Structure, Periodic Law, Chemical Bonding, Chemical Reactions.

Physical Science Honors
2003320
1.0 credit
This is an introductory course designed to provide students an understanding of common chemistry and physics principles and methods. Topics include, but are not limited to: Measurement & Calculations, Motion & Force, Energy, Electricity & Magnetism, Waves, Matter, Atomic Structure, Periodic Law, Chemical Bonding, Chemical Reactions.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access Physical Science
7920022
1.0 credit
This is an introductory course designed to provide students an understanding of common chemistry and physics principles and methods. Topics include, but are not limited to: Measurement & Calculations, Motion & Force, Energy, Electricity & Magnetism, Waves, Matter, Atomic Structure, Periodic Law, Chemical Bonding, Chemical Reactions.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities. This course may be taken up to two times for credit.

Astronomy Solar/Galactic Honors
2020910
1.0 credit
Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe that surrounds us. This course will introduce you to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, you will examine the life cycle of stars, the properties of planets, and the exploration of space.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater

demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Environmental Science
2001340
1.0 credit
This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

Forensic Science 1
2002480
1.0 credit
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Marine Science 1
2002500
1.0 credit
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Marine Science 2
2002520
1.0 credit
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Social Studies/History

Honors/Advanced Social Studies courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

World History
2109310
1.0 credit
This course covers world history from the origins of humans to 1500 and examines the political, social, economic, scientific, and cultural events that have affected human civilizations. It has two main approaches. First, scholars will explore the values held by ancient people in relation to contemporary ones. Scholars will examine how earlier beliefs about authority, the organization of society, the divine and the world at large differ from or complement modern views. Second, we will reflect upon historical processes such as migration, trade, warfare, the development of technology and cultural exchange. Scholars will investigate how these processes changed individual lives at different periods in pre-modern history.

World History Honors
2109310
1.0 credit
This course covers world history from the origins of humans to 1500 and examines the political, social, economic, scientific, and cultural events that have affected human civilizations. It has two main approaches. First, scholars will explore the values held by ancient people in relation to contemporary ones. scholars will examine how earlier beliefs about authority, the organization of society, the divine and the world at large differ from or complement modern views. Second, we will reflect upon historical processes such as migration, trade, warfare, the development of

technology and cultural exchange. Scholars will investigate how these processes changed individual lives at different periods in pre-modern history. The course requires more time outside the classroom for preparation, study, and completion of assignments than the World History course.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

U.S. History
2100310
1.0 credit
A survey of the history of our nation, U.S. History places emphasis on the period beginning with European colonization to the present. Through a close examination of the American past, scholars will gain a truer appreciation and understanding of the forces that have shaped our country.

U.S. History Honors
2100320
1.0 credit
A survey of the history of our nation, U.S. History places emphasis on the period beginning with European colonization to the present. Through a close examination of the American past, scholars will gain a truer appreciation and understanding of the forces that have shaped our country.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Advanced Placement U.S. History
2100330
1.0 credit
This course prepares scholars for the Advanced Placement Examination in United States History. It aligns with the curricular and skills requirements as outlined by College Board in the nine historical periods are thematically investigated for significant events, individuals, developments, and processes from 1491 to the present. It takes a chronological approach to American history while also exploring the key themes of: Identity; Work, Exchange and Technology; Peopling; Politics and Power; America and the World; Environment and Geography: Physical and Human and Ideas, Beliefs and Culture.

Prerequisite: This course is offered to 10th graders who have completed World History, mastered the skills required for the World History Honors, maintained a minimum of 85% in

prior History classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report when applicable.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

United States Government
2106310
0.50 credit
This one semester course examines the structure of the American government and political system. scholars will gain an understanding of essential political practices that will equip them to actively participate in our society. Emphasis is placed on the organization of our government and the processes that facilitate its function as well as on the individual's role and responsibility in both government and politics and examines the American governmental structure and political behavior at the federal, state, and local level. As well, the course examines the effect of each level of government upon the individual citizen.

United States Government Honors
2106320
0.50 credit
This one semester course examines the structure of the American government and political system. scholars will gain an understanding of essential political practices that will equip them to actively participate in our society. Emphasis is placed on the organization of our government and the processes that facilitate its function as well as on the individual's role and responsibility in both government and politics and examines the American governmental structure and political behavior at the federal, state, and local level. As well, the course examines the effect of each level of government upon the individual citizen.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access United States Government
7921015
0.50 credit
This one semester course examines the structure of the American government and political system. scholars will gain an understanding of essential political practices that will equip them to actively participate in our society. Emphasis is placed on the organization of our government and

the processes that facilitate its function as well as on the individual's role and responsibility in both government and politics and examines the American governmental structure and political behavior at the federal, state, and local level. As well, the course examines the effect of each level of government upon the individual citizen.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities.

Economics
2102310
0.50 credit
The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Economics Honors
2102320
0.50 credit
The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Honors Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Global Studies
2104320
1.0 credit

The primary content emphasis for this course pertains to the study of the commonalities and differences among the peoples and cultures of the world and the complex nature of individual, group and national interactions in today's world.

Comprehensive Law Studies
2106370
1.0 credit
The primary content emphasis for this course pertains to the study of the commonalities and The grade 9-12 Comprehensive Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence.

Personal Finance and Money Management
2102371
1.0 credit
In Personal Finance and Money Management, instructional time will emphasize seven areas: (1) exploring how personal financial decisions are made, including understanding how cognitive biases impact decision making; (2) understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options; (3) developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services; (4) analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions; (5) determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans; (6) developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk; and (7) recognizing that there are risks that can result in lost income, health, or identity and that those risks can be accepted, reduced, or transferred to others through the purchase of insurance. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. This course meets the statutory requirement outlined in Section 1003.4282(3)(h), Florida Statutes, which states that beginning with students entering grade 9 in the 2023-24 school year, each student must earn one-half credit in personal financial literacy and money management

Philosophy Honors

1004300
0.50 credit
The purpose of this class is to introduce scholars to the basics of moral philosophy as it has been understood within the western tradition. The focus will be on those authors who have been most foundational to philosophy: Plato, Aristotle, Cicero, and Aquinas. The course will also aim to provide an overview of the various changes and developments that have occurred in ethical thought, to provide scholars with various perspectives that will help sharpen their own thinking about moral matters.

Semantics and Logic Honors
2105355
0.50 credit
This course provides the opportunity for scholars to prepare, write, and defend their senior thesis. Each scholar's education at PCCA points to the Senior Thesis. It is a 10-15 page dissertation in which the student explores and defends a philosophical topic. Seniors complete the complementary Philosophy and Senior Thesis course under the supervision of a formal instructor and additional academic advisor. The thesis is then presented and defended before a three-member panel.

Visions and Countervisions: Europe, U.S. and the World from 1848 Honors
2100480
1.0 credit
The grade 9-12 Visions and Countervisions course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of major concepts and trends evidenced in the United States, Europe, and the world from 1848 to the present. Content should include, but is not limited to, the visions of revolution, nationalism, and imperialism evidenced in European history from 1848 to 1918, international politics from 1918 to 1945 emphasizing post-war Europe, cultural identities following nationalist and independent movements, the development and rise of communism, domestic issues affecting the United States from 1880 to the present, and the United States economic, political, and social policies and their effects on the world from 1898 to the present.

Psychology 1
2107300
0.50 credit
Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

NOTE: This course is offered only as an elective at Pineapple Cove Classical Academy.

Psychology 2

2107310
0.50 credit
Prerequisite: Psychology 1
Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

NOTE: This course is offered only as an elective at Pineapple Cove Classical Academy.

World Languages

Latin 1
0706300
1.0 credit
Latin 1 introduces scholars to the target language and its culture. The scholar will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the language. An introduction to writing is also included as well as culture, connections, comparisons, and communities. Latin scholars will focus more on reading and interpreting written passages rather than using oral modes of communication.

NOTE: Can be taken in 8th grade for high school credit.

Latin 2
0706310
1.0 credit
Latin 2 expands the skills acquired by scholars in Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin scholars will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. Latin scholars will focus more on reading and interpreting written passages rather than using oral modes of communication.

Honors Latin 3
0706320
1.0 credit
Latin 3 expands the skills acquired by scholars in Latin 2. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In

presentational speaking, Latin scholars will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. For presentational writing, scholars will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes. Latin scholars will focus more on reading and interpreting written passages rather than using oral modes of communication.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Advanced Placement Latin
0706375
1.0 credit
This course follows the Advanced Placement Program guidelines, with emphasis on both Vergil's Aeneid and Caesar's Gallic War. The scholar will translate a prepared passage from the syllabus into idiomatic English; discuss particular motifs or general themes suggested by the passage; and critically analyze the qualities of English translations of a particular passage. There will also be a focus on learning Vergilian and Caesarian vocabulary that will be helpful on the SAT exam. Scholars who take this course are required to take the Advanced Placement examination administered by the College Board.

Prerequisite: This course is offered to scholars who have mastered the skills required for previous Latin classes, maintained a minimum of 85% in prior Latin classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report when applicable.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Spanish 1
0708340
1.0 credit
Spanish 1 introduces scholars to the target language and its culture. The scholar will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

Spanish 2

0708350
1.0 credit
Spanish 2 reinforces the fundamental skills acquired by the scholars in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Spanish 3 Honors
0708360
1.0 credit
Spanish 3 provides mastery and expansion of skills acquired by the scholars in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Spanish 4 Honors
0708370
1.0 credit
Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Physical and Health Education

HOPE
3026010
1.0 credit

The purpose of these courses are to develop and enhance healthy behaviors that influence lifestyle choices and scholar health and fitness. scholars will realize the full benefit of this course when it is taught with an integrated approach. In addition to the physical education content represented in the benchmark, specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Alcohol, Tobacco, and Drug Prevention, Human Sexuality including Abstinence and HIV and Internet Safety.

NOTE: Meets the one credit Physical Education graduation requirement.

Individual and Dual Sports 1
1502410
0.50 credit
Develops the physical skills necessary to be competent in sports that require one or two players. Knowledge of offensive and defensive strategies and tactics and appropriate social behaviors within both competitive and non-competitive activity settings. The integration of fitness concepts throughout the content is critical to scholar success in this course and in the development of a healthy and physically active lifestyle

Individual and Dual Sports 2
1502420
0.50 credit
Individual and Dual Sports 2 builds on skills learned in Individual and Dual Sports 1. Advanced movement techniques, offensive and defensive strategies as well as biomechanical principles are included in coursework. Fitness concepts are integrated throughout the content. This course encourages scholar participation in individual and dual sports as lifetime activities.

Individual and Dual Sports 3
1502430
0.50 credit
Individual and Dual Sports 3 builds on skills learned in Individual and Dual Sports 1 and 2. Advanced movement techniques, offensive and defensive strategies as well as biomechanical principles are included in coursework. Fitness concepts are integrated throughout the content. This course encourages scholar participation in individual and dual sports as lifetime activities.

Team Sports 1
1503350
0.50 credit
Team Sports 1 improves the scholar's knowledge and application of skills, techniques, strategies, rules, and safety practices. The course also provides opportunities to practice good sportsmanship through sports such as basketball, soccer, softball, volleyball, flag football; and may include: field hockey, lacrosse, flag rugby, or team handball.

Team Sports 2
1503360
0.50 credit

Team Sports 2 provides additional in depth instruction and scholar leadership opportunities. The course improves the scholar's knowledge and application of skills, techniques, strategies, rules, and safety practices. The course also provides opportunities to practice good sportsmanship through sports such as basketball, soccer, softball, volleyball, flag football; and may include: field hockey, lacrosse, flag rugby, or team handball.

Fitness Lifestyle Design
1501310
0.50 credit
This course analyzes the long-term benefits of participating in physical activity, and increases scholars' knowledge and understanding of the principles, procedures, and techniques of personal fitness, including use of equipment, planning, and training. Students will engage in physical activity in this course.

First Aid and Safety
0800320
0.50 credit
This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention. The content should include, but is not limited to, the following: Injury prevention and safety, safety promotion, first aid procedures, adult, child, and infant CPR, and AED procedure, disaster preparedness, environmental health (community resources and services), community health and consumer health (career and public service opportunities).

Comprehensive Fitness
1501390
0.50 credit
This fitness course is designed for high school students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success. Through the course students will design, implement and assess a personal fitness program.

Personal Fitness
1501300
0.50 credit
This fitness course is designed for high school students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

Research and Critical Thinking Skills

Critical Thinking and Study Skills

1700370
0.50 credit
Critical Thinking and Study Skills provides scholars opportunities to develop test taking skills and demonstrates proficiency on standardized tests. Scholars will also study vocabulary and word attack skills, apply critical thinking skills to mathematics, practice overall test taking strategies, and develop an understanding of college entrance examination formats.

Engaged Citizenship Through Service Learning
2104350
1.0 credit
This course provides an introduction and opportunities for leadership in the areas of service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. scholars will actively participate in meaningful service-learning experiences of at least 30 hours' duration.

Leadership Skills Development
2400300
1.0 credit
The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. The content should include, but not be limited to, the following: study in self-understanding, development in such areas as goal setting, self-actualization, and assertiveness, and study of organizational theories and management.

Leadership Techniques Honors
2400310
1.0 credit
This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, data collection for project needs, evaluation of community organizations, purpose of local government,and the role of leadership in a democratic society. The content should include, but not be limited to, the following: development in areas such as self-esteem, goal setting, and character building and enhanced leadership skills and the ability to function in both a group setting and the community.

Learning Strategies
7963080
1.0 credit
The purpose of this course is to enable scholars with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the scholar's individual educational plan (IEP).

Research 1
1700300
1.0 credit
The purpose of this course is to enable scholars to develop fundamental knowledge of the steps

in the research process. The content should include, but not be limited to, the following: nature and purpose of research, research questions and hypotheses, research methods and procedures, review of literature and other resources, primary and secondary sources, directed investigations, organization of information, report formats, styles, and content, critical analysis of research, and submission of a major independent research project.

Research 2
1700310
1.0 credit
The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions. The content should include, but not be limited to, the following: research process, research topics, research questions and hypotheses, definition, analysis, and evaluation of research questions, review of literature and other resources, primary and secondary sources, formulation of hypotheses, organization of information, report formats, styles, and content, directed investigations, and critical analysis of research.

Career Research and Decision Making
1700380
1.0 credit
The purpose of this course is to develop career planning competencies, enabling students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job. The content should include, but not be limited to, the following: goal-setting and decision-making processes, self-assessment, sources of career information, occupational fields and educational requirements, postsecondary education and training opportunities, writing, listening, viewing, and speaking skills for applications and interviews, financial planning and sources of educational financial assistance, and career planning.

Performing and Fine Arts

All courses listed in this section will meet performing fine arts graduation requirement. Students must demonstrate mastery of appropriate performance standards to receive credit in all courses. These courses incorporate hands-on activities and consumption of art materials.
Note for ALL Chorus and Theatre Courses: Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Creating Two-Dimensional Art
0101355
0.50 credit
Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

Two-Dimensional Studio Art 1
0101300
1.0 credit
This course provides opportunities to explore media and techniques used to create a variety of two-dimensional (2-D) artworks through drawing, painting, printmaking, collage, and/or design. scholars practice, sketch, and manipulate the basic elements of art and principles of design to improve mark-making and develop purposeful compositions created from observation, research, or imagination. Through critique processes, scholars learn to reflect, evaluate and respond to artwork.

Two-Dimensional Studio Art 2
0101310
1.0 credit
This course focuses on further development, refinement, and progression of the Two-Dimensional Art 1 content and provides opportunities to explore media and techniques used to create a variety of two-dimensional (2-D) artworks through drawing, painting, printmaking, collage, and/or design. scholars practice, sketch, and manipulate the basic elements of art and principles of design to improve mark-making and develop purposeful compositions created from observation, research, or imagination. Through critique processes, scholars learn to reflect, evaluate and respond to artwork.

Two-Dimensional Studio Art 3 Honors
0101320
1.0 credit
Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Painting 1
0104365
0.50 credit

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

Portfolio Development: Two-Dimensional Design Honors
0109320
1.0 credit
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Three-Dimensional Studio Art 1
0101330
1.0 credit
Scholars explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. scholar artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the

surface and structural qualities of the completed art forms. Scholars in the 3-D art studio focus on use of safety procedures for process, media, and techniques. scholar artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Three-Dimensional Studio Art 2
0101320
1.0 credit
In this course students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheelthrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

Three-Dimensional Studio Art 3 Honors
0101320
1.0 credit
Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus

on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Portfolio Development: Three-Dimensional Design Honors
0109330
1.0 credit
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Painting 1
0104365
0.50 credit
Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

Ceramics/Pottery 1
0102305
0.50 credit
Students explore how much space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids,

volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail. size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Theatre 1
0400310
1.0 credit
This course is designed for scholars with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce scholars to acting and character development. Incorporation of other art forms in theatre also helps scholars gain appreciation for other art forms, such as music, dance, and visual art.

Theatre 2
0400320
1.0 credit
This course is designed for scholars with a year of experience or more. Classwork builds on skills learned in level 1, and focuses on characterization and playwriting/playwrights' contributions to theatre. Improvisation, creative dramatics, and exploration of the technical aspects of scene work help scholars challenge and strengthen their acting skills.

Theatre 3 Honors
0400330
1.0 credit
This course is designed for scholars with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. scholars regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, scholars assemble a portfolio showcasing a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

Theatre 4 Honors
0400340
1.0 credit
This course provides opportunities for scholars with extensive theatre experience to build on Theatre 3 skills. Scholars work independently and are self-directed in study and performance.

Musical Theater 1
0400700
1.0 credit
This is a course for scholars with little or limited experience in musical theatre that focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. scholars survey the evolution of music through a humanities approach and representative literature. Music theatre scholars explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals.

Musical Theater 2
0400710
1.0 credit
This course further examines the content in level 1 and is designed for scholars with a year or more experience in musical theatre. Scholars learn from the styles and techniques used by well-known singer-actor-dancers and choreographers, examine contributions of well-known performers, writers, composers, and choreographers. scholars extend their vocal, dance and movement techniques and learn to analyze the components of musical theatre to build a performance portfolio for auditions and/or interviews.

Musical Theater 3
0400720
1.0 credit
Scholars refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. scholars select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. scholars refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. scholars may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Theatre Directing and Stage Management 1
0400500
1.0 credit
Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design & Production 1
0400410

1.0 credit
Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design & Production 2
0400420
1.0 credit
Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design & Production 3
0400430
1.0 credit
Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design & Production Honors 4
0400440
1.0 credit
Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional

goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Journalism 1, 2, 3, 4
1006300, 1006310, 1006320, 1006330
1.0 credit each
Journalism provides instruction in writing and production skills related to various journalistic media, particularly the design and production of the school yearbook. It includes news-gathering and writing; development of editorials; sports and feature articles; electronic design and production; and management of journalistic enterprises.

Journalism 5, 6 Honors
1006331, 1006332
1.0 credit each
The purpose of this course is to perform advanced skills in the production of journalism across print, multimedia, and the web, and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

Creative Photography
0108310
1.0 credit
Scholars explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. scholars become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. scholar photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Digital Art Imaging 1
0108370
1.0 credit
Scholars explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Scholars produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, scholars evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Digital Art Imaging 2
0108380

1.0 credit
Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Digital Art Imaging 3 Honors
0108390
1.0 credit
Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Third Grade Progression Portfolio Evidence Matrix

Year 2024-25

Student _____ **Teacher** _____

The portfolio as a whole must reflect evidence relating to approximately 50% literary texts and 50% informational texts.
See **Portfolio Text Source Matrix** for Additional Information

3rd Grade B.E.S.T. Benchmark(s)	Evidence #1	Evidence #2	Evidence #3	Evidence #4	Evidence #5	
Standard Reading Prose and Poetry **Benchmark** Literary Elements **ELA.3.R.1.1** Explain how one or more characters develop throughout the plot in a literary text. **Clarification** When explaining character development, students will include character traits, feelings, motivations, and responses to situations.	Text Source #3, Q10 Correct ___ Possible: 2	Text Source #4, Q2 Correct ___ Possible: 1	Text Source #4, Q5 Correct ___ Possible: 1	Text Source #8, Q6 Correct ___ Possible: 1	Text Source #9, Q7 Correct ___ Possible : 1	Total Correct ÷ 6 Total Possible = _____%
Standard Reading Prose and Poetry **Benchmark** Theme **ELA.3.R.1.2** Explain the theme and how it develops, using details, in a literary text.	Text Source #2, Q1 Correct ___ Possible: 1	Text Source #3, Q1 Correct ___ Possible: 1	Text Source #11, Q8 Correct ___ Possible: 1	Text Source #7, Q1 Correct ___ Possible: 1	Text Source #12, Q15 Correct ___ Possible: 1	Total Correct ÷ 5 Total Possible = _____%
Standard Reading Prose and Poetry **Benchmark** Perspective and Point of View **ELA.3.R.1.3** Explain different characters' perspectives in a literary text. **Clarification** The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.	Text Source #1, Q1 Correct ___ Possible: 1	Text Source #3, Q5 Correct ___ Possible: 1	Text Source #12, Q12 Correct ___ Possible: 1	Text Source #8, Q8 Correct ___ Possible: 1	Text Source #4, Q2 Correct ___ Possible: 1	Total Correct ÷ 5 Total Possible = _____%
Standard Reading Informational Text **Benchmark** Structure **ELA.3.R.2.1** Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.	Text Source #1, Q3 Correct ___ Possible: 1	Text Source #1, Q9 Correct ___ Possible: 1	Text Source #2, Q6 Correct ___ Possible: 1	Text Source #5, Q2 Correct ___ Possible: 1	Text Source #6, Q12 Correct ___ Possible: 1	Total Correct ÷ 5 Total Possible = _____%
Standard Reading Informational Text **Benchmark** Central Idea **ELA.3.R.2.2** Identify the central idea and explain how relevant details support that idea in a text.	Text Source #1, Q4 Correct ___ Possible: 1	Text Source #8, Q9 Correct ___ Possible: 1	Text Source #9, Q9 Correct ___ Possible : 1	Text Source #14, Q1 Correct ___ Possible: 1	Text Source #14, Q8 Correct ___ Possible:1	Total Correct ÷ 5 Total Possible = _____%
Standard Reading Informational Text **Benchmark** Purpose and Perspective **ELA.3.R.2.3** Explain the development of an author's purpose in an informational text.	Text Source #1, Q11 Correct ___ Possible: 1	Text Source #2, Q5 Correct ___ Possible: 1	Text Source #4, Q6 Correct ___ Possible: 1	Text Source #9, Q5 Correct ___ Possible : 1	Text Source #11, Q5 Correct ___ Possible: 1	Total Correct ÷ 5 Total Possible = _____%
Standard Reading Informational Text **Benchmark** Argument **ELA.3.R.2.4** Identify an author's claim and explain how an author uses evidence to support the claim.	Text Source #2, Q2 Correct ___ Possible: 2	Text Source #10, Q6 Correct ___ Possible: 3	Text Source #5, Q10 Correct ___ Possible: 2	Text Source #6, Q13 Correct ___ Possible: 1	Text Source #9, Q8 Correct ___ Possible: 1	Total Correct ÷ 9 Total Possible = _____%

Standard Reading Across Genres **Benchmark** Interpreting Figurative Language **ELA.3.R.3.1** Identify and explain metaphors, personification, and hyperbole in text(s). **Clarification 1** In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction. **Clarification 2** See Elementary Figurative Language in Appendix B of the B.E.S.T. Standards for ELA.	Text Source #6, Q17 Correct ___ Possible : 1	Text Source #12, Q13 Correct ___ Possible: 1	Text Source #12, Q18 Correct ___ Possible: 2	Text Source #12, Q17 Correct ___ Possible: 1	Text Source #8, Q5 Correct ___ Possible: 1	Total Correct ÷ 6 Total Possible = _____%
Standard Reading Across Genres **Benchmark** Paraphrasing and Summarizing **ELA.3.R.3.2** Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text. **Clarification 1** Most grade-level texts are appropriate for this benchmark.	Text Source #1, Q6 Correct ___ Possible: 2	Text Source #2, Q9 Correct ___ Possible: 1	Text Source #7, Q10 Correct ___ Possible: 2	Text Source #4, Q1 Correct ___ Possible: 1	Text Source #5, Q8 Correct ___ Possible: 1	Total Correct ÷ 7 Total Possible = _____%
Standard Reading Across Genres **Benchmark** Comparative Reading **ELA.3.R.3.3** Compare and contrast how two authors present information on the same topic or theme.	Text Source #13, Q17 Correct ___ Possible: 1	Text Source #12, Q19 Correct ___ Possible : 1	Text Source #15, Q14 Correct ___ Possible: 2	Text Source #15, Q17 Correct ___ Possible: 1	Text Source #14, Q7 Correct ___ Possible: 2	Total Correct ÷ 7 Total Possible = _____%
Standard Finding Meaning **Benchmark** Morphology **ELA.3.V.1.2** Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. **Clarification** See Common Greek and Latin Roots 3-5 and Affixes in Appendix D of the B.E.S.T. Standards for ELA.	Text Source #9, Q3 Correct ___ Possible: 1	Text Source #14, Q6 Correct ___ Possible: 1	Text Source #11, Q4 Correct ___ Possible : 1	Text Source #15, Q12 Correct ___ Possible: 1	Text Source #1, Q7 Correct ___ Possible: 1	Total Correct ÷ 5 Total Possible = _____%
Standard Finding Meaning **Benchmark** Context and Connotation **ELA.3.V.1.3** Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. **Clarification 1** Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. **Clarification 2** See Context Clues and Word Relationships in Appendix D of the B.E.S.T. Standards for ELA. **Clarification 3** See ELA.R.3.1 and Elementary Figurative Language in Appendix B of the B.E.S.T. Standards for ELA.	Text Source #14, Q5 Correct ___ Possible: 1	Text Source #5, Q5 Correct ___ Possible: 1	Text Source #6, Q14 Correct ___ Possible: 1	Text Source #7, Q3 Correct ___ Possible: 1	Text Source #8, Q2 Correct ___ Possible: 1	Total Correct ÷ 5 Total Possible = _____%

Third Grade Progression Portfolio Text Source Matrix

The portfolio as a whole must reflect evidence relating to approximately 50% literary texts and 50% informational texts.
Texts used for portfolio must average 500 words.
See **Portfolio Text Evidence Matrix** for Student Scores

Text Source #	Title/Description	Word Count
1	How Ladybug Got His Spots/ All About Ladybugs	711
2	Marie Curie	333
3	Basketball Buddies	564
4	Making a Special Apple Pie	575
5	Sand	787
6	Flying a Kite with Mom	491
7	Men on the Money	563
8	The Lemonade Stand	598
9	Space Plants	448
10	Man's Best Friend	589
11	Busy Buzzing Bees	536
12	A Snack for Shaggy/ Dog Being Dog	889
13	Who said?	428
14	Saving the World: One LEGO at a Time	519
15	The History of LEGO	464
	Total Word Count	8495
	Number of Text Sources	15
	Average Word Count	566

1st Grade Level (ELA) Common Assessment Library
Pineapple Cove Classical Academy (LM, PB, WM)
2025-2026 SY

Quarter	Timeframe	Title/ Genre	Lexile	Skills/ B.E.S.T. Standards	Passage and Questions/Answer Key	Notes	Grading Information	Total Score Provided in case teachers wish to use as independent assessments	Total Score
1st Nine Weeks 8/12/24-10/11/24	*Prior to 9/11/24 (1st Interim)*	**CR1:** *The Girl and her Pup (Genre: Literary)*	Level C	Topic and relevant details	The Girl and Her Pup	Passages and questions should be read aloud	**First grade cold reads are used as an instructional tool- they can be used for grades at the discretion of the team. Comparative data for staffing of students uses STAR Assessments and Running Records.**	Questions 1-3: 1 pt each (T=3) **Total CR1**: 3 pts	**Total Points:** 14 pts
	Prior to 10/11/24 (End of 1st Quarter)	**CR2:** *Stop! (Genre: Informational)*	Level C	Topic and relevant details	Stop!	Passages and questions should be read aloud		Questions 1-3: 1 pt each (T=3) **Total CR2**: 3 pts	
		CR3: *Spiders (Genre: Informational)*	Level D	Text features/illustrations, topic/details, compare/contrast	Spiders	Passages and questions should be read aloud		Questions 1-4: 1 pt each (T=4) Questions 5-6: 2 pts each (T=4) **Total CR3**: 8 pts	
2nd Nine Weeks 10/15/24- 01/07/20/25	*Prior to 11/14/24 (2nd Interim)*	**CR4:** *Moose (Genre: Informational)*	Level D	Topic and relevant details, writing expository text about a topic	Moose	Passages and questions should be read aloud	**First grade cold reads are used as an instructional tool- they can be used for grades at the discretion of the team. Comparative data for staffing of students uses STAR Assessments and Running Records.**	Questions 1-4: 1 pt each (T=4) Question 5: 2 pts each (T=2) **Total CR4**: 6 pts	**Total Points:** 16 pts
		CR5: *The Grasshopper and the Ant (Genre: Literary)*	Level F	Story elements, character traits, sequence, moral	The Grasshopper and the Ant	Passages and questions should be read aloud		Questions 1-4 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR5**: 10 pts	
	Prior to 01/07/25 (2nd Quarter)	**CR6**: *Bald Eagle (Genre: informational)*	Level G	Text features/illustrations, topic/details, compare/contrast	Bald Eagle	Passages and questions should be read aloud		Questions 1-4 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR6**: 10 pts	**Total Points:** 18 pts
		CR7: *The Red Flower (Genre: Literary)*	Level G	Story elements: setting, character traits, sequence	The Red Flower	Passages and questions should be read aloud		Questions 1-4: 1 pt each (T=4) Questions 5-6: 2 pts each (T=4) **Total CR7**: 8 pts	
3rd Nine Weeks 1/8/25-3/13/25	*Prior to 2/7/25 (3rd Interim)*	**CR8:** *Sue's Painting (Genre: Literary)*	Level G	Story elements: character traits, sequence, figurative language	Sue's Painting	Passages and questions should be read aloud	**First grade cold reads are used as an instructional tool- they can be used for grades at the discretion of the team. Comparative data for staffing of students uses STAR Assessments and Running Records.**	Questions 1-4: 1 pt each (T=4) Questions 5-6: 2 pts each (T=4) **Total CR8**: 8 pts	**Total Points:** 18 pts
		CR9: *The Water Cycle (Genre: informational)*	Level H	Text features, main topic/details, author's purpose, cause/effect	The Water Cycle	Passages and questions should be read aloud		Questions 1-4: 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR9**: 10 pts	
	Prior to 3/13/25 (3rd Quarter)	**CR10:** *Goldfish (Genre: informational)*	Level I	Topic/details, sequence	Goldfish	Passages and questions should be read aloud		Questions 1-4: 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR10**: 10 pts	**Total Points:** 20 pts
		CR11: *Mailing a Letter (Genre: Informational)*	Level I	Topic/details, sequence	Mailing a Letter	Passages and questions should be read aloud		Questions 1-4: 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR11**: 10 pts	
4th Nine Weeks 3/24/25- 5/28/25	*Prior to 4/23/25 (4th Interim)*	**CR12:** *The Turnip (Genre: Literary)*	Level I	Topic/details, sequence, author's opinion	The Turnip	Passages read independently/questions should be read aloud	**First grade cold reads are used as an instructional tool- they can be used for grades at the discretion of the team. Comparative data for staffing of students uses STAR Assessments and Running Records.**	Questions 1-4: 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR12**: 10 pts	**Total Points:** 20 pts
		CR13: *Stars (Genre: Informational)*	Level J	Topic/details, sequence, write an opinion about a topic	Stars	Passages read independently/questions should be read aloud		Questions 1-4: 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR13**: 10 pts	
	Prior to 5/28/25 (4th Quarter)	**CR14:** *Spiders (Genre: Informational)*	Level J	Topic/details, sequence, author's opinion	Spiders	Passages read independently/questions should be read aloud		Questions 1-4: 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR14**: 10 pts	**Total Points:** 20 pts
		CR15: The Rhino and the Tick *(Genre: Informational)*	Level J	Topic/details, sequence, compare two texts	The Rhino and the Tick	Passages read independently/questions should be read aloud		Questions 1-4: 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR15**: 10 pts	

Grade 1: Administration Directions & Grading Rubrics

1. All passages are read independently.
2. Teachers may read question and answer choices.
3. Please provide accommodations for students with specific plans (504. IEP, ESOL).

Open-Ended Response Grading Rubric

2 points	1 point	0 points
• Written response and/or illustration is on topic	• Written response and/or illustration is attempted **but not on topic**	• Written response and/or illustration is **not** attempted

2nd Grade Level (ELA) Common Assessment Library

Pineapple Cove Classical Academy (LM, PB, WM)

2025-2026 SY

Provided in case teachers wish to use as independent assessments

Quarter	Timeframe	Title/ Genre	Lexile	Skills/B.E.S.T. Standards	Passage and Questions/Answer Key	How do I grade?	Grading Information	Total Score
1st Nine Weeks 8/12/24-10/11/24	*Prior to 9/11/24 (1st Interim)*	***CR1:** I Want to Ride My Bike! (Genre: Literary)*	300-350	Ask and answer questions, retell, key details, narrator, fiction vs. nonfiction	I Want to Ride My Bike!	**Second grade cold reads are used as an instructional tool in the first quarter- they can be used for grades at the discretion of the team. Comparative data for staffing of students uses STAR Assessments and Running Records.**	Questions 1-6 1 pt each Question 7: 2pts. **Total CR1**: 8 pts	**Total Points:** 24 pts
	Prior to 10/11/24 (End of 1st Quarter)	***CR2:** Let's Bake a Cake (Genre: Informational)*	450-500	Ask and answer questions, Author's Purpose, Text Features, Connections between events	Let's Bake a Cake		Questions 1-6 1 pt each Question 7: 2pts. **Total CR2**: 8 pts	
		***CR3:** Amazing Frogs! (Genre: Informational)*	300-325	Text features, Main idea, author's purpose, Ask and answer questions	Amazing Frogs!		Questions 1-6 1 pt each Question 7: 2pts. **Total CR3**: 8 pts	
2nd Nine Weeks 10/15/24- 01/07/2025	*Prior to 11/14/24 (2nd Interim)*	***CR4:** Nina's New Friend (Genre: Literary)*	300-350	Ask and answer questions, setting, context clues, base words	Nina's New Friend	CR4 + CR5 = **ONE GRADE Read aloud passage and questions**	Questions 1-6 1 pt each Question 7: 2pts. **Total CR4**: 8 pts	**Total Points:** 16 pts
		***CR5:** Stealth Hunters (Genre: Informational)*	300-350	Ask and answer questions, text features, context clues, main idea and key details	Stealth Hunters		Questions 1-6 1 pt each Question 7: 2pts. **Total CR5**: 8 pts	
	Prior to 01/07/25 (2nd Quarter)	***CR6:** Jaci's Dance Class (Genre: Literary)*	340-440	Ask and answer questions, text features, context clues, character traits, sequencing	Jaci's Dance Class	CR6 + CR7 = **ONE GRADE Read aloud passage and questions**	Questions 1-6 1 pt each Question 7: 2pts. **Total CR6**: 8 pts	**Total Points:** 16 pts
		***CR7:** Two Little Penguins/Penguins Grow and Change (Genre: Informational)*	300-400	Ask and answer questions, text features, context clues, poetry, comparing texts	Two Little Penguins/Penguins Grow and Change		Questions 1-6 1 pt each Question 7: 2pts. **Total CR7**: 8 pts	
3rd Nine Weeks 1/8/25- 3/13/25	*Prior to 2/7/25 (3rd Interim)*	***CR8:** The Good King (Genre: Informational)*	430-530	Ask and answer questions, context clues, fables, moral of the story, character traits, sequencing	The Good King	CR8 + CR9 = **ONE GRADE Students read independently**	Questions 1-6 1 pt each Question 7: 2pts. **Total CR8**: 8 pts	**Total Points:** 16 pts
		***CR9:** Butterflies Grow and Change (Genre: Informational)*	500-600	Root words, text features, compare texts, connections between events	Butterflies Grow and Change		Questions 1-6 1 pt each Question 7: 2pts. **Total CR9**: 8 pts	
	Prior to 3/13/25 (3rd Quarter)	***CR10:** The Missing Crayon (Genre: Literary)*	400-500	Ask and answer questions, context clues, problem and solution, character traits, sequencing	The Missing Crayon	**CR10 + CR11 = ONE GRADE Students read independently**	Questions 1-9; 1 pt each Question: 10; 2 pts. **Total CR10**: 11 pts	**Total Points:** 22 pts
		***CR11:** Amazing Ants (Genre: Informational)*	500-600	Ask and answer questions, context clues, compare and contrast, multiple meaning words, using illustrations/text features	Amazing Ants		Questions 1-9; 1 pt each Question: 10; 2 pts. **Total CR11**: 11 pts	
4th Nine Weeks 3/24/25- 5/28/25	*Prior to 4/23/25 (4th Interim)*	***CR13:** The Special Gift (Genre: Literary)*	500-600	Ask and answer questions, context clues, compare and contrast, character traits, sequencing	The Special Gift	**CR12 + CR13 = ONE GRADE Students read independently**	Questions 1-9; 1 pt each Question: 10; 2 pts. **Total CR12**: 11 pts	**Total Points:** 22 pts
		***CR13**: Rocks Rock (Genre: Informational)*	600-700	Main idea, supporting details, author's purpose, text features, multiple meaning words, context clues	Rocks Rock		Questions 1-9; 1 pt each Question: 10; 2 pts. **Total CR13**: 11 pts	
	Prior to 5/28/25 (4th Quarter)	***CR14**:The Tortoise and the Hare (Genre: Informational)*	550-650	Ask and answer questions, context clues, central message, infer using pictures, shades of meaning	The Tortoise and the Hare	**CR14 + CR15 = ONE GRADE Students read independently**	Questions 1-9; 1 pt each Question: 10; 2 pts. **Total CR14:** 11 pts	**Total Points:** 22 pts
		***CR15:** Eliot's Nose (Genre: Literary)*	500-600	Using illustrations, central message, sequencing, point of viewe	Eliot's Nose		Questions 1-9; 1 pt each Question: 10; 2 pts. **Total CR15**: 11 pts	

Grade 2: Administration Directions & Grading Rubrics

1. All passages, question, and answer choices are read independently.
2. Please provide accommodations for students with specific plans (504. IEP, ESOL)
3. Allotted Time: 25-30 minutes (1st Semester)/ 30-35 minutes (2nd Semester)

Open-Ended Response Grading Rubric

2 points	1 point	0 points
• Written response is on topic	• Written response is attempted **but not on topic**	• Written response is **not** attempted

3rd Grade Level (ELA) Common Assessment Library

Pineapple Cove Classical Academy (LM, PB, WM)

2025-2026 SY

Quarter	Timeframe	Title/ Genre	Lexile	B.E.S.T. Standards	Passage and Questions	Answer Key	How do I grade?	Grading Information	Total Score	Portfolio Text Reference #
1st Nine Weeks 8/12/24-10/11/24	*Prior to 9/11/24 (1st Interim)*	***CR1:** How Ladybug Got His Spots/ All About Ladybugs (Genre: Literary/Informational)*	600-650	Ask and answer questions, Sequencing a fable, Central message, moral of the story, suffixes, illustrations, Point of view, Context clues, Author's Purpose, Text features	How Ladybug Got His Spots/ All About Ladybugs	Answer Key	1= **ONE CW GRADE** CR2 + CR3 = **ONE QUIZ GRADE**	Questions 1-5; 7-11: 1 pt each Question 6; 2 pts **Total CR1**: 12 pts.	**CR 1 Total Points:** 11 pts **CR 2 and CR 3 Total Points:** 23 points	Text #1
	Prior to 10/11/24 (End of 1st Quarter)	***CR2:** Marie Curie (Genre: Informational)*	650-700	Ask and answering questions, text features, context clues, main idea and details, author' s purpose	Marie Curie	Answer Key		Questions 1, 3-9: 1 pt each Question 2, 10: 2 pts ea. **Total CR2**: 12 pts		Text #2
		***CR3:** Basketball Buddies (Genre: Literary)*	620-680	Ask and Answer questions, Sequencing a story, Characters actions, point of view, illustrations, context clues	Basketball Buddies	Answer Key		Questions 1-9 1 pt each Question 10: 2 pts ea. **Total CR3**: 11 pts		Text #3
2nd Nine Weeks 10/15/24- 01/07/20/25	*Prior to 11/14/24 (2nd Interim)*	***CR4:** Making a Special Apple Pie (Genre: Literary)*	600-650	Ask and Answer questions, sequence a story, character actions, problem and solution, context clues, main idea and details, text features, author's purpose	Making a Special Apple Pie	Answer Key	CR4 + CR5 = **ONE TEST GRADE**	Questions 1-9; 1 pt each Question 10; 2 pts **Total CR4**: 11 pts.	**Total Points:** 24 pts	Text #4
		***CR5:** Sand (Genre: Informational)*	650-700	Ask and Answer questions, story structure, character actions, inference, context clues, main idea and details, text features, figurative language	Sand	Answer Key		Questions 1-3, 5-9 1 pt each Question 4, 10: 2 pts **Total CR5**: 13 pts		Text #5
	Prior to 01/07/25 (2nd Quarter)	***CR6:** Flying a Kite with Mom (Genre: Literary)*	650-700	Ask and Answer questions, story structure, character actions, inference, context clues, main idea and details, text features, figurative language	Flying a Kite with Mom	Answer Key	CR6 + CR7 = **ONE QUIZ GRADE**	Questions 1-10; 1 pt each **Total CR6**: 10 pts	**Total Points:** 23 pts	Text #6
		***CR7:** Men on the Money (Genre: Informational)*	700-750	Main idea and details, context clues, using content specific vocabulary, text features, comparing articles on similar topic, using search tools	Men on the Money	Answer Key		Questions 1-3, 5-9 1 pt each Question 4, 10: 2 pts **Total CR7**: 13 pts		Text #7
3rd Nine Weeks 1/8/25-3/13/25	*Prior to 2/7/25 (3rd Interim)*	***CR8:** The Lemonade Stand (Genre: Literary)*	610-700	Character actions, Sequencing, Figurativelanguage, Author's purpose, Main Idea and details, Context Clues, text features	The Lemonade Stand	Answer Key	CR8 + CR9 = **ONE TEST GRADE**	Questions 1-2, 4-9: 1 pt each Question 3, 10: 2pts ea. **Total CR8**: 12 pts	**Total Points:** 25 pts	Text #8
		***CR9:** Space Plants (Genre: Informational)*	680-770	Sequencing, Character Actions, How events cause other events, Figurative Language, Author's point of view, Central Message, Context clues, Multiple meaning words, Text features, Using illustrations	Space Plants	Answer Key		Questions 1-5, 7-9: 1 pt each Question 10: 2pts ea. Question 6: 3 pts. **Total CR9:** 13 pts		Text #9
	Prior to 3/13/25 (3rd Quarter)	***CR10:** Man's Best Friend (Genre: Literary)*	680-800	Ask/answer questions, Text features, Citing information, Author's Purpose, Context clues, Figurative Language, Theme/Lesson, Making an Inference, Sequencing	Man's Best Friend	Answer Key	CR10 + CR11 = **ONE QUIZ GRADE**	Questions 1-2,4-5, 7-9: 1 pt each Question 3, 10: 2pts ea. Question 6: 3 pts. **Total CR10**: 14 pts	**Total Points:** 27 pts.	Text #10
		***CR11:** Busy Buzzing Bees (Genre: Informational)*	700-800	Ask and answer questions, Text features, Citing information, Author's Purpose, Text features, Theme/Moral, Word parts, Main idea, Sequencing	Busy Buzzing Bees	Answer Key		Questions 1-6, 8-9: 1 pt each Question 10: 2pts ea. Question 7: 3 pts. **Total CR11:** 13 pts		Text #11
4th Nine Weeks 3/24/25- 5/28/25	*Prior to 4/23/25 (4th Interim)*	***CR12:** A Snack for Shaggy/ Dog Being Dog (Genre: Paired Literary)*	680-800	Ask/answer questions, Text features, Citing information, Author's Purpose, Context clues, Figurative Language, Theme/Lesson, Making an Inference, Sequencing	A Snack for Shaggy/ Dog Being Dog	Answer Key	CR12 + CR13 = **ONE TEST GRADE**	Questions 11-17, 19-23: 1 pt ea. Question 18: 2 pts **Total CR12**: 14 pts	**Total Points:** 27 pts.	Text #12
		***CR13:** Who Said? (Genre: Poem)*	650-800	Sequencing, Ask/answer questions, Literary devices, Citing information, Author's Purpose, Sequencing events, Character's Actions, Making an Inference	Who said?	Answer Key		Questions 1-3, 15-23: 1 pt ea. Question 4: 2pts **Total CR13**: 13 pts **Note on Q11: Do not count-quotation marks are not a 3rd gr standard.**		Text #13
	Prior to 5/28/25 (4th Quarter)	***C14:** Saving the World: One LEGO at a Time (Genre: Informational)*	750-820	Ask/answer questions, Main idea and details, Citing information, compare and contrast, Sequencing events, Drawing conclusions, Author's Purpose, Making an Inference, Word parts, Word choice	Saving the World: One LEGO at a Time	Answer Key	CR14 + CR15 = **ONE QUIZ GRADE**	Questions 1-6, 8-9 1 pt each Question 7, 10: 2 pts ea. **Total CR14**: 12 pts	**Total Points:** 26 pts	Text #14
		***CR15:** The History of LEGO (Genre: Informational)*	750-820	Ask/answer questions, Main idea and details, Citing information, compare and contrast, Sequencing events, Drawing conclusions, Author's Purpose, Making an Inference, Word parts, Word choice	The History of LEGO	Answer Key		Questions 11-13, 15-23: 1 pt ea. Question 14: 2 pts **Total CR15**: 14 pts		Text #15

Grade 3: Administration Directions & Grading Rubrics

1. Students will take assessments individually
2. Please provide accommodations for students with specific plans (504. IEP, ESOL)
3. Allotted Time: 30-35 minutes

2 points	1 point	0 points
• Written response is complete and includes support	• Written response **does not** include support	• Written response is not attempted, incomplete, **or** is not on topic

Portfolio Information

Text Source Portfolio Matrix

Third Grade Portfolio Evidence Matrix

4th Grade Level (ELA) Common Assessment Library

Pineapple Cove Classical Academy (LM, PB, WM)

2025-2026 SY

Quarter	Timeframe	Title/ Genre	Lexile	B.E.S.T. Standards/Answer Key	Passage and Questions	How do I grade?	Grading Information	Total Score
1st Nine Weeks 8/12/24-10/11/24	*Prior to 9/11/24 (1st Interim)*	***CR1:** Beneath the Silver Stars (Genre: Literary)*	600	Standards/Key	Beneath the Silver Stars	R1 = **ONE CW GRADE** CR2 + CR3 = **ONE QUIZ GRADE**	Questions 1-8 1 pt ea. Question 9-11: 2 pts ea. **Total CR1**: 14 pts	**CR 1 Total Points:** 14 pts **CR 2 and CR 3 Total Points:** 27 points
	Prior to 10/11/24 (End of 1st Quarter)	***CR2:** Haunted House (Genre: Literary)*	600	Standards/Key	Haunted House		Questions 1-8 1 pt ea. Question 9-11: 2 pts ea. **Total CR2**: 14 pts	
		***CR3:** Catching Up (Genre: Information, Letter)*	610	Standards/Key	Catching Up		Questions 1-5, 7-8 : 1 pt ea. Questions 6, 9-10: 2 pts. ea. **Total CR3:** 13 pts	
2nd Nine Weeks 10/15/24- 01/07/2025	*Prior to 11/14/24 (2nd Interim)*	***CR4:** Vacation Time/Fish Food (Genre: Paired Literary Text)*	600	Standards/Key	Vacation Time/Fish Food	CR4 + CR5 = **ONE TEST GRADE**	Questions 1-4, 7-10, 12-14 1 pt ea. Question 5-6, 11: 2 pts ea. **Total CR4**: 17 pts	**Total Points:** 33 pts
		***CR5:** The West Moor Sports Camp (Genre: Informational)*	700	Standards/Key	The West Moor Sports Camp		Questions 1-3, 5-7, 9 1 pt. ea. Question 4: 3 pts ea. Question 8, 10-11: 2 pts ea. **Total CR5**: 16 pts	
	Prior to 01/07/25 (2nd Quarter)	***CR6:** Muhammad Ali (Genre: Informational)*	700	Standards/Key	Muhammad Ali	CR6 + CR7 = **ONE QUIZ GRADE**	Questions 1-10 1 pt ea. **Total CR6:** 10 pts ea.	**Total Points:** 25 pts
		***CR7:** The Girlfriend and the Mother (Genre: Literary)*	800	Standards/Key	The Girlfriend and the Mother		Questions 1-7 & 9 &11, 1 pt ea; Question 8, 10, 12 , 2 pts ea; **Total CR7**: 15 pts	
3rd Nine Weeks 1/8/25-3/13/25	*Prior to 2/7/25 (3rd Interim)*	***CR8:** The Sahara Desert (Genre: Informational)*	810	Standards/Key	The Sahara Desert	CR8 + CR9 = **ONE TEST GRADE**	Questions 1-7 & 9-10 1 pt ea; Questions 8 & 11, 2 pts ea; Question 12, 3 pts ea. **Total CR8**: 16 pts.	**Total Points:** 31 pts
		***CR9:** The Taming of the Lion (Genre: Literary, Poetry)*	810	Standards/Key	The Taming of the Lion		Questions 1-4 & 6-12: 1 pt. ea.; Questions 5 & 13, 2 pts ea. **Total CR9:** 15 pts	
	Prior to 3/13/25 (3rd Quarter)	***CR10:** Grooming a King Charles Cavalier (Genre: Informational)*	810	Standards/Key	Grooming a King Charles Cavalier	CR10 + CR11 = **ONE QUIZ GRADE**	Questions 1-10, 1 pt ea; Questions 11 & 12, 2 pts ea **Total CR10**: 14 pts	**Total Points:** 32 pts.
		***CR11:** Disappearing Dessert/ The Cookie Thief (General: Paired Literary Text)*	800	Standards/Key	Disappearing Dessert/The Cookie Thief		Questions 1-4, 7-9, 12-14 1 pt. ea. Question 5-6, 10-11: 2 pts ea. **Total CR11**: 18 pts	
4th Nine Weeks 3/24/25- 5/28/25	*Prior to 4/23/25 (4th Interim)*	***CR12:** Nintendo, Bearking In (Genre: Paired Informational Text)*	810	Standards/Key	Nintendo/Breaking In	CR12 + CR13 = **ONE TEST GRADE**	Questions 1-4, 7-9, 12-14 1 pt ea. Question 5-6, 10-11: 2 pts ea. **Total CR12**: 18 pts	**Total Points:** 29 pts.
		***CR14:** Happy Campers Summer Retreat (Genre: Informational)*	800	Standards/Key	Happy Campers Summer Retreat		Questions 1-4, 6-9: 1 pt ea. Question 5: 2 pts ea. **Total CR13**: 11 pts	
	Prior to 5/28/25 (4th Quarter)	***CR13:** Mozart/Michelangelo (Genre: Paired Informational Text)*	1000	Standards/Key	Mozart/Michelangelo	CR14 + CR15 = **ONE QUIZ GRADE**	Questions 1-4, 7-9, 12-14 1 pt. ea. Question 5-6, 10-11: 2 pts ea. **Total CR14**: 18 pts	**Total Points:** 32 pts
		***CR15:** Keep Smiling (Genre: Literary, Poetry)*	1010	Standards/Key	Keep Smiling		Questions 1-2, 4-9 1 pt ea. Question 3, 10, 11: 2 pts ea. **Total CR15**: 14 pts	

Grade 4: Administration Directions & Grading Rubrics

1. Students will take assessments individually
2. Please provide accommodations for students with specific plans (504. IEP, ESOL)
3. Allotted Time: 30-35 minutes
4. Refer to individual keys for short answer guidelines

5th Grade Level (ELA) Common Assessment Library

Pineapple Cove Classical Academy (LM, PB, WM)

2025-2026 SY

Quarter	Timeframe	Title/ Genre	Lexile	B.E.S.T. Standards/Answer Key	Passage and Questions	How do I grade?	Grading Information	Total Score
1st Nine Weeks 8/12/24-10/11/24	*Prior to 9/11/24 (1st Interim)*	***CR1:** To My Teacher (Genre: Informational)*	800	Standards/Key	To My Teacher	CR1= **ONE CW GRADE** CR2 + CR3 = **ONE QUIZ GRADE**	Questions 1-11: 1 pt ea. Question 12-13; 2 pts ea. **Total CR1**: 15 pts	**Total CR1:** 15 pts **CR 2 and CR 3 Total Points:** 27 points
	Prior to 10/11/24 (End of 1st Quarter)	***CR2:** The Lighthouse (Genre: Literary)*	800	Standards/Key	The Lighthouse		Questions 1-10: 1 pt ea. Question 11-12; 2 pts ea. **Total CR2**: 14 pts	
		***CR3:** Playing a Musical Instrument (Genre: Informational)*	900	Standards/Key	Playing a Musical Instrument		Questions 1-4, 6-10: 1 pt ea. Question 5, 11; 2 pts ea. **Total CR3**: 13 pts	
2nd Nine Weeks 10/15/24- 01/07/2025	*Prior to 11/14/24 (2nd Interim)*	***CR4:** Tara's Fear (Genre: Literary)*	800	Standards/Key	Tara's Fear	CR4 + CR5 = **ONE TEST GRADE**	Questions 1-9: 1 pt ea. Question 10-11; 2 pts ea. **Total CR4**: 13 pts	**CR 4 and CR 5 Total Points:** 27 points
		***CR5:** Mark Zuckerberg (Genre: Informational)*	900	Standards/Key	Mark Zuckerberg		Questions 1-7, 9 :1 pt ea. Question 8, 10-11; 2 pts ea. **Total CR5**: 14 pts	
	Prior to 01/07/25 (2nd Quarter)	***CR6:** The Inventor/The Aspiring Star (Genre: Paired Literary)*	900	Standards/Key	The Inventor/The Aspiring Star	CR6 + CR7 = **ONE QUIZ GRADE**	Questions 1-3, 6-11, 14-16 :1 pt ea. Question 4-5, 12-13; 2 pts ea. **Total CR6**: 20 pts	**CR 6 and CR 7 Total Points:** 40 points
		***CR7:** Manchester United Soccer Club (Genre: Informational)*	950	Standards/Key	Manchester United Soccer Club		Questions 1-4, 6, 8-10: 1 pt ea. Question 5; 4 pts. Question 7,12: 3 pts. Question 11: 2 pts. **Total CR7**: 20 pts	
3rd Nine Weeks 1/8/25-3/13/25	*Prior to 2/7/25 (3rd Interim)*	***CR8:** Little White Lilly (Genre: Poem)*	N/A	Standards/Key	Little White Lilly	CR8 + CR9 = **ONE TEST GRADE**	Questions 1-8: 1 pt ea. Question 9-10; 2 pts ea. **Total CR8**: 12 pts	**CR 8 and CR 9 Total Points:** 27 points
		***CR9:** The Human Skeleton/Food Poisoning (Genre: Paired Informational)*	1000	Standards/Key	The Human Skeleton/Food Poisoning		Questions 1, 3-5,8-11,14-16:1 pt ea. Question 2: 3 pts. Question 6-7, 12-13: 2 pts ea. **Total CR9**: 22 pts	
	Prior to 3/13/25 (3rd Quarter)	***CR10:** The River Bank Creative Writing Group (Genre: Literary)*	1000	Standards/Key	The River Bank Creative Writing Group	CR10 + CR11 = **ONE QUIZ GRADE**	Questions 1-2, 4-8, 10: 1 pt ea. Question 3, 9: 2 pts. Question 11: 3 pts. **Total CR10**: 15 pts	**CR 10 and CR 11 Total Points:** 26 points
		***CR11:** Writing a Short Story (Genre: Informational)*	900	Standards/Key	Writing a Short Story		Questions 1-8: 1 pt ea. Question 9: 2 pts ea. **Total CR11**: 11 pts	
4th Nine Weeks 3/24/25- 5/28/25	*Prior to 4/23/25 (4th Interim)*	***CR12:** A New Start/A New Arrival (Genre: Paired Literary)*	950	Standards/Key	A New Start/A New Arrival	CR12 + CR13 = **ONE TEST GRADE**	Questions 1-6, 8-10, 14-16: 1 pt ea. Question 7,11-12; 2 pts ea. Question 13: 3 pts. **Total CR12**: 21 pts	**CR 12 and CR 13 Total Points:** 35 points
		***CR13:** Take a Deep Breath (Genre: Informational)*	1000	Standards/Key	Take a Deep Breath		Questions 1-2, 4-9: 1 pt ea. Question 3, 4 pts. Question 10; 2 pts ea. **Total CR13**: 14 pts	
	Prior to 5/28/25 (4th Quarter)	***CR14:** Trying Too Hard (Genre: Literary)*	900	Standards/Key	Trying Too Hard	CR14 + CR15 = **ONE QUIZ GRADE**	Questions 1-9, 1 pt ea. Question 10, 12; 2 pts ea. Question 11: 3 pts. **Total CR14**: 16 pts	**CR 14 and CR 15 Total Points:** 37 points
		***CR15:** The Super Bowl/Sports and Trophies (Genre: Poem)*	1050	Standards/Key	The Super Bowl/Sports and Trophies		Questions 1-5, 8-10, 13-15: 1 pt ea. Question 6, 4 pts. Question 7, 11-12; 2 pts ea. **Total CR15**: 21 pts	

Grade 5: Administration Directions & Grading Rubrics

1. Students will take assessments individually
2. Please provide accommodations for students with specific plans (504. IEP, ESOL)
3. Allotted Time: 30-35 minutes

Open-Ended Response Grading Rubric

2 points	1 point	0 points
• Written response is complete and includes support	• Written response **does not** include support	• Written response is not attempted, incomplete, **or** is not on topic

6th Grade Level (ELA) Common Assessment Library

Pineapple Cove Classical Academy (LM, PB, WM)

2025-2026 SY

Quarter	Timeframe	Title/ Genre	Lexile	B.E.S.T. Standards	Passage and Questions	Answer Key/Standards	Grading Information	Total Score	Total Score
1st Nine Weeks 8/12/24-10/11/24	*Prior to 9/11/24 (1st Interim)*	***CR1:** The Flying Tomato (Genre: Informational)*	700-810	Making a claim, Inference, Context Clues, Author's Purpose, Text Evidence	The Flying Tomato	Answer Key	**ONE CW GRADE** CR2 + CR3 = **ONE QUIZ GRADE**	Questions 1-3, 8: 1 pt ea Question 4, 7: 3 pts ea Questions 5, 6: 2 pts ea **Total CR1**: 14 pts	**otal CR1:** 14 pts **CR 2 and CR 3 Total Points:** 28 points
	Prior to 10/11/24 (End of 1st Quarter)	***CR2:** The Invisible Man (Genre: Literary)*	900-960	Text evidence, Author's Purpose, Literary Elements, Inference, Theme	The Invisible Man	Answer Key		Question 1: 2 pts Questions 2, 4-7, 9: 1 pt ea Question 3: 4 pts Question 8: 3 pts. **Total CR2**: 15 pts	
		***CR3:** Killer Whales (Genre: Informational)*	850-950	Text Evidence, Context Clues, Claim, Central Idea, Inference, Author's Purpose	Killer Whales	Answer Key		Questions 1, 6: 2 pts ea Questions 2-3,5, 7-9: 1 pt each Question 4: 3 pts ea **Total CR3**: 13 pts	
2nd Nine Weeks 10/15/24- 01/07/2025	*Prior to 11/14/24 (2nd Interim)*	***CR4:** Rapunzel (Genre: Paired Literary)*	1000-1080	Inference, Author's Purpose, Point of View, Theme, Compare, Text Evidence	Rapunzel	Answer Key	CR4 + CR5 = **ONE TEST GRADE**	Questions: 1-4, 7, 9: 1 pt each Question 5: 3 pts Question 6, 8: 3 pts **Total CR4**: 15 pts.	**CR 4 and CR 5 Total Points:** 30 points
		***CR5:** Let's Move!/Let's Move? (Genre: Paired Informational)*	950-1010	Central Idea, Inference, Author's Purpose, Text Evidence, Comparing Texts, Summary, Analyzing Claims	Let's Move!/Let's Move?	Answer Key		Questions: 1-3, 5-6, 9-10: 1 pt each Question 4: 2 pts Question 7: 3 pts Question 8: 4 pts **Total CR5**: 16 pts.	
	Prior to 01/07/25 (2nd Quarter)	***CR6:** The Travelling Musicians (Genre: Literary)*	950-1020	Literary Elements, Inference, Comparing Texts, Theme and Perspective, Text Evidence	The Travelling Musicians	Answer Key	CR6 + CR7 = **ONE QUIZ GRADE**	Questions: 1-4, 7-10: 1 pt each Question 5: 2 pts Question 6: 3 pts **Total CR6**: 12 pts.	**CR 6 and CR 7 Total Points:** 26 points
		***CR7:** Diary of a Young Girl (Genre: Informational Non-Fiction)*	950-1020	Text Evidence, Inference, Summary, Author's Purpose	Diary of a Young Girl	Answer Key		Questions: 1-2, 4, 6-9: 1 pt each Question 5: 2 pts Question 3: 3 pts **Total CR7**: 14 pts.	
3rd Nine Weeks 1/8/25-3/13/25	*Prior to 2/7/25 (3rd Interim)*	***CR8:** The Frog- Prince (Genre: Literary)*	850-1000	Literary Elements, Inference, Comparing Texts, Theme, Summary, Text Evidence	The Frog-Prince	Answer Key	CR8 + CR9 = **ONE TEST GRADE**	Questions 1-4, 6, 8, 10-11: 1 pt each Question 5: 2 pts ea Question 7, 9: 3 pts ea **Total CR8**: 16 pts	**CR 8 and CR 9 Total Points:** 31 points
		***CR9:** That Sugar Book/ Sugar's Bad Rap (Genre: Paired Informational)*	1010-1100	Author's Purpose, Text Evidence, Central Idea, Comparing Texts, Central Idea, Inference	That Sugar Book/ Sugar's Bad Rap	Answer Key		Questions 2, 4-5, 7-10: 1 pt each Question 1, 3, 6, 11: 2 pts ea **Total CR9**: 15 pts	
	Prior to 3/13/25 (3rd Quarter)	***CR10:** Little Women (Genre: Literary)*	950-1010	Text Evidence, Central Idea, Literary Elements, Theme, Context Clues, Inference	Little Women	Answer Key	CR10 + CR11 = **ONE QUIZ GRADE**	Questions 1-4, 6, 8-9: 1 pt each Question 5: 2 pts Question 7: 3 pts **Total CR10**: 12 pts	**CR 10 and CR 11 Total Points:** 30 points
		***CR11:** Sharks/Jaws (Genre: Paired Informational)*	850-1000	Text Evidence, Author's Message, Structure, Claim, Context Clues, Inference, Comparing Texts	Sharks/Jaws	Answer Key		Questions 2, 4-7, 9: 1 pt each Question 1,3, 10-11: 2 pts Question 8: 4 pts **Total CR11**: 18 pts	
4th Nine Weeks 3/24/25- 5/28/25	*Prior to 4/23/25 (4th Interim)*	***CR12:** The Wizard of Oz/Tornado (Genre: Paired Informational with Literary)*	950-1030	Text Evidence, Author's Purpose, Structure, Figurative Language, Literary Elements, Comparing Texts	The Wizard of Oz/Tornado	Answer Key	CR12 + CR13 = **ONE TEST GRADE**	Questions 2-6, 8-9, 11: 1 pt each Question 1: 2 pts Question 7, 10: 3 pts **Total CR12**: 16 pts	**CR 12 and CR 13 Total Points:** 28 points
		***CR13:** Cell Phones in School? (Genre: Informational)*	950-1030	Author's Purpose, Structure, Claim, Central Idea, Author's Message, Inference	Cell Phones in School?	Answer Key		Questions 1-4, 6-7: 1 pt each Questions 5, 8-9: 2 pts **Total CR13**: 12 pts	
	Prior to 5/28/25 (4th Quarter)	***CR14:** The Adventures of Sherlock Holmes (Genre: Literary)*	1010-1100	Text Evidence, Context Clues, Structure, Figurative Language, Literary Elements, Comparing Texts	The Adventures of Sherlock Holmes	Answer Key	CR14 + CR15 = **ONE QUIZ GRADE**	Questions 1-3, 5-9: 1 pt each Questions 4 : 2 pts **Total CR14**: 10 pts	**CR 14 and CR 15 Total Points:** 21 points
		***CR15:** Barack Obama (Genre: Informational)*	1050-1110	Author's Purpose, Text Evidence, Argument, Summary, Context Clues, Perspective	Barack Obama	Answer Key		Questions 1-5: 1 pt each Questions 6-8 : 2 pts each **Total CR15**: 11 pts	

Grade 6: Administration Directions & Grading Rubrics

1. Students will take assessments individually
2. Please provide accommodations for students with specific plans (504. IEP, ESOL)
3. Allotted Time: 30-35 minutes

Open-Ended Response Grading Rubric

2 points	1 point	0 points
• Written response is complete and includes support	• Written response **does not** include support	• Written response is not attempted, incomplete, **or** is not on topic

Attachment D- Reading Plan

Classical education and Core Knowledge focus on the use of rich and thought-provoking literature to encourage and build a love of reading from kindergarten through high school graduation. At PCCA we believe that reading is at the heart of every subject, and the use of text and literature to enhance discussion and increase students' understanding is vital. We know that through reading comes a deeper vocabulary, more fluent and eloquent speech, richer sentence structure in writing, and greater understanding of our culture and the world around us. Reading will open doors for our students that can be opened through no other method and our focus on reading will reflect this priority.

Core Knowledge curriculum is built with a central focus on reading, understanding that within all subjects reading is foundational. It follows this emphasis with in-depth discussions which enhances the reading process and reading comprehension. This practice is closely aligned to the new Florida State Standards which emphasizes critically analyzing text within the content area. Reading will be at the heart of all our students' learning and it is our desire to create an environment where reading is natural and exciting. Our focus on classical literature, with its content-rich vocabulary and deep character development, will challenge our students intellectually and ethically. As they read and discuss great moral dilemmas and problems which have confronted mankind for centuries, they will learn the importance of the written word and discover its beauty. The diverse and rich literature contained within our library and classroom collections will be conducive to all levels of readers, from kindergarten to twelfth grade. We intend to offer readings which will challenge our students at all levels so every student is excited about the choice of books we offer and desires to read further and discover more.

Research has identified specific skills children must learn in order to read well. According to the Report of the National Reading Panel (2000) *Teaching Children to Read*, the best instructional reading programs include: use of the alphabet (phonemic awareness and phonics), fluency (guided oral reading and independent silent reading), and comprehension (vocabulary and text comprehension).

The primary goal of PCCA's reading program is to teach children to understand what they read, through systematic, direct instruction of the Florida State aligned to the six (6) components of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. In order to make reading a "primary focus," all objectives from Florida's Comprehensive Research-Based Reading Plan will be implemented at the School:

A. Administrative Practices in Support of Reading
    - Opting in to the District's Comprehensive K-12 Reading Plan
    - Utilize the services of a Reading/Literacy Coach to provide professional development in literacy for teachers and administration and support for students
    - Use of reading leadership teams to create capacity of reading knowledge within the school and focus on areas of literacy concern across the school

B. Professional Development
    - Professional development for all teachers, coaches and administrators will be provided to ensure that all district educators are grounded in the essential components of reading instruction

- Incorporating reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding.

C. Data-Driven Decision Making
    - Implementation of all instructional materials, all reading programs, and strategies based on scientifically-based reading research, including early intervention, classroom reading materials, and accelerated programs
    - Instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments, as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties
    - Flexible grouping and differentiated instruction within the 90-minute reading block based on screening, diagnostic, and classroom-based progress monitoring assessments.

A. Measurable Student Achievement Goals
    - Create Annual Measurable Objectives (AMOs) to assess and report the achievement levels of students in reading, especially in required state subgroups.
    - Create goals based on previous years' data to model continuous improvement and shared goal-setting among faculty and administration

B. Appropriate research-based instructional materials and strategies
    - Adherence to the model of a 90-minute uninterrupted reading block based on the ELA Benchmarks for Excellent Student Thinking (BEST) State Standards, student needs, and curricular guidelines.
    - In addition to, or as an extension of, the 90 minute reading block, the classroom teacher, special education teacher, or reading resource teacher will provide immediate intensive intervention (iii) on a daily basis to children as determined by the analyzed results of progress monitoring and other forms of assessment.
    - Use of instructional materials that are based in scientifically sound reading research.

<u>Administrative Practices in Support of Reading</u>

School leaders will set high expectations for student achievement in reading, and will develop a culture of excellence with a focus on reading. Furthermore, administrative walk-throughs are targeted to track teachers' mastery of high yield instructional strategies. These measures ensure that teachers implement the reading plan with fidelity, and that resources are allocated and used to deliver the strongest impact on student achievement in reading. An administrator with a clear and present knowledge of scientifically-based reading practices will be selected and a certified K-12 reading coach will be hired to support the school's reading practices. Student reading development will be enhanced and reinforced through easy, frequent, open and flexible access to classroom libraries. PCCA recognizes the importance of reading as a priority. Core Knowledge offers a vast amount of reading materials for students and any additional recommendations of reading materials for advanced students will be provided by teachers on an individual basis with materials that support the curriculum. As teachers become more

comfortable with the concept of text complexity, they will encourage their students to take text complexity as well as Lexile scores into account as they make their choices for independent reading.

Professional Development

The School provides professional development for all teachers through the model of continuous improvement. All teachers will be provided research-based professional development, based on school improvement goals. Teachers will meet in professional learning communities regularly as grade level teams, to analyze student data, and design units and accompanying lessons. A full-time reading coach will assess and provide professional development to teachers specific to the needs of the school. New and experienced teachers will be taught to expand upon their initial knowledge base in reading instruction in order to refine their instructional delivery and increase their effectiveness. Teachers will meet for data chats with the reading coach and administrators, after benchmarks and FAST assessment periods, to analyze student progress and develop an action plan. Finally, staff will be trained to support the instruction of classical materials within Core Knowledge and the implementation and delivery of the Literacy Essentials program through mandatory professional development prior to the opening of the school.

Data-Driven Decision Making

PCCA understands the importance of effective and comprehensive reading instruction delivered with fidelity, assessed regularly, and reviewed to drive further instruction. Oral language, phonics, phonemic awareness, vocabulary, fluency, and comprehension are equally important to the development of the effective reader. A 90 minute uninterrupted reading and language arts block in the elementary levels allows for ample time to develop these complex skills. Students who are identified as below grade level will be offered multiple levels of assistance in achieving reading goals.

Both the Core Knowledge Sequence and Literacy Essentials have built-in assessments which can be administered regularly to accurately measure the achievement and growth of each student. These built in assessments are easy to administer and evaluate, providing quick and accurate data for use in assessing individuals. These tests are designed to be given in a short amount of time and can be scored quickly. They can be used for assessing comprehension as well as fluency in grades K-12. The nature of Literacy Essentials is that it can be used as an intervention tool at all grade levels, reinforcing concepts or re-teaching if necessary. Where students are missing basic skills, Literacy Essentials provides assessments for discovering those gaps and creates strategies for remediation that can be utilized at all grade levels, K-12. Teachers in the upper grades will also create regular in class assessments built from the curriculum and texts ensuring that standards are aligned with District and state requirements.

Differentiated Instruction

As required by district comprehensive reading plans and in accordance with good pedagogical practice, students are screened at the beginning of the school year using the FAST to determine basic reading development and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students are provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Cooperative small groups are flexible based on progress monitoring of reading skills. Teachers utilize center resources such as those from *Florida Center for Reading Research's* search engine and *Read, Write, Think* to engage students in reading activities to deepen their understanding of reading skills.

Direct Instruction

The six components of reading are taught explicitly with structured practice to ensure mastery. Phonemic awareness skills, such as phoneme blending and phoneme deletion, are scaffolded beginning with simpler phonemes, and building to more complex phonemes. Phonics skills and decoding strategies are taught systematically, and sequentially, so that students understand how letters represent sounds, and sounds blend together to make words that contain meaning. To build academic vocabulary, teachers use classical literature and the Core Knowledge curriculum, with its specific content-area vocabulary, to introduce new words. Students set individual goals for fluency, and teachers track progress toward achievement through regular fluency assessments. By providing direct, systematic instruction for all six components of reading, the School ensures that all students achieve annual growth in reading.

Assessment

At the beginning of every school year, teachers will analyze previous year's FAST data (or other standardized data as appropriate) and assess each student's reading level through a variety of assessments such as Florida Assessment of Student Thinking in Reading and running records. In order to monitor progress toward achieving reading goals, teachers will administer a variety of assessments. Fluency assessments such as oral reading fluency checks, combined with running records will provide data regarding reading level progress. Reading assessments include, but are not limited to:

- FAST for English/Language Arts
- DIBELS (K-3) which will be administered on a regular basis during the course of each academic year
- WIDA for ELL students
- The Literacy Essentials assessment that may be given daily after each lesson.

Those students found in need of additional instruction as identified by FAST English/Language Arts and other assessment data will be offered intensive instruction in the area of reading. The tables below describe a progressive plan to increase instructional minutes in reading to ensure that students achieve mastery of grade level expectations.

Elementary School (K-6) Reading Instructional Minutes		
On Grade Level	**Strategic Instructional**	**Intensive Instructional**
90 minute uninterrupted reading block and adjacent 30 minute block of language arts instruction	90 minute uninterrupted reading block and adjacent 30 minute block of language arts instruction	90 minute uninterrupted reading block and adjacent 30 minute block of language arts instruction
	30 minute intervention session 3 times per week	30 minute intervention session 3 times per week
		60 minute tutoring session, at least 15 minutes a day outside of literacy block, within the school day

Middle and High School (7-12) Reading Instructional Minutes		
On Grade Level	**Strategic Instructional**	**Intensive Instructional**
50 minute uninterrupted English class	50 minute uninterrupted English class	50 minute uninterrupted English class

	50 minute intensive reading class or a content area reading intervention course	50 minute intensive reading class or a content area reading intervention course
	30 minute intervention session 3 times per week	30 minute intervention session daily
		60 minute tutoring session

Appropriate Research-Based Instructional Materials

The Comprehensive Core Reading Program (CCRP)

The School will use the Core Knowledge Language Arts curriculum and the Access Literacy program to teach the BEST State Standards for English/Language Arts. On a daily basis, all of our students, no matter the program, will receive whole group explicit instruction. FAST, program specific assessments, and other informal assessments inform teachers about their student needs. The daily small group differentiated instruction is again based on what both the formal and informal assessments indicate are the students' areas of need. Daily independent reading practice is implemented in all of the classrooms. The teachers will be monitoring students by using reading journals, reading comprehension quizzes, and teacher conferencing.

PCCA students will progress through a reading curriculum that begins by emphasizing phonemic awareness and decoding skills and builds towards the ability to read, comprehend, and interpret prose and poetry of different genres. The curriculum will guide students through basic phonics skills. Initially, the focus will be the identification of syllables and phonemes, blending, and decoding. Students will then be able to develop the ability to sound out unfamiliar multisyllabic words. The program will culminate in the student's ability to recognize irregularly spelled words and demonstrable fluent reading and strong comprehension skills.

Our language arts curriculum will emphasize the acquisition of an extensive and advanced vocabulary at every level. Students will have regular and frequent lessons and practice in the writing of Standard English. These lessons will help the student master the principles and applications of correct grammar, including knowledge of the parts of speech, punctuation, spelling, sentence structure, and paragraph structure. Additionally, each student will have ample opportunity to practice and reinforce these writing skills via compositions and essays, while honing both writing style and creativity through original poetry and prose.

Students will receive intensive training in English composition, including conventions of syntax and punctuation, and they will demonstrate competence in written assignments. Our teachers will introduce expository writing, with strong emphases on proper sentence and paragraph and essay organization. We will use the Institute for Excellence in Writing program in grades 3-8.

Essays that discuss and rely extensively on sources will be required throughout the curriculum; students will learn how to identify appropriate primary, secondary, and tertiary sources, organize a paper, use correct citation format and properly format a bibliography according to prescribed style guidelines. Throughout the language arts curriculum, students will learn basic keyboard skills and program operations for word processing in the preparation of assignments, including the preparation of charts, graphs, and tables.

The Core Knowledge ELA curriculum includes the many basic attributes of a successful reading program: workbooks, read alouds, decodable readers, Big Books, and pocket charts for K-2 students, and appropriate novels and associated vocabulary and comprehension builders for 3-8.

Literature

The elementary reading and writing curriculum will introduce students to great literary works of the past and present. Material included in the curriculum will include, but are not limited to, Greek and Roman mythology, fables and stories from both Western and non-Western cultures, and stories illustrative of the history of the United States. All students at all levels need rich experiences with significant literature. An ideal program moves beyond strict adherence to canonical materials, and centers on themes appropriate to given groups of students. Such a quality literature program includes biographies, essays, and other nonfiction, as well as poetry, drama, stories, and novels.

The Literature program at PCCA will include multicultural selections of classic and modern works, not restricted to works of fiction, but encompassing as many of the genres of literature as are reasonably possible to offer to students. These reading materials will help students develop decoding and interpretive skills and to begin student encounters with great and enduring writings that will form a basis for advanced literary study and will address issues of character, virtue, and citizenship. Students will read and analyze increasingly challenging and complex works of poetry and prose, representing a wide range of styles and genres.

Through active interpretation and evaluation, students will learn to read critically, to identify stylistic and rhetorical devices of poetry and prose, and will develop understanding of the relationship between literary form and content. Additionally, students will have the opportunity to develop the techniques of creative writing and the composition of poetry in forms commonly found in English-language verse (such as ballad, blank verse, sonnet, free verse, heroic couplets).

Reading/Literature and Writing will be taught across the curriculum. PCCA operates under the premise that every teacher is a language arts teacher. Students will perform plays, sing songs and play music, read short stories or novels as related to the theme for the quarter, and demonstrate comprehension and understanding through book study, oral presentation, etc.

Using the Access Literacy curriculum for reading and language arts at the elementary level, a typical Reading Block will include a time for the teacher to read aloud to the students and provide for individual silent reading. The teacher may instruct the students in: complete phonetics, grammar, spelling, writing, and vocabulary development. Younger students will work on letter formation while the upper-level students will learn correct sentence structure. Core Knowledge offers students stories, exercises, and activities that support listening and speaking skills, reading, writing, language conventions and an exposure to different genres of text, including fiction, content area nonfiction, and poetry. These two reading programs will work cohesively to produce literate and effective readers.

A typical Reading Block for middle school students may include approximately 30 minutes of teacher-led reading from classical literature with the teacher and students taking turns reading aloud. During the remaining 20-30 minutes the students will be tying previous knowledge to the newly read material and making connections across the curriculum. The remaining time will be spent with a teacher-led discussion with students practicing rhetoric and logic. In addition, we know that teachers are lifelong learners and their desire to grow and shape the lives of their students will be an inspiration to our students. We will ask our staff and teachers to regularly share with students their favorite books or literature they have recently read. We will intentionally seek to build a culture where reading is valued above modern media and students pick books over the television.

Learning to form opinions from reading classical literature and learning how to support those ideas along with rigorous high school/college prep, inquiry, collaboration, organization, and reading to support academic growth will be relevant parts of the reading block.

Supplemental Intervention Reading Program (SIRP):
The School will meet the individual needs of students during the school day through its Supplemental Intervention Reading Program. Based on FAST and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90 minute reading block through content area integration, during enrichment activities and any other opportunity, to support student achievement of individual learning goals. Some research based programs that the teacher may utilize are:

- Literacy Essentials' program built-in remediation techniques
- FCRR Center Activities
- Leveled readers
- Reading Plus
- Systematic Sequential Phonics

Comprehensive Intervention Reading Programs (CIRP):
The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read two or more years below grade level. Students will be given additional instructional minutes using a research-based intervention program. Students will receive this additional instruction outside of the 90 minute reading block, in a small-group setting, with more frequent progress monitoring, to ensure accelerated progress toward grade level expectations. Some research based programs that the teacher may utilize are:

- Reading Mastery (K-2)
- Early Success (K-2)
- Corrective Reading (3-8)
- Soar to Success (3-8)
- Voyager Passport (K-8)

Attachment E and F

Pineapple Cove Classical Academy at Brooksville will utilize the Hernando County School District's Student Progression Plan and the State of Florida's Assessment Schedule.

Pineapple Cove Classical Academy

Scholar and Family Handbook 2025-2026

This handbook is subject to change by action of the Governing Board of Pineapple Cove Classical Academy at Board discretion.

December 2025

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I. GOVERNANCE

A. BOARD OF DIRECTORS (BOD)

Pineapple Cove Classical Academy ("PCCA" or the "School") is governed by its Board of Directors (the "Board" or "BOD"). The BOD will operate in accordance with the school's bylaws. The Board has entered into a Charter Agreement with Florida Department of Education and Brevard Public Schools. The bylaws shall be available on the School's website, www.pineapplecoveclassicalacademy.com.

B. BOARD RESPONSIBILITIES

The Board is the governing body of the school and in this office is responsible for overseeing the effective, faithful execution of the mission.

The Founding Board has created Pineapple Cove Classical Academy specifically to implement a traditional, classical, liberal-arts education according to the following mission:

> *"To develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. We are building intelligent, virtuous American citizens."*

The Board oversees budgeting and spending, community outreach, charter fidelity, compliance with applicable laws and regulations, and development to support the mission.

More specific responsibilities of the board include but are not limited to:

Advocacy

- Serving as ambassadors for the school by clearly protecting and articulating the school's mission and goals and by garnering support of the community.

School Leader Support

- Providing input and feedback to the school leader on campus-specific issues and concerns
- (e.g. school culture, discipline policy, scholar recruitment, etc.)
- Supporting the principal by ensuring that she has the moral and professional support she needs to further the goals of the school.

Fiscal accountability

- Participating in the budgeting process each year, providing advice and feedback to the principal.
- Monitoring the management of financial resources by approving the annual budget and ensuring that proper financial controls are in place.
- Financial reporting of the Treasurer to the board as required in the by-laws to ensure the board is "hands-on" as it relates to fiscal controls and responsibility

Development / fundraising

- Assuring there are adequate resources for the school to fulfill its mission.

Compliance

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- Monitoring and ensuring compliance with the Florida Department of Education regulatory statutes and other local, state, and federal laws by regularly reviewing school policies, programs, and practices.
- Reviewing school data against charter and charter goals to ensure compliance with the vision, strategies, and objectives identified herein.

Other

- Serving as the grievance board for parent and staff concerns that are unable to be resolved by the school leader.
- Actively recruiting new board directors and advisory council members.
- Selecting and supporting the principal.

In summary, the Board is accountable for the academic, financial, legal, and operational performance of the school. The Board places responsibility for implementing its policies with the Principal, but the Board remains accountable.

C. PARENT GRIEVANCES

1. Grievance related to the classroom

This school firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the following chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the scholar than anyone else.

a) The teacher. Parents should schedule a meeting with the teacher by calling the school or sending an email directly to the teacher. Except in emergency circumstances or situations involving imminent danger, parents shall not confront a teacher about an issue with scholars present, including his own. If the teacher and parent agree that it is in the best interest of the scholar to have a discussion in the presence of the scholar, they may do so.

b) The Assistant Principal: If the grievance cannot be resolved with the teacher, the parent should discuss the matter with the Assistant Principal.

c) The Principal: If the grievance cannot be resolved with the Assistant Principal, the parent should discuss the matter with the Principal. If a discipline matter is not resolved by the teacher and Assistant Principal, the parents should discuss the matter with the Principal before approaching the BOD.

d) The Board of Directors via the Parent Liaison: If the grievance cannot be resolved after talking with the teacher or the appropriate party, then a parent must submit the grievance in writing to the Parent Liaison of the Board.

If resolution is not achieved by the foregoing process, two other options are available:

e) The grievance can be submitted to the BOD in writing.

f) Parental concerns and grievances may also be raised during the community comments portion of the Board of Directors meeting. The concern or grievance must be submitted in

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writing, and no more than three minutes will be granted. Grievances or discussions involving specific personnel will not be entertained at a public meeting. It is recommended that the concern or grievance be addressed in one of the aforementioned steps before using this option.

g) Grievances concerning disciplinary actions enacted by a school administrator will be referred to the Discipline Review Committee.

2. Grievance related to an administrator

Grievances regarding an administrator should be directed to the individual first, then in writing to the BOD.

3. Importance of Following the Chain of Command

The practice of following the chain of command in communications with the school on matters concerning particular scholars encompasses far more than grievances. It refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their scholars. Pineapple Cove Classical Academy understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

Our preference is that such communication be expressed initially to the teacher or teachers of the child. If further communication is warranted, the parent should consult the appropriate principal, according to whether the matter concerns discipline or academics. If further communication is warranted after seeing a principal, then the parent should go to the Board or the Board's parent liaison, as needed.

The BOD is not the first point of contact and, therefore, will refer communications that seek response or action to the appropriate members of the administration.

The reason for this chain of command is that the teacher invariably has the most direct knowledge of the child and can usually do more to remedy or ameliorate a situation than can a principal or board member. We understand that some parents are "conflict averse" and do not want to bring up a potentially difficult issue with a teacher. Nonetheless, the teachers are eager to help each child in whatever way possible.

Some situations, admittedly, seem by their very nature to warrant a discussion with a principal initially. For example, parents may have questions or concerns about the overall homework load or a particular way of teaching. As a result, it is easier and more expedient to speak to the principal first. In these cases, however, it is always better for the parent to have as much specific information as possible so the principal can act on that information. General comments such as "Pineapple Cove Classical Academy is really hard" may be true but cannot be acted on as effectively as specific comments about the nature of the coursework or the teaching. The Board of Directors will refer to the appropriate school leader communications that seek a response or action

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II. ACADEMIC POLICIES

A. EDUCATIONAL PRIORITIES

The BOD desires that all scholars receive a classical, liberal arts education. To this end the BOD has determined the following educational priorities.

- Basic cognitive skills and academic fundamentals: reading/writing/mathematics;
- Core subjects: English language and literature; history, geography, and government; physical and biological sciences; mathematics;
- Other classical subjects: music; art; Latin;
- Auxiliary subjects: foreign languages, P.E., performing arts, other social sciences; and
- Extracurricular activities as defined by the Principal.

The school is operationally organized according to the Elementary School (Kindergarten through sixth grade) and the Jr./Sr. High School (grades seven through twelve). Elementary School scholars will have a primary "homeroom" teacher, and they will travel together to "specials". Jr./Sr. High School scholars will change classrooms individually to meet with subject matter specialists. Having made that organization distinction, the curricular content is organized in this way:

K-8: The K-8 curriculum will follow the Core Knowledge Sequence. Occasionally, the school will diverge from the Core Knowledge Sequence in order to raise the standards in teaching a particular skill or subject. The BOD and Principal will determine these instances. The Principal will ensure that all skill areas in the K-8 Core Knowledge Sequence are taught at some point in grades K-8.

Grades 9-12: The 9-12 curriculum will follow the recommendations of Hillsdale College with modifications to the course sequence as outlined by State and District standards.

Teachers must develop their courses under the direction of the Principal, who is the chief academic leader and accountable to the BOD.

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B. HOMEWORK & CLASSWORK

Homework is a fundamental part of our general academic program. It prepares scholars for Jr./Sr. high school and college and for entry into the working world upon graduation. It also helps develop a strong work ethic and habits of organization. Homework's immediate educational purpose is:

- to reinforce skills, concepts, and knowledge learned in class;
- to develop good skills and habits of study;
- to practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom;
- to work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention;
- to prepare for the following day's work so that the most can be made of class time; and
- to inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each younger child to read, or be read to, at least three times a week and preferably every day. As cited in *A Nation at Risk*, "the single most important factor for determining whether children will go to college is being read to as a child." Going to college is not necessarily a goal for everyone, but becoming a thoughtful reader should be if one hopes to be

knowledgeable, wise, insightful, and competitive throughout one's lifetime. We believe that becoming a competent reader is critical to being a good scholar and the first step to being able to explore the world. Reading to a child encourages the child's growth and also elevates and informs conversation within the family. In the upper grades, the extra reading time (roughly half an hour) allows for the increasing length of great works of literature.

The expected homework time allotment for each grade is as follows:

Kindergarten	10 minutes plus family reading time
Grade 1	10 minutes plus family reading time
Grade 2	20 minutes plus reading time
Grade 3	30 minutes plus reading time
Grade 4	40 minutes plus reading time
Grade 5	50 minutes plus reading time
Grade 6	60 minutes plus reading time
Grade 7	70 minutes plus reading time
Grade 8	80 minutes plus reading time
Grades 9-12	100 minutes plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the scholar's organizational skills and study habits, the varying abilities of the scholars, and the nature of the assignments. Scholars are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load (followed by a break, fortunately). Nonetheless, teachers will make every effort to give assignments well enough in advance, and scholars will be encouraged to work on those longer assignments steadily, so that scholars are able to manage their homework along with other activities and adequate sleep.

Weekends and breaks will, for the purposes of homework, be considered one day rather than two or more.

For poor or uncompleted work, teachers may require scholars to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. So-called "passes" that allow scholars not to do homework for a day will not be entertained at Pineapple Cove Classical Academy.

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C. GRADING POLICY

Grading is not the be-all and end-all of education. The grade a scholar receives in a class is subordinate to the knowledge the scholar acquires. Still, grades are a useful tool to evaluate the extent to which a scholar has mastered a particular subject. Therefore, grades will be assigned in all classes and subjects. Pineapple Cove Classical Academy will assign grades in order to reflect accurately the range between true mastery and insufficient knowledge of a subject. Grade inflation will be discouraged.

The grades used for primary scholars (K-2) measure academic performance and are used as a means of reporting achievement relative to Florida Standards and other curriculum objectives.
Scholars in kindergarten through second grade are assessed using the following grading scales:

Kindergarten:

4 = Meets and applies expectations/standards independently
3 =Meets and applies expectations/standards with support
2 =Does not meet expectations/standards; shows growth with additional support
1 =Does not meet expectations/standards; shows no growth even with support

First and Second Grades:
O = Outstanding
S = Satisfactory
N = Not consistently demonstrated
U = Unsatisfactory

In relation to the scholar's performance, the following letter grades have these meanings for grades 3-12:

A	Mastery	89.5-100%	4.0
B	Proficiency	79.5-89.4	3.0
C	Sufficiency (Competence)	69.5-79.4	2.0
D	Insufficiency	59.5-69.4	1.0
F	Failing	< 59.5	0.0

Pineapple Cove Classical Academy uses a 4.0 grading scale. Parents and scholars should be regularly informed of the scholar's progress. Each course will be comprised of the following weighted categories:

Tests	40%
Quizzes	30%
Classwork	20%
Homework	10%

"Extra credit," whether to make up for work not turned in on time or to increase a scholar's grade, will be discouraged at Pineapple Cove Classical Academy.

Semester examinations shall be required for all Jr./Sr. High School courses. Semester and/or Final Exams are not permitted to be taken early under any circumstances unless approved by the principal. If a scholar does not take their final exam on the scheduled day, they will receive a zero. Once a scholar takes their semester or final exam, the grade will be recalculated.

In calculating the semester average (for 7th through 12th grades), each nine-week mark shall count as 40% of the semester grade and the Semester Exam will count as 20%. In calculating the final yearly average of middle school courses, both semester grades will be averaged.

First semester exams must be completed by the last day of the first semester and second semester final exams must be completed by last day of school. If final exam make-ups are not completed within the designated due dates, the final grade will remain.

Course Exceptions to the Above Grading Criteria

- End of Course Exams (EOC) are required for Civics, Algebra 1, Geometry, Biology, and U.S. History. Final Course Grade for EOC courses will be calculated and determined as follows:

  1st Semester Average = 35%; 2nd Semester Average= 35%; EOC Exam = 30%

- Elective courses may not include a midterm or final exam, and may include a semester-end project.

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- Physical Education (PE) – Grades for PE will be dependent on participation and scholars dressing out for class. Scholars will follow their schedule to determine PE days and be prepared to dress out on those days. It is imperative that scholars maintain proper hygiene and always have a clean uniform to dress out in on their scheduled PE days.
- Ninth grade scholars will take the Health Opportunities through Physical Education (HOPE) course as a high school graduation requirement.

Late Assignments/Absences
Late work will be accepted with the following penalties:

- Grades 3-6:
  - Submission one day after the due date will result in a 10% reduction of the score earned. Submission two or three days after the due date will result in additional 10% reduction each day. (e.g. one day: an earned score of 80% will be reduced to 70%; three days: an earned score of 80% will be reduced to 50%)
  - Work turned in four days late or more will receive no credit.
- Grades 7-12:
  - Submission one day after the due date will result in a 15% reduction of the score earned. (e.g. A score of 80% will be reduced to 65%).
  - Work turned in two days late will result in a 50% reduction of the score earned.
  - Work turned in three days late or more will receive no credit.

Scholars who are absent will have two days for each day absent to make-up work. Graded classwork and assessments must be made up at the school. If needed, scholars may be invited to stay after school on Fridays to make-up work missed due to absence.

Cursive
Students returning to PCCA in grades fifth grade and up are expected to write formal assignments in cursive as directed by their teacher(s). A deduction of 3% from a final grade may be awarded for assignments not completed in cursive. This requirement does not take effect for fourth grade students or students new-to-PCCA until the beginning of the second semester each year.

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D. TUTORING

Pineapple Cove Classical Academy offers tutoring for scholars in need of additional academic instruction during the school year for a nominal fee. Additional instruction in Reading and Mathematics will be offered for K-6 scholars and by subject for Jr./Sr. High School scholars. The tutoring program is offered each semester and is also dependent upon tutor availability.

E. TEACHER CONFERENCES

Parent/Teacher conferences are scheduled in the fall and spring semesters, generally in the evening. Arrangements for additional conferences may be made with your child's teacher before or after school hours, or during a teacher's planning time.

F. ACADEMIC TEXTBOOKS, FEES, AND SUPPLIES

Scholars will receive a variety of books and materials. All books and materials will be marked as Pineapple Cove Classical Academy property. Materials that are loaned or given to scholars are to be treated appropriately. Scholars are responsible for these materials. If materials given or loaned to a scholar are lost or damaged the scholar must pay for any needed replacement. Fees may apply to specific courses in fine arts, including, but not limited to, art, music, band, and ceramics.

In the case that reimbursement has not been made to Pineapple Cove Classical Academy for lost or damaged materials, no further materials will be issued to that scholar until the past due fees are paid and report cards may be withheld.

Testing fees paid for by the school shall be reimbursed to the school if the scholar does not show to the exam. Exceptions may be made in the case of illness, family matter, or emergency at the discretion of the principal.

G. REPORTING

For scholars to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their scholar's academic progress:

- FOCUS will be used to track scholar progress. Parents should monitor scholar progress closely in grades 3 – 12.
- Interim Reports: Interim reports are published in FOCUS halfway through each quarter to all scholars.
- Report Cards are published in FOCUS at the end of each quarter.
- Once a semester (after the first and third quarters), parent-teacher conferences will occur to discuss the scholars' academic progress.
- If a scholar is determined to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.

H. SCHEDULE CHANGES

There will be no class schedule changes during the semester unless it is deemed in the best interest of the scholar by the school as determined by administration.

I. PLAGIARISM

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a scholar turns in is his own. Plagiarism compromises this system, is unfair to other scholars in the class who do their own work, and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the scholar has the responsibility to ask how an author should be used in an assignment. Whenever a scholar has been caught plagiarizing, the following process will be followed.

- The teacher will keep a copy of the scholar's assignment and, whenever possible, a copy of the work in question.
- The teacher will discuss the matter with the scholar.
- The teacher will issue a disciplinary referral if plagiarism or cheating has occurred.
- Either the teacher or administrator will inform the scholar's parent of the plagiarism or cheating.
- The scholar will receive a grade of zero on the assignment if it is the first offense.
- Multiples instances of cheating will require a meeting with school administration and may result in an in- or out-of-school suspension.
- The use of Artificial Intelligence (AI) programs in any capacity is considered plagiarism.

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J. PROMOTION

1. Elementary Scholars- Kindergarten through sixth grade

Solid literacy is the foundation of all learning. Without the ability to read well, a scholar cannot advance in English, history, the sciences, the arts, or mathematics. Since language is the basis of all human interaction, a person cannot thrive independently in the world when possessed of only a halting literacy. The ability to read, particularly in the early elementary grades, will therefore be a requirement for promotion. The school will follow the criteria of reading competency set forth in the Literacy Essentials program.

In addition to literacy, K-6 scholars must have attained competence in all the core subjects (English, including reading, spelling, grammar, composition; history; math; science) over the course of the year. Competence is attained by not only knowing the material but by completing assigned work. Completion of work demonstrates the ability of the scholar in the various subjects as well as the mastery of study skills necessary for academic and personal achievement. Scholars whose grades or skills fall below the requirements of their grade level will be retained. Pineapple Cove Classical Academy follows the Brevard Public Schools' Scholar Progression Plan.

Scholars in sixth grade must also receive a yearly passing grade in the four major academic subjects (Language Arts; Mathematics; Science; Social Studies). Scholars who fail even one of these courses will be retained, if course recovery is not successfully completed over the summer. In the event a Jr. high school scholar fails a course, he or she may be granted a Course Recovery request through Florida Virtual School. Course recovery requests are limited to two courses per summer; scholars who fail more than two core courses will be retained.

2. Junior High School Scholars (grades 7-8)

Middle Grades Definition:
The term "middle grades" means grades 6, 7, and 8. s. 1003.4156(1), F.S.

Middle Grades Promotion from 6th to 7th Grade and from 7th to 8th Grade:
Student must receive a yearly passing grade in four (4) major academic subjects: English Language Arts, mathematics, science, social studies. In addition, students must meet the District's attendance requirements.

Promotion to 9th Grade:

In order for a student to be promoted to 9th grade the student must successfully complete the following courses:

A. Three (3) middle grades or higher courses in English Language Arts (ELA), s. 1003.4156(1)(a), F.S.
B. Three (3) middle grades or higher courses in mathematics. Each school that includes middle grades must offer at least one (1) high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. To earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC and pass the course, and in addition, a student's performance on the Algebra 1 EOC assessment constitutes thirty percent (30%) of the student's final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes thirty percent (30%) of the student's final course grade and earn a passing grade in the course. s. 1003.4156(1)(b), F.S.

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C. Three (3) middle grades or higher courses in social studies. One (1) of these courses must be a civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. Student's performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22, F.S., constitutes thirty percent (30%) of the student's final course grade.
    a. A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to the meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three (3) courses in social studies or two (2) year-long courses in social studies that include coverage of civics education. s. 1003.4156 (1)(c), F.S.
D. Three (3) middle grades or higher courses in science. Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22, F.S. To earn high school credit for Biology 1, a middle grades student (taking biology) must take the statewide, standardized Biology 1 EOC assessment which constitutes thirty percent (30%) of the student's final course grade, and earn a passing grade in the course, s. 1003.4156(1)(d), F.S.
E. One (1) career and education planning course must be satisfactorily completed in the 7th or 8th grade in order to be promoted to high school. For the 2019-2020 school year, Brevard Public Schools requires that this course be taught to 8th graders through the courses M/J US History and Career Education (2100015X), M/J US History Advanced and Career Planning (21000254) or M/J IB MYP US History and Career Planning (21000414).
F. The course must be Internet-based, customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student; that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; must include information from the Department of Economic Opportunity's economic security report as described in s. 445.07, F.S. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285, F.S., the requirements for each scholarship in the Florida Bright Futures Scholarship Program, state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, preapprenticeship and apprenticeship programs, and courses that lead to industry certification pursuant to s. 1003.492, F.S. or s. 1008.44, F.S. The course may be implemented as a stand-alone course or integrated into another course or courses.
G. Meet the District's attendance requirements.

Junior high school scholars will have the opportunity to meet with their Academic Advisor throughout the year to review and ensure coursework and credits are on track for graduation.

3. Senior High School Scholars (grades 9-12)

Promotion by Grade Level:

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A. Promotion is the assignment of a student to the next grade level after successful completion of all grade level requirements.
B. To be promoted a student must have completed the following:

9th Grade to 10th Grade

1. Enrollment - Been enrolled one (1) year in the 9-12 sequence;
2. Credits - Earn at least five (5) credits (block schools – six (6) credits);
3. Attendance - Meet the District's attendance requirements.

10th Grade to 11th Grade

1. Enrollment - Been enrolled two (2) years in the 9-12 sequence;
2. Credits - Earn at least eleven (11) credits (block schools – thirteen (13) credits);
3. Earn two (2) credits in language arts;
4. Earn two (2) credits in mathematics;
5. Attendance - Meet the District's attendance requirements.

11th Grade to 12th Grade

1. Enrollment – Been enrolled three (3) years in the 9-12 sequence;
2. Credits - Earn at least eighteen (18) credits (block schools – twenty-one (21) credits);
3. Earn three (3) credits in language arts; 4. Earn three (3) credits in mathematics;
4. Attendance - Meet the District's attendance requirements.

Parents will be told in advance if their child may need to be retained through interim reports, progress reports, Progress Monitoring Plans, and parent-teacher conferences. Pineapple Cove Classical Academy follows the Brevard Public Schools' Scholar Progression Plan for purposes of promotion and may include additional coursework.

4. Pineapple Cove Classical Academy Graduation Requirements

PCCA's graduation requirements are posted on our website and available in our guidance offices.

K. SPECIAL EVENTS AND PARTIES

Special events held during the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum.

Any special event must be approved by the Principal a minimum of 2 weeks prior to its planning. Approval for one year does not carry over to the next.

L. SPECIAL EVENTS – GUEST SPEAKERS

Guest speakers presenting during the school day must speak on topics covered in the course or grade. If possible, the scholars should be studying the given topic at the time of the presentation.

Guest speakers must be approved by the Principal prior to the invitation being extended. Approval must still be obtained for guest speakers used in the previous school year. Approval for one year does not carry over to the next.

Guest Speakers who cover controversial topics must be screened by the Principal. The screening may include an interview of the guest by the Principal or designee. Parents must be notified prior to guest speaker presentations on controversial issues, including religions covered in the Core Knowledge sequence. Parents may have scholars excused from such presentations, in which case the scholar will be supervised in a silent study hall. Teachers will provide permission slips to parents as notification of a guest speaker covering controversial issues and indicate an option on the permission slip for the scholar to be excused.

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M. SPECIAL EVENTS – FIELD TRIPS

Field trips should be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the Principal or designee two weeks prior to planning. The field trip planner will work with the administration and staff to ensure that all procedures are followed. Three detentions or referrals may prevent participation in events. There will be NO refunds for celebratory trips lost due to behavior. Students must meet academic requirements for Gradventure (currently passing core coursework) and Grad Bash (2.0 G.P.A.) Seniors may not participate in off-campus Senior Lunches if they do not possess a 2.0 GPA or are failing a course. Future field trips and school events may be withheld if students have monies owed from previous trips/events/clubs and/or athletics.

N. EXTENDED FIELD TRIPS

All scholars attending the extended field trip must have the approval of the administrators of Pineapple Cove Classical Academy and the scholar's parents. All extended field trips must have liability insurance protecting all the trip attendees and the school. Any liability insurance not covered by the school's policy must be paid for by the fees charged to trip participants. Any increases in the costs of extended field trips (due to inflation, changes in exchange rates, etc.) must be paid for by increases in fees of trip participants. All adults attending the field trip are required to be currently registered volunteers. The field trip planner will work with the administration and staff to ensure that all procedures are followed.

O. SPORTS AND EXTRACURRICULAR ACTIVITIES (K-12)

The primary goal of Pineapple Cove Classical Academy is the education of our scholars. We are glad to offer athletics and clubs as secondary goals to enhance our scholar's learning.

1. Elementary Sports (K-6)
   Elementary scholars interested in participating in the school's sports program will submit a commitment letter prior to the start of the season indicating their agreement to maintain their grades and uphold the school virtues.
2. Jr./Sr. Athletics (7-12)
   Jr./Sr. scholars participating in the athletics program must maintain a minimum 2.5 GPA during the season of the sport in which they participate. The complete scholar athlete athletics policy, including specific academic and behavioral requirements, can be found in the attached appendix.
3. Clubs (K-12)
   Participation in clubs affords scholars an opportunity to explore interests and further develop personal skills. A variety of clubs are offered before and after school hours. Scholars participating in clubs are required to remain in good academic standing. If a scholar's academic performance and/or behavior becomes a concern, they may be removed from the club.
   Some clubs may have additional requirements separate from this handbook.

   Scholars must be present for a minimum of 50% of the school day to participate in same-day after school activities.

P. PARTICIPATION IN EXTRACURRICULAR ACTIVITIES BY NON-ENROLLED SCHOLARS

Only enrolled scholars may participate in Pineapple Cove Classical Academy extra-curricular activities.

Q. TEACHING CONTROVERSIAL ISSUES

Controversial issues are defined as contemporary problems, subjects, or questions of a political or social nature where there are entrenched differences of opinion and passions often run high. When these subjects come up, teachers will present an impartial view of both sides of the issue without proselytizing. Contemporary controversial issues will not be discussed in the elementary school even if part of the Core

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Knowledge sequence without Principal approval. Classical schools by nature may show classical art that shows the human body in its natural form. As a school of choice, it is expected that parents have researched and chosen a classical curriculum; therefore, the curriculum will be presented in its entirety, with the few exceptions listed below concerning human sexuality.

R. TEACHING OF TOPICS RELATED TO RELIGION

In the course of exploring the liberal arts and in the process of developing cultural literacy, scholars learn about world religions from a historical, cultural, and a literary perspective. These religions include Islam, Christianity, Judaism, and a number of others both ancient and modern. In an impartial way, the school will present topics related to religion promoting an *understanding of* and not a *belief in* these religions. In accordance with the law, faculty members will not preach or proselytize, nor will they endorse religious figures or customs.

In grades Kindergarten through eighth grade, the school uses a content-rich, coherent curriculum called Core Knowledge, and the entire sequence is available for free at www.coreknowledge.org.

S. TEACHING EVOLUTION

Pineapple Cove Classical Academy embraces a rigorous program in the natural sciences. In biology, the school will teach the theory of evolution as found in standard high-school biology textbooks and as also taught at the college level in both secular and religious colleges. The theory of evolution is largely misunderstood today by the general public. Much of what constitutes the teaching of evolution concerns adaptation of species to their environment and change over time. A great many of these phenomena are observable. A very small percentage of evolutionary theory deals with the more controversial issue of the origins of life. This latter aspect of evolution, to the extent it is taught, will be introduced to scholars briefly with a great deal of circumspection; it is not a central part of the theory. Furthermore, the study of science will be confined to the investigation of the physical world. It is not the place of science to make metaphysical claims nor to confirm or deny the validity of religion or the existence of God. Pineapple Cove Classical Academy recognizes a clear distinction between *science* and *scientism*. Science is the continued research into the natural world in order to find the most plausible explanations for natural phenomena. Scientism is the belief that science is the *only* means of understanding our world, thus excluding other ways of interpreting the world, such as through literature or religion. Keeping in mind this distinction, the teachers at Pineapple Cove Classical Academy will leave matters of faith up to scholars and their parents. The role of a teacher in a public school is neither that of preacher nor of skeptic. Rather, teachers of history, when called upon by the curriculum, will teach the history of religion without either advocating or undermining religion in general or any specific faith. Likewise, science teachers will teach science, without comment on religion. Teachers, scholars, and parents must realize that a biology class has a particular purpose and is not the proper venue for a philosophical or theological discussion on the existence of God or claims relating to the activity of God or absence thereof in the natural world.

T. ROLE OF PARENTS AND SCHOOL IN RELATION TO HUMAN SEXUALITY

We believe parents own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also encompasses morality, spirituality, and the emotions. Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate

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to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it for both children and parents.

U. TEACHING HUMAN SEXUALITY

We will use the Core Knowledge Sequence in the fifth grade, and other resources, which includes a discussion on the reproductive organs, reproduction, and the menstrual cycle. This topic will be covered again in Biology and Health Opportunities through Physical Education (HOPE). Upon request, parents will have the opportunity to preview the materials the class will be reading, on which the discussion is based. Parents may request a meeting with the teacher(s) prior to the section on sexuality. Sexual intercourse will be discussed in relation to the reproductive system and the menstrual cycle.

Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

In the Jr./Sr. High School, themes that deal with sexuality may emerge from the reading of a serious text, such as *Anna Karenina* or *Brave New World* or *The Scarlet Letter*. When these topics do emerge from the curriculum itself, teachers will engage the material in a serious way.

In the higher grades, scholars may be involved in discussions concerning sexuality and sexual restraint as these issues affect their living a moral and responsible life. Such discussions will always be led a faculty member who has the full confidence of the Board of Directors in these matters.

Character education is an integral part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject.

Employees will not discuss their personal lives on such matters with scholars.

V. VIDEO VIEWING POLICY

From time to time videos or other media may be used to support the lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers are responsible for previewing videos to ensure that they are appropriate.

W. SCHOLAR AGENDAS

Organization is an important part of self-government and is woven into our curriculum. To help scholars in grades K-8 manage their assignments, scholars shall purchase a “planner” or agenda. This planner will allow scholars to write down assignments and encourage teachers and parents to communicate regularly. The planners should go home every night and provide parents with a convenient method to monitor their scholar’s work. All scholars must have a planner. If lost, a replacement must be ordered from the school’s website.

X. PARENT REVIEW OF RECORDS

FERPA (Family Educational Rights and Privacy Act) gives parents certain rights with respect to their children's education records. These rights transfer to the scholar when he or she reaches the age of 18 or attends a school beyond the high school level. Scholars to whom the rights have transferred are "eligible scholars."

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- Parents or eligible scholars have the right to inspect and review the scholar's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible scholars to review the records. Schools may charge a fee for copies.
- Parents or eligible scholars have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible scholar then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible scholar has the right to place a statement with the record setting forth his or her view about the contested information.

Any parents wishing to review their child's records may submit a request in writing to the front office and an appointment will be scheduled to do so.

Under FERPA, scholars enrolled in dual enrollment coursework possess their own rights to their college educational record. Scholars must give permission for the college to release information to parents in writing to the college.

Y. RECORDING OF IEP TEAM AND PARENT MEETINGS

The recording of IEP Team meetings and parent meetings is prohibited unless a parent/legal guardian, authorized representative of a parent/legal guardian, or IEP team member, is unable to understand or meaningfully participate in the IEP process or the planning of the relevant scholar's education due to a disability, language barrier, or some other impairment.

A. If a parent/legal guardian believes that recording an IEP Team meeting is necessary, s/he should notify the Principal or designee in writing, at least five (5) school days before the IEP Team meeting, of his/her desire to record the meeting and the reason the recording is required. The Principal or designee will notify the parent/legal guardian at least one (1) school day before the meeting if the Principal or designee intends to grant or deny the parent/legal guardian's request to record the meeting.

B. If the Principal or designee denies the request, s/he will state in writing the reasons for the denial. Authorized exceptions to the general prohibition against the recording of IEP Team meetings involve situations when a parent/legal guardian, or authorized representative of a parent/legal guardian, or other IEP Team member, is unable to understand or meaningfully participate in the IEP process or the planning of the relevant scholar's education due to a disability, language barrier, or some other impairment. If a parent/legal guardian is permitted to record the meeting, s/he must use his/her own recording device and the school will similarly record the meeting.

For purposes of this policy, a "recording" is defined as the capture of voices, and other ambient sound electronically, digitally, or by any other means for the purpose of retrieval and review.

Video recording an IEP Team meeting is strictly prohibited.

Z. ADULT STUDENTS

An eligible student (18 years of age) who is not residing with a parent or legal guardian shall not be prohibited from registering or remaining in school. All eligible students are required to follow all school board rules, policies, and procedures, and shall be under the authority of the Principal as it relates to leaving school grounds, attendance and discipline procedures. Adult students residing with parents or legal guardians shall still require written permission to check out, leave campus, and attend or participate in any activities requiring parent signature/permission.

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III. SCHOOL LIFE & ENVIRONMENT

A. ATTENDANCE

Regular attendance is important to ensure achievement in school. We discourage vacations and trips taken during the school year. We also discourage doctors' and other appointments when avoidable during the school day. When those appointments are unavoidable, scholars are responsible for any make- up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades. It is helpful to both scholar and teacher to make prior arrangements to meet that requirement. Scholars not in compliance with the school attendance policy may be asked to return to their home school.

	School day begins	School day ends	Early release day ends
Palm Bay Elementary (K-6):	8:00 a.m.	3:00 (K-3)/3:15 (4-6)	1:15 (K-3)/1:30 (4-6)
Palm Bay Jr./Sr. High (7-12):	8:30 a.m.	3:45 p.m.	2:00
West Melbourne (K-6):	8:00 a.m.	3:00 p.m.	1:15 (K-3)
West Melbourne (7-8):	8:30 a.m.	3:45 p.m.	2:00
Lockmar (K-5):	8:00 a.m.	3:00 (K-3)/3:15 (4-5)	1:15 (K-3)/1:30 (4-5)
Lockmar (6-8):	8:30 a.m.	3:45 p.m.	2:00

See Appendix A for the complete Pineapple Cove Classical Academy Attendance Policy

B. PINEAPPLE COVE CLASSICAL ACADEMY'S CODE OF STUDENT CONDUCT

1. General

Scholar self-government and a sense of purpose develop from application and accomplishment, from consistent expectations in the school climate and culture, and from the habitual practice of the virtues.

Therefore, scholars will:

- Understand the school/class rules and follow them
- Listen and respond respectfully
- Arrive at school daily and on time
- Arrive prepared for class each day
- Use approved materials/items for class
- Wear clothing as defined by the district dress code
- Use electronic devices in an appropriate manner as defined by the school district
- Develop good study habits
- Complete all homework assignments
- Engage in class activities
- Speak and act respectfully to all school personnel and peers
- Follow instructions given by staff
- Demonstrate school and community pride
- Actively participate in the school community
- Report any activities that are in violation of the Code of Student Conduct to staff
- Do not falsely report activities that are in violation of the Code of Student Conduct or local laws
- Use positive and respectful language
- Display respect for others and their property
- Respect local law dealing with the possession, use or sale of substances including alcohol, medications and E-Cigarettes

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- Respect the rules of acceptable use of technology when engaging in social media/texting or any other cyber-communication
- Accept and engage in any implemented consequences because of any type of violation of the Code of Student Conduct
- Show accountability for actions
- Exercise self-control throughout the school day and when transitioning to and from school
- Report incidents that are unsafe and/or violate the Code of Student Conduct and/or compromise the safety of self/others
- Follow the school rules as well as the Florida law
- Cooperate with any investigation into behaviors/incidents and answer questions truthfully during investigations conducted by school staff or law enforcement agencies
- Maintain personal safety by choosing positive peer/staff interactions and using conflict resolution skills to resolve disputes
- Bring items to school that are acceptable
- Maintain the physical boundary preferences of peers and staff
- Promote the safety of others by exercising self-control and being a good bystander
- Seek assistance from a trusted adult to solve problems and/or report incidents of concern

2. Toileting

All scholars of Pineapple Cove Classical Academy must be independent in toileting unless there is a documented medical condition. On occasion scholars may have "accidents." When an "accident" occurs, it is the responsibility of the parent to assist the child and to provide clean clothing. We encourage all kindergarten scholars to have a change of clothes on hand at school.

If there are repeated "accidents", a meeting with the parents, Assistant Principal, and school nurse liaison will be held to evaluate the situation. Appropriate action will be taken based on what is in the best interest of all scholars and the school.

3. Chewing Gum

The use of chewing gum by students on campus is prohibited.

4. Perfumes, oils, and body sprays

The use of perfumes, oils, and body sprays by scholars should not inhibit the learning environment and smells should not be detectable in the course of a normal school routine. Smells of this nature that saturate a room often cause headaches, exacerbate allergies, and cause a disruption to the learning environment. Should this occur, scholars will be excused to the front office to call home. Aerosol sprays are not permitted on campus.

5. Discipline

The activity of learning requires scholars to be attentive and polite. Scholars are expected to adhere to the school's high expectations for behavior and core virtues lest they compromise their own learning and interfere with the learning of others. Minor infractions or disruptions will largely be handled in the classroom in a way suitable to the age of the scholar. Whenever a scholar misbehaves repeatedly or flagrantly, the consequences for the infraction will be immediate, relevant, and effectual. Rather than allow misbehavior to fester in the classroom, teachers will send disruptive scholars to the office, normally to the Assistant Principal, Scholar Services Coordinator, or Dean.

Kindergarten through Sixth Grade:

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In order to maintain frequent communication with parents in regards to scholar behavior for scholars in grades K-6, a behavior plan will be implemented school-wide. All scholars will use a Character Card on a daily basis. Teachers and staff will communicate behavior infractions to parents on this card. Cards should be reviewed daily and be returned, with a signature, on designated days.

Jr./Sr. High School students:
In accordance with this policy, Pineapple Cove Classical Academy has adopted the following procedure for disruptive behavior for Jr./Sr. scholars that requires an office referral. Each classroom teacher has established a classroom management plan that clearly defines scholar expectations in the classroom. Should a classroom intervention not be successful, then a detention may be issued for specific instances. For severe behaviors that require a corrective strategy that better suits the behavior, in school and out of school suspension may be issued. All scholars will participate in a whole school assembly that outlines the expectations and procedures of our Discipline Plan at the beginning of the school year.

See Appendix B for the complete Pineapple Cove Classical Academy Student Code of Conduct

6. Involuntary Dismissal Policy

The Principal of the school shall have the authority to recommend a dismissal for a student from the program for any violation(s) of the Code of Student Conduct that are determined by the Principal to be non-minor in nature. Written notification shall be provided to the parent/guardian informing them that the student will be dismissed from the program, stating the reasons for the dismissal, stating actions taken by staff to assist the student prior to dismissal, and providing information about their due process rights and right to appeal the determination as set forth herein. The notification must also establish whether or not the student will be eligible to reapply for enrollment at the school at a future date. The School shall notify the School District of any recommendation for dismissal under this policy.

Any recommendation for dismissal, as well as any documentation supporting said recommendation, shall be submitted to a due process coordinator for review of compliance with this policy. Said coordinator shall be appointed by the Governing Board.

Following a recommendation, a dismissal will not become final until (i) the expiration of the window to appeal as set forth below, if the parent/guardian does not appeal, or (ii) the conclusion of the appeal. Upon a dismissal becoming final, the administration will refer the student to the School District for appropriate placement.

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Offenses Qualifying For Dismissal
A student may be dismissed for offenses that are deemed to be non-minor offenses of the School's Student Code of Conduct in effect for the current school year, by the Committee. Said offenses may include but are not limited to: Level 3 or 4 behaviors as well as repeated Level 2 incidents listed on the School's Student Code of Conduct. Additionally, students may be dismissed for non-minor repeat violations of the Attendance Policy of the School.

Effect of Dismissal
"Dismissal" for purposes of this policy means that a student is involuntarily disenrolled from the School and barred from re-enrolling either indefinitely or for a specified period of time.

Appeal Process
The parent/guardian of a student who has been notified that their student will be dismissed from the program must be given a period of three (3) days to submit a written appeal to the Principal if they so desire. The appeal shall be forwarded to the Chairperson of the Governing Board of the Organization. Designated time for a hearing on the appeal shall be added to the agenda for the next meeting of the

Governing Board or the Chairperson may call a special meeting to consider the appeal. The Governing Board should attempt to hold a hearing within ten (10) days following the submission of the parent/guardian's written appeal.

All members of the Governing Board must be provided with a copy of the parent/guardian's written appeal in advance of the meeting. At the meeting, a hearing will be conducted on the dismissal. The Principal recommending the dismissal, or his or her designee, shall be given 10 minutes to present pertinent facts and information about the decision. The parent/guardian, or his or her designee, shall then be given 10 minutes to present additional facts and information for the Governing Board to consider. The Principal, or his or her designee, will then be given five (5) minutes for rebuttal.

Following the presentation by both parties, the members of the Governing Board may ask the parties questions, seek additional information, and discuss the issues amongst themselves. The Chairperson shall then call for a motion to either approve or deny the appeal. The appeal may be approved or denied by a majority vote of the Governing Board members present at the meeting. In the event of a tie, the Chairperson reserves the right to break the tie. The Governing Board also reserves the right to uphold but modify the terms of any dismissal by a majority vote, including whether the student will be eligible to reapply for enrollment at a future date. The decision of the Governing Board is final and may not be further appealed.

Within three (3) business days following the decision of the Governing Board, the Principal shall issue a written notification to the parent/guardian communicating the decision of the Governing Board. A copy of the notification will be provided to the School District. If the Governing Board voted to grant the appeal and overturn the dismissal, the student should immediately resume participation in the program.

Suspensions and Placement Following Recommendation for Dismissal

The administration may suspend a student who has been recommended for dismissal for up to ten (10) days pending investigation. The suspension may be extended beyond ten (10) days if such suspension period expires before the regular or special meeting of the Governing Board can be held if the parent/guardian appeals. Whenever possible, the Governing Board shall attempt to meet in a special meeting to avoid an extension of the suspension period.

Notwithstanding the foregoing, a student with disabilities may not be suspended for ten (10) consecutive days or ten (10) total days during the school year if such removal would constitute a change of placement without having a Manifestation Determination Hearing, as set forth below. Thereafter, the student may be required to remain at home pending the outcome of the appeal, though the School must provide educational services to the student, including providing assignments so as to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

Manifestation Determinations for Students with Disabilities

The dismissal of a student with disabilities shall be handled only in accordance with Rule 6A-6.03312, Florida Administrative Code, the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act, and other applicable laws. If the School's Disciplinary Review Committee and Governing Board through the appeals process approves a recommendation for dismissal for a student with disabilities, such approval shall be conditional upon the School conducting a manifestation determination meeting within ten (10) school days. The parent/guardian shall be notified of the decision in writing and shall be provided the notice of procedural safeguards.

The manifestation determination team shall be composed of a representative from the School, the parent, and relevant members of the IEP team (as determined by the parent and the School). The manifestation determination team will follow all procedures and requirements set forth in Rule 6A-6.03312. A student

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may not be dismissed from the program if the manifestation determination team finds that the conduct in question was a manifestation of the student's disability. In such a case, the School will implement all required measures in Rule 6A-6.03312.

If it is determined that the conduct was not a manifestation of the student's disability, the Principal shall notify the parent/guardian of the Administrative Hearing that will take place within the 10 suspension days. If Administration determines a dismissal the parent/guardian shall have three (3) days thereafter to make a written appeal to the Governing Board

Confidentiality of Student Information during an Appeal

At present under Florida's Sunshine Law, all appeal hearings relating to a dismissal must be open to the public if the parent chooses to have the meeting be public. The Governing Board may not go into executive session to consider an appeal under Florida law. However, the Governing Board and those people presenting during the hearing should be sensitive to the confidential nature of the information. In the initial notification regarding the dismissal, the parent/guardian should be fully informed that any hearing before the Governing Board to consider an appeal will be open to the public. The parent/guardian should be notified that their request for a hearing before the Governing Board constitutes consent to the disclosure of confidential information about the student at the hearing relevant to the Governing Board's consideration. Notwithstanding the foregoing, the Organization shall protect the confidentiality of all education records that are considered as part of the appeal and shall not release such records to any person who does not have a legitimate educational interest or legal right to review such education records in accordance with Florida law and the Family Educational Rights and Privacy Act.

Expulsions

A "dismissal" under this policy is not an "expulsion" as that term is utilized in the applicable Code of Student Conduct. The School shall recommend for expulsion any offense constituting an expellable offense according to School District policy or Florida law.

In accordance with its contract, PCCA will refer any scholar who commits an expellable offense back to their zoned district school for enrollment at the beginning of the expulsion period. Scholars and parents who wish to appeal this referral may do so in writing to the Board. Requests for re-enrollment must be received no less than two weeks prior to the end of the expulsion period so the Board has ample time to review.

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7. Threat Assessments and Mental Health

Pineapple Cove Classical Academy follows Brevard Public Schools' Board policies regarding threats to the school environment including Threat Assessment Teams and Reports (BPS Policy 8405) and Scholar Mental Health (BPS Policy 5350). Scholars who make threats to harm themselves, others, or to the school at large will be subject to a threat assessment per Florida Statute.

Under Florida Statute 1002.07(2)(b), schools are required to provide timely notification to parents of threats of ONLY the following unlawful acts or significant emergencies that occur on school grounds, during school transportation, or during school-sponsored activities:

1. Weapons possession or use **when there is intended harm toward another person**, hostage, and active assailant situations. The active assailant situation training for each school must engage the participation of the district school safety specialist, threat assessment team members, faculty, staff, and students and must be conducted by the law enforcement agency or agencies that are designated as first responders to the school's campus.
2. Murder, homicide, or manslaughter.
3. Sex offenses, including rape, sexual assault, or sexual misconduct with a student by school personnel.
4. Natural emergencies, including hurricanes, tornadoes, and severe storms.

5. Exposure as a result of a manmade emergency.

Parents are not entitled to threat assessment information of any scholars other than their own, unless it meets one of the above statutory requirements due to FERPA.

8. Bus Policy

Pineapple Cove Classical Academy will provide a limited bus service for before and after care scholars. Scholars may also use buses for field trip purposes. On the bus, scholars should behave with the same decorum as they would in the school. Misbehavior on the bus will be reported to the school and may result in disciplinary action and loss of bus privileges.

9. Lockers

Pineapple Cove Classical Academy provides lockers (as available) for scholars in 7th grade and higher. The lockers are school property and do not belong to the individual. Scholars will be furnished locks for lockers with administration possessing the combination. PE scholars in grades 7-12 will purchase a school-supplied lock. Lockers and locks will be assigned by the school to each scholar and may not be switched, unless given permission by administration.

Pineapple Cove Classical Academy has the authority to search lockers when deemed necessary, even if it requires removal of the lock.

Pineapple Cove Classical Academy is not responsible for lost or stolen items such as tablets, iPods, phones, and video games as these are NOT to be brought to school. Problems with lockers should be reported to the office.

Scholars must observe the following rules:

- Scholars are not allowed to decorate the inside of lockers with posters, pictures, or anything else which advertises sex, drugs, suicide, cults, alcohol, or promotes other negative or derogatory messages as determined by the administration.
- Lockers are a privilege and should be a clean space. Lockers should not have PE uniforms, shoes, or food left overnight. Lockers must be kept neat and orderly at all times. Locker checks will occur each semester.
- Lockers must be kept closed and locked when not in use to maintain the integrity of the fire corridors and avoid careless accidents. Items left outside lockers or on the floor may be removed or disposed of. We strongly discourage scholars from sharing their locker combinations with others, as that may lead to conflicts should items go missing. Scholars are responsible for their locks. Any missing locks must be paid for by the scholar.
- In the event a lock is lost or does not work, front office personnel must be notified. Personal locks are not permitted on lockers. Any missing locks must be paid for by the scholar.

NOTICE: Florida Statute 232.256(3) Scholar lockers or storage areas are subject to search upon reasonable suspicion for prohibited or illegally possessed substances or objects. LOCKERS MAY NOT BE SHARED. Scholars sharing lockers may lose their locker privileges for the remainder of the school year.

10. Scholar Publications Policy

Scholar publications must uphold Pineapple Cove Classical Academy's mission, philosophy, core virtues, and board policies. The purpose of such publications is to inform the Pineapple Cove Classical Academy community of school-related events, achievements, and business. In addition, scholar publications are a

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way for scholars to learn and to practice responsible writing and journalism. Employees of the school or parents may not use scholar media to proselytize their own views on controversial issues. The Principal acts as the final editor in all cases.

11. Public Displays of Affection

Scholars are not permitted to engage in public displays of affection on campus.

12. Food in Classrooms

Eating is only permitted in classrooms during designated snack times as determined by teachers. There is no eating in any science labs at any time. Water is the only beverage permitted in classrooms on by scholars. Water bottles must have a closing lid that helps to prevent spills. Bottles with open straws and lids are not permitted. Energy drinks and soda are not permitted on school campuses during school hours. Food or treats brought to school to share with classmates must be store-bought.

13. Tobacco and Vapes on Campus

No student, employee, volunteer, contractor or school visitor is permitted to use tobacco products of any kind, vapes, or electronic cigarettes at any time in, on or during the following:

a. Any building, facility, school grounds, property or vehicle owned, leased, chartered or rented by the school, including but not limited to, school offices, athletic/practice fields, playgrounds, parking lots, and administrative offices.
b. Disciplinary Actions for Student or Employee Violators
    1. Scholars: Consequences for scholars engaging in the prohibited behavior will be provided in accordance with the school's student behavior management plan and in accordance with the District's Discipline Matrix.
    2. Employees: Consequences for employees who violate the tobacco use policy will be in accordance with personnel policies.
    3. Visitors: Visitors will be requested to discontinue use. If the visitor refuses to comply with the request to discontinue, the visitor will be escorted off school property by security/law enforcement.

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C. ANIMALS ON CAMPUS

Animals are not permitted on campus for any reason unless the animal meets the definition of a Service Animal as defined by the Americans with Disabilities Act. Exceptions must be approved by the principal.

D. HEALTH AND MEDICINE

1. Administration of Medication

Pineapple Cove Classical Academy is committed to the health and safety of its scholars. Medication and/or medical procedures required by scholars should be administered by a parent/legal guardian at home. Under exceptional circumstances, prescribed medication and/or medical health-related procedures may be administered by the school principal, his/her designee, the school nurse, or self-administered by the scholar per written physician's orders and written parent/guardian authorization. The parent/guardian must complete and sign the *Administration of Medication/Medical Procedure* form to acknowledge that the school assumes no responsibility for medications or procedures that are self-administered. Office staff will make this form available to parents/guardians.

School nurses or other employees may administer auto-injectable epinephrine to scholars upon the occurrence of an actual or perceived anaphylactic adverse (allergic) reaction by the scholar, whether or not such scholar has a prescription for epinephrine. Any school employee who in good faith administers or

chooses not to administer auto-injectable epinephrine to a scholar in such circumstances shall be immune from civil liability, pursuant to Florida statute.
Scholars may not bring ANY medication to school. This includes cough drops, pain medication, etc.

2. Scholar medical records

Scholar health records will be maintained in locked or password-protected files in order to maintain confidentiality. All health records will be managed by administration and any appropriate, designated staff (such as the nurse) and will only be released to service providers as allowed and dictated by BPS and state regulations.

3. Medical operations

PCCA will:

- Participate in workshops, in-services and/or training offered by BPS regarding scholar health
- Use BPS forms for health services
- Require part-time nurses and volunteers to have completed training in CPR/first aid, diabetic education, medication administration, and AED training, as required.

Parents will be informed when a scholar reports to the office with a fever or has been injured seriously. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a fever will not be allowed to remain in the classroom and must be picked up by a parent or designee. If a head injury is sustained, or any injury requiring medical attention, the parent will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

Scholars who are sent home with a fever or vomiting may only return to school when they have been fever-free or vomit-free for 24 consecutive hours.

4. Medical records and enrollment

In order to complete the enrollment process, parents shall submit all required immunization records and health forms.

5. Parent/guardian obligations

Parents shall, at all times, ensure that the school has updated medical information on file. It is the parent's/guardian's responsibility to keep this information updated.

It is the parent's responsibility to notify the office if a child has been injured at home and may need special considerations at school.

6. Food allergies

Pineapple Cove Classical Academy is not a peanut-free school. The school will, however, establish an allergy table in the cafeteria, and teachers/monitors will ensure that this peanut- free zone is enforced.

7. Sick scholars

Sick scholars should not be in school. Any scholar who has a fever or is contagious (e.g., with pink eye, strep, the flu) should be kept home. Before a scholar may return to school, fevers must resolve and be symptom free without medication for 24 hours from the onset. Pineapple Cove Classical Academy adheres to all CDC recommendations regarding COVID-19.

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8. Lice

Lice is an extremely contagious issue that can easily spread through a school. Children suspected of lice (scratching heads, visible lice or nits) will be checked by trained staff in the privacy of the clinic. Should lice be found, siblings may be checked as well. Children suspected of having head lice may not attend school. Parents will be notified of the situation and asked to pick up their child. PCCA's policy requires that no lice or nits (white eggs) be present when the child returns to school. Proof of treatment must be furnished before the child is readmitted to class. Scholars will be rechecked within 10 days of treatment to see if further treatment is necessary. If a head lice issue prevents a child from attending school, PCCA will provide missed work within 24 hours for the scholar to complete.

E. SCHOLAR FEES AND SUPPLIES

From time to time the school may charge fees to its families for the purpose of funding expenses related to athletics, transportation, classroom supplies, orchestra, art, elective courses, activities, field trips, etc. Fees can be paid through online payment portal. All financial obligations must be rectified prior to registration for the upcoming school year or graduation. **Scholars with outstanding balances will not be issued report cards or be permitted to register for the next school year.** Outstanding balances must be paid at the front office.

F. OFF-SITE EXTRA-CURRICULAR ACTIVITIES

The logistics of all of Pineapple Cove Classical Academy's off-site extra-curricular activities must be approved by the Assistant Principal. All adults helping with these activities must be registered Pineapple Cove Classical Academy volunteers. A list of all sanctioned Pineapple Cove Classical Academy off-site extra-curricular activities will be maintained and updated by the Assistant Principal, and copies will be made available for Pineapple Cove Classical Academy parents.

G. CHAPERONES

PCCA will conduct field trips and off-site events and in so doing will welcome and enlist the aid of parent chaperones. The number of chaperones for a field trip or off-site extracurricular event will be established prior to the occurrence of the event. This number will be strictly adhered to. No siblings or individuals other than assigned chaperones may attend the event. Fees for the event must also be paid by the chaperone and are due at the same time as the scholar's fee for the event. If fees are not submitted by the date due another chaperone will be chosen to fill the vacancy. Chaperones must attend to assigned duties and must model the Pineapple Cove Classical Academy core virtues. Scholars are required to use school-approved transportation to and from the field trip location. Parents who are not selected as chaperones are not permitted to join the field trip group at the location/venue. Violators of this policy will not be allowed to chaperone any future events. All chaperones must be screened via the Raptor visitor management system.

H. ARRIVAL/DISMISSAL

Scholars are not permitted on campus earlier than 30 minutes prior to the start of their school day, unless they are attending a before care program or extracurricular program. Scholars are expected to be picked up promptly as school ends. Scholars on campus (excluding those in school-sponsored extracurricular programs or those under the supervision of a classroom teacher) after dismissal will be sent to after care and parents will be responsible for the aftercare fee per drop-in instance.

Changes to transportation MUST be received in writing from a parent. Changes to transportation will not be accepted over the phone. Parents may write a note to their child's teacher, e-mail, or fax in a change request coupled with a government-issued ID. Transportation changes should be

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specific, including date, name of scholar, way in which they are traveling, and the length this change is valid.

Parents may drop off forgotten items (i.e. homework, lunch, uniforms) in the office during the school day. Scholars will be permitted to check during lunch for any dropped off items; lessons will not be interrupted for delivery or pick up of drop offs. Lunches from local restaurants, Uber Eats, or other delivery services will not be permitted in classrooms or lunch rooms.

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IV. PARENTS & THE COMMUNITY

A. PARENT TEACHER ORGANIZATION (PTO)

Pineapple Cove Classical Academy's BOD establishes the PTO to support the school's mission. PTO teams and activities will be designed to help the school flourish in and beyond the classroom. Largely, the PTO consists in a series of task-oriented teams whose purpose is to marshal parent volunteerism in achieving defined goals that improve the life of the school.

All parents, adult family members, teachers, staff, and community members are encouraged to volunteer on a team and attend regular meetings. PTO meetings are an excellent opportunity to obtain information and engage in discussions about the school.

The PTO may serve as a fundraising arm of the BOD, but it will not be a stand-alone, tax exempt, non-profit organization. Pineapple Cove Classical Academy is itself a non-profit organization with 501(c)3 status.

The BOD reserves the right to create, remove, or dissolve PTO teams and leadership in accordance with immediate priorities and the long-term flourishing of the school.

B. REQUIREMENTS FOR VOLUNTEERS

The administration will maintain accurate records to confirm that the following requirements are met. Pineapple Cove Classical Academy is participating in the district-wide Volunteer and Visitor check in system to add additional security to our campuses. The system, called Raptor, scans licenses and state issued ID cards. The program provides several advantages: a low cost volunteer screening fee and a current security screening. There is one level of volunteer, Registered Volunteer. All Volunteers receive a sexual predator screening each time that they check in. Registered Volunteers also undergo a criminal background check. This allows Volunteers who have passed the security screening to chaperone field trips and assist in the classroom or one-on-one with scholars.

C. GENERAL RULES FOR VOLUNTEERS

Volunteers often inadvertently have access to sensitive information. Any information about scholars, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential. Volunteers should not grade papers, copy assessments, etc. Volunteers may work in the classrooms when directly supporting scholars.

If a volunteer has a concern involving something that is witnessed, observed, or overheard, he or she should address the concern with a faculty member, the Assistant Principal, the Principal, or a member of the BOD, in that order. If a volunteer disregards this policy, the privilege of volunteering may be revoked.

Any grievance or concern a volunteer has with a classroom or a teacher will be handled by the procedures defined in the following section of this handbook. Except in situations involving imminent danger, volunteers will not confront a teacher about a disagreement issue when scholars are present.

D. PARENT COMMUNICATIONS WITH PRINCIPALS, FACULTY & STAFF

Pineapple Cove Classical Academy values the conversation that takes place between parents and teachers about the education of children. Nonetheless, this conversation should follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents may use any of the following ways to contact or communicate with administration, faculty, and staff of Pineapple Cove Classical Academy:

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- Email
- Message left with the school secretary
- Voicemail
- Face-to-face meeting (this must be scheduled in advance using one of the means above)

Pineapple Cove Classical Academy employees will not use social media to communicate with parents or scholars about an individual child's needs.

During the school day and both immediately before and after school teachers have their minds on teaching or impending meetings and extracurricular activities. Parents should schedule in advance a phone call or meeting with a teacher rather than try to communicate through an impromptu "five-minute" chat. Parents who are in the building for another reason should not use their access to faculty in order to circumvent the normal means of contacting a teacher unless that teacher clearly invites such a conversation. This policy applies to parents who are themselves teachers or other employees at the school.

PCCA teachers and administrators will respond to parents as quickly possible. In general, parents should expect to hear from a teacher or principal within twenty-four to forty-eight hours of contacting the school, barring weekends and holidays. While a teacher's schedule may not permit an actual meeting within that time, the teacher will attempt to make contact in some way.

E. EXPECTATIONS FOR PARENTS

First and foremost, we ask for your good will. When your son or daughter faces difficulties—PCCA is a challenging school, and so this can happen—do not assume the student cannot rise to meet it or requires your involvement. Work with the school; refrain from assumptions that assign blame or find fault. You are always welcome to inquire with us, and we are happy to answer, but problems are normally resolved when adversarial postures are set aside. Airing concerns on social media is often counterproductive and rarely is a problem solved through this manner. It is difficult for us to address problems that have not been presented through the chain of command outlined in our handbook.

We must also be civil with one another on all occasions. We are on a joint undertaking, and disagreements might arise. If they do, talk with us without hostility. As we expect of our scholars, all adults with maintain the highest expectations with regard to our school virtues, including courtesy. We will work with you toward resolution. When you contact us about these things, please know that we will get back to you promptly, but that does not necessarily mean immediately. Education is a complicated business, and we have a large student population that requires ample attention. We will reply as soon as we are able.

Finally, we request that you allow your son or daughter the opportunity to overcome difficulties. Part of a student's growth—one of the most important parts, in fact—comes from persisting in the face of obstacles. It often does more harm than good when parents take it upon themselves to eliminate obstacles for their students. These are our requests. By sending your son or daughter here, you agree to them, just as we agree to care for our students when we accept them.

We believe parents own the fundamental responsibility for their children's education and that the school's role should be viewed as a supportive one. The school expects parents to:

- Model good character and insist that their children cultivate good habits and virtues;
- Help their children develop effective study skills;
- Read to their children, especially those in the early grades;
- Oversee regular reading and writing and mathematics skill development;
- Stimulate discussion and exploration of ideas and events with students;

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- Support the school goals through familiarity with the Handbook and parts of the website devoted to the mission and philosophy of the school, homework review, getting children to school on time, and holding high expectations and aspirations that contribute positively to the student's success.

In order to support the mission and success of Pineapple Cove Classical Academy, each **family** is required to donate **10 hours** of volunteer time to the school each school year. Volunteer hours will be tracked through the Raptor volunteer system.

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V. ENROLLMENT POLICY

A. GENERAL

Space permitting, all scholars who reside within the Brevard Public Schools District are eligible to attend Pineapple Cove Classical Academy. Pineapple Cove Classical Academy will not discriminate on the basis of race, color, ethnic background, national origin, gender, disability, or age.

In accordance with Pineapple Cove Classical Academy's charter and as permitted by Florida Statute, Pineapple Cove Classical Academy grants enrollment preference to the siblings of currently-enrolled scholars, to the children of founding board members, graduates of our partner VPK programs, and to the children of full-time employees.

The Board gives the principal the autonomy to admit more scholars per grade solely for the purpose of enrolling the children of our employees. The Board's policy is, however, that the principal will not increase classroom size to more than 18 scholars in Kindergarten through third grade, 22 scholars in fourth through eighth grade, and 25 scholars in ninth through twelfth grade.

B. ADMISSIONS DURING THE CURRENT SCHOOL YEAR

The school will maintain a wait list for each grade, as required, which will be used to place scholars into available seats.

Before the spring scholar count, the principal will fill available seats at his discretion, but in all cases the principal will fill seats according to the wait list.

C. ENROLLMENT FOR UPCOMING SCHOOL YEARS

The school will host informational sessions in the second semester.

Open enrollment for upcoming school years will occur from January 15 – March 1. Interested families will complete an online application form for scholars who will be in Kindergarten through 12th grade. The enrollment process will a) fill a new grade of Kindergarten scholars, and b) position scholars to take seats that may come available in first grade and above.

To the extent that demand exceeds the number of available seats for any given grade, the administration will conduct a public, system-generated, grade-level lottery. The public lottery will take place within two weeks after the date of the spring FTE count.

In accordance with Pineapple Cove Classical Academy's charter and as permitted by Florida Statute, Pineapple Cove Classical Academy will grant enrollment preference to the siblings of currently-enrolled scholars, to the children of founding board members, and to the children of full-time employees, and to graduates of our partnered VPK programs.

Sibling preference refers to giving preference in the lottery to scholars who already have a sibling enrolled at the school. The lottery will be conducted on a grade by grade basis, and the results of the lottery for one sibling will have no bearing on the results of another sibling who is also participating in the lottery. Twin or triplet siblings will be treated as one number in the lottery to avoid the splitting of sibling scholars.

The result of the lottery for rising Kindergarten scholars will be a list of "seated" scholars, plus a numerical wait list. The enrollment coordinator will establish procedures for completing the enrollment process that will include a series of administrative deadlines. The school will not fill all seats immediately to make room for scholars who are retained and/or the scholars of to-be-hired full-time employees.

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The result of the lottery will be a numerical wait list.

The school will use the wait list to offer available seats to scholars on a grade-by-grade basis as they become available. It is likely that the school will not be able to offer seats to new scholars until June 15 because the school will not be able to confirm the number of available seats until a) scholars declare officially that they will not be returning, b) the principal determines which scholars, if any, will be retained, and c) the school places the scholars of full-time employees that will be hired in the spring.

By March 1, existing scholars will be required to express their intent to return for the following school year.

D. ENROLLMENT OF EXPELLED SCHOLARS

Scholars expelled from another school and/or PCCA will be not admitted to Pineapple Cove Classical Academy.

E. GRADE LEVEL PLACEMENT OF NEWLY ENROLLED SCHOLARS

For scholars to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing scholars at the most appropriate level for instruction. Pineapple Cove Classical Academy will respect the promotion and retention decisions from the school from which a scholar transfers.

F. RE-ADMITTANCE

Scholars who have left the school due to retention in a grade and later choose to re-enroll will be re-admitted (assuming the scholar is otherwise in line for the next available seat) based on the retention, not on the record from another school. Students expelled from the school may appeal to the Board for re-admittance at the conclusion of their expulsion period.

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VI. OPERATIONS

A. EMERGENCY OPERATIONS PLAN

The administration shall maintain a stand-alone Emergency Operations Plan.

B. SECURITY CHECKS

The school may exercise its right to inspect all backpacks, packages, parcels, and closed containers entering and leaving the premises. School lockers are school property and may be subjected to searches at any time, with or without cause.

C. USE OF THE PRODUCTION COLOR PRINTER/COPIER

School resources, the resource room, and the equipment therein are to be used solely in support of the Principal and faculty.

D. CARPOOL / DROP-OFF / PICK-UP

The school administration will establish and communicate drop-off and pick-up (carpool) procedures, giving priority to the safety and security of all scholars. Parents are expected to cooperate fully to ensure that the process is safe and orderly.

The school will release scholars only to parents, legal guardians, or adult designees. Adults should always have a valid ID when picking up scholars as those unrecognized by staff will be required to produce identification before scholars will be released.

Cars in the elementary car loop will be issued car tags that hang from the rearview mirror and list the last name of the scholar. These tags will help staff identify scholars when calling from classrooms. If a vehicle does not have a car tag, the driver will be required to park and go to the front office to show identification. For the safety of all scholars and teachers, we ask that the car loop remain a cell phone free zone.

Junior/Senior scholars will be dismissed to the exterior of the building. At this time, scholars are able to use their cell phones to find where their vehicle is parked or if it is in the car loop. If the vehicle is in the car loop, scholars will wait until the vehicle arrives at the loading area.

The use of car loop is a privilege. Parents who do not follow procedures and directions given by school staff may be asked to park and walk to pick up their scholar. Car loop procedures are in place for the safety of all scholars and visitors to our school.

E. PARKING – DESIGNATED SPACES

The school will communicate designated parking spaces. Employees and parents are asked to adhere to the parking plan and posted signs.

F. COMMUNICATING WITH PARENTS WITH JOINT CUSTODY

The school will recognize and communicate with parents with joint custody upon written request, signed by both parents or a court order. In the case of school forms, the school encourages one of the parents to complete the forms so that the school does not receive conflicting information.

G. ORIENTATION FORMS

The school will maintain secure electronic information for the purpose of running the day-to-day operations of the school. Parents are expected to complete these forms as condition of enrollment.

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H. MASS COMMUNICATION

A Principal or designee must approve all letters and bulletins, including e-mail (excluding class assignments or bulletins by teachers to their classes) from teachers or parents or other parties to the entire school community. Each communication must be submitted to the office in an electronic format, print-ready, three days prior to the date it needs to be communicated.

I. UTILIZATION OF FACILITY

The BOD wishes for the school and its buildings, grounds, and fields to be an asset to the community and available for use beyond school and school-sponsored sports and after-school activities. The BOD will be the approving authority for all outside uses of the school fields, building, and facilities. All users will be required to carry insurance and appoint a representative acceptable to the BOD who is capable of executing the school's emergency and security procedures.

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VII. INFORMATION TECHNOLOGY & SECURITY

The school takes precautions to protect your information. When you submit sensitive information via the website, your information is protected both online and offline.

When we collect sensitive information (such as birthdates, addresses, credit card data), the information is encrypted and transmitted to us in a secure way. You can verify this by looking for a closed lock icon at the bottom of your web browser, or looking for "https" at the beginning of the address of the web page.

While we use encryption to protect sensitive information transmitted online, we also protect your information offline. Only employees who need the information to perform a specific job are granted access to personally identifiable information. Computers that store personally identifiable information are kept in a secure environment.

Guidelines for scholar use of technology are included in annual registration documentation. These forms include: Cloud Collaboration Permission, Scholar Internet Acceptable Use, and Scholar/Parent Cell Phone or Wireless Communication Device (WCD) Contract.

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VIII. PRIVACY

A. FAMILY EDUCATIONAL RIGHTS PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and scholars over 18 years of age certain rights with respect to the scholar's education records. These rights are:

- The right to inspect and review the scholar's education records within 45 days of the day the school receives the request for access. Parents or eligible scholars should submit to the school principal or appropriate school official a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible scholar of the time and place where the records may be inspected.

- The right to request the amendment of the scholar's education records that the parent or eligible scholar believes are inaccurate or misleading. Parents or eligible scholar may ask the school to amend records that they believe is inaccurate or misleading. They should write the school principal or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible scholar, the school will notify the parent or eligible scholar of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible scholar when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the scholar's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or scholar serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a scholar seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, DC 20202

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B. PERSONALLY IDENTIFIABLE INFORMATION (PII) POLICY

PII is defined as a person's name in association with any information that can be used to distinguish or trace an individual's identity, such as social security number, date of birth, place of birth, mother's maiden name, driver's license number, passport number, or any biometric, medical, educational, financial, or employment records. It is the policy of Pineapple Cove Classical Academy that PII shall not be sent in a plain text email or other unencrypted means. In general, PII should not be disseminated electronically. If electronic transmittal is unavoidable, then PII must be encrypted. Acceptable means of encryption include password protected files from versions of Excel, WinZip, and Adobe Acrobat (2010 or newer). The IT Director will determine whether an encryption method is suitable or not. Physical PII (e.g. paper copies of records) must be kept in secure locations (locked file drawers in lockable rooms), and access to these records must be limited to authorized individuals only in connection with official, school-related duties.

C. SCHOLAR INFORMATION RELEASE

Certain "directory information," including the scholar's full name, address, and telephone number, will not be released without parental consent. Authorization for inclusion in the directory is on the enrollment form.

Scholars' names, participation in officially recognized activities and sports, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school. In addition, classroom activities and events sponsored by schools occasionally are photographed or videotaped by representatives of the news media for publication in newspapers or broadcast on television. If for any reason you DO NOT wish to have your scholar(s) photographed or video- taped for these purposes, you must notify the office in writing.

Scholar names and pictures will be included in the school yearbook unless permission is revoked in writing. Scholar names will not be listed with their pictures on the school website or in PCCA advertising publications.

No identifying information regarding a scholar will be given via any avenue of communication without parent permission, unless required by law.

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APPENDIX A- ATTENDANCE

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APPENDIX B- STUDENT CODE OF CONDUCT

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APPENDIX C- POLICIES REGARDING ATHLETICS

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A. ACADEMIC POLICY

Eligibility

To be eligible for PCCA roster participation, scholars will have their GPA's calculated as per FHSAA timing and grade level policy guidelines[1].

PCCA Athletics also follows state statute s.1006.15(3)(a)1 and exercises the FHSAA policy 9.1 in setting our academic eligibility minimum GPA at 2.5 with a stipulated condition of no "F-grades" on a scholar's most recent semester's final report.

Pending this academic threshold is realized, coach-selected scholar-athletes are granted access to the team roster.

Athletic fees must be paid prior to the start of the sport.

In-season academic requirements

Scholar-athlete academic progress will be reviewed throughout the season. Should a scholar-athlete's grades fall below the 2.5 GPA requirement, the following actions will occur:

GPA	Missing Assignments	Probation / Suspension	Required Action
Less than 2.5	0 – 2	Probation	None
Less than 2.5	3 – 5	1 game / match / event suspension	Scholars will be required to speak directly with their respective faculty to obtain a complete list of any and all missing assignments. All missing work must be completed and handed in within two weeks of their original disciplinary date.
Less than 2.5	6 or more	2 game / match / event suspension	Scholars will be required to speak directly with their respective faculty to obtain a complete list of any and all missing assignments. All missing work must be completed and handed in within two weeks of their original disciplinary date.

In-season F-grade

[1] See fhsaa.org for full details

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If during the season, a scholar-athlete's report has a grade average of "F" in any one of their classes, the scholar-athlete will be suspended from all play and practice until the grade level is no longer an "F".

General notes on academic policy enforcement:

- In accordance with PCCA's academic policy, any missing tests, quizzes or assignments that have surpassed the late-date threshold will not be counted or credited towards the scholar's final class grade calculations.
- In accordance with PCCA's absentee and illness policy, all due dates will be adjusted.
- If a scholar-athlete is placed on probation or suspended for 1 or 2 games / matches / events, the scholar-athlete's academic report will be subsequently reviewed on a bi-weekly basis. Should an additional missing test or any assignment occur, the scholar-athlete will be immediately reviewed from the roster.
- If a scholar-athlete is suspended for 1 or 2 games / matches / events, the scholar-athlete will be required to attend those games but will not be allowed to dress in team uniform.
- If a scholar-athlete is suspended for 1 or 2 games / matches / events, the scholar-athlete may, at the discretion of their coach, participate in practices.

Under any Academic Policy administrative situations, scholar-athletes will not receive any Athletic Fee refund of any pro-rated amount. Moreover, should a scholar-athlete be removed from a roster and in accordance with standard athletic uniform agreements, the immediate return of all uniforms and associated Patriot Athletic apparel and equipment must occur. Failure to comply with the returning of school issued equipment will result in the non-issuance of academic reports and results until remedied.

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B. BEHAVIORAL CONDUCT POLICY

PCCA athletes are required to consistently exhibit exemplary behavior subject to our school's virtues and at the discretion of scholar's faculty and academic administration.

In-season behavioral requirements:
Once rosters are approved, PCCA Athletic administration reviews scholar-athlete's disciplinary logs on a bi-weekly basis and administers the following actions accordingly:

Detentions (whether through accumulated infractions or administrative decisions via referrals)	**Probation / Suspension**	**Game Attendance**	**Practice Participation**
0 – 2	None	N/A	N/A
3	1 game / match / event	The scholar athlete must attend the following 1 game/match/event but may not dress in Patriot/Pioneer uniform	The scholar athlete may be allowed to continue to practice subject at the sole discretion of their respective coach
5	2 games / matches / events	The scholar athlete must attend the following 2 games/matches/events but may not dress in Patriot/Pioneer uniform	The scholar athlete may be allowed to continue to practice subject at the sole discretion of their respective coach
6+	Roster removal		

Suspensions (ISS/OSS):

- At any point during a season – including all dates from roster selection through the conclusion of playoffs – should a scholar-athlete be suspended via an In School Suspension (ISS) or via an Out of School Suspension (OSS), they will immediately suspended, at minimum, from the subsequent 1 game/match/event.
- Pursuant to the nature of the behavioral suspension, the extent of disciplinary action and return to roster participation will be at the sole discretion of the Principal.

Subsequent Sporting Seasons:

If a scholar-athlete has been removed from a roster due to behavioral-related conduct and, if that same scholar-athlete in subsequent same-year sports seasons is selected for another team, the thresholds for behavioral conduct is adjusted to the following:

Detentions (whether through accumulated infractions or	**Probation / Suspension**	**Game Attendance**	**Practice Participation**

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administrative decisions via referrals)			
1	1 game / match / event	The scholar athlete must attend the following 1 game/match/event but may not dress in Patriot/Pioneer uniform	The scholar athlete may be allowed to continue to practice subject at the sole discretion of their respective coach
2	Roster removal		

If a scholar-athlete has been removed from two rosters throughout one academic/athletic year, the scholar-athlete will not be permitted to compete on any subsequent PCCA Athletic rosters in that year.

Under any Behavioral Policy administrative situations, scholar-athletes will not receive any Athletic Fee refund of any pro-rated amount. Moreover, should a scholar athlete be removed from a roster and in accordance with standard athletic uniform agreements, the immediate return of all uniforms and associated Patriot Athletic apparel and equipment must occur. Failure to comply with the returning of school issued equipment will result in the non-issuance of academic reports and results until remedied.

Sportsmanlike Conduct:

Scholars are expected to uphold the virtues of Pineapple Cove Classical Academy during all athletic events. Scholars who consistently receive unsportsmanlike conduct penalties (technical fouls, red cards, or other warnings from officials) will be addressed in the following manner:

Unsportsmanlike Penalty	**Probation / Suspension**	**Game Attendance**	**Practice Participation**
1	Benched for a period of the game as determined by respective coach	No impact to game participation	No impact to practice participation
2	1 game / match / event	The scholar athlete must attend the following 1 game/match/event but may not dress in Patriot/Pioneer/Lion uniform	The scholar athlete may be allowed to continue to practice subject at the sole discretion of their respective coach
3	Suspended from all play pending meeting with Athletic Director and Principal. Possible roster removal.		

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C. AGE AND GRADE LEVEL ELIGIBILITY POLICY

PCCA Athletics aligns its age and grade level roster eligibility and participation policies in accordance with the respective FHSAA and SCCAA league requirement policies[2]. In addition, PCCA Athletics also follows the following age and eligibility policies:

- All scholar athletes in 6th grade and below will play on the elementary sports teams. Sixth grade scholar-athletes may not play for middle school, junior varsity or varsity teams.
- If a 6th grade scholar is ineligible to play for an elementary team due to respective league age requirements, PCCA-based eligibility to tryout and participate with a middle school team will be at the sole discretion of the Principal.
- All scholar athletes in 7th and 8th grade will play for the middle school sports teams. If desired, a 7th or 8th grade scholar-athlete may opt to try out and play for junior varsity or varsity teams.

D. PATRIOT/PIONEER/LION ROSTER PRIDE APPAREL POLICY

In addition to holding the privilege of wearing a PCCA Athletic uniform, scholar athletes will also be issued a sport-specific team practice / warm-up shirt. Dress code for all practices includes a shirt and shorts/pants. Practice / warm-up shirts may be worn in place of standard uniform tops – in accordance with standard PCCA uniform policies – on spirit days and on season-specific sporting days as follows:

Middle School rosters

On home game days only (or day immediately preceding weekend event)

Junior Varsity rosters

On home game days only (or day immediately preceding weekend event)

Varsity rosters

On home game and on away game days (or day immediately preceding weekend event)

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[2] See fhsaa.org and/or SCCAA annual policy manual for full details

APPENDIX D- BEFORE AND AFTERCARE POLICIES

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Attachment H and I

The Articles of Incorporation and 501c (3) status with the Internal Revenue Service are in process and anticipated in Spring 2026.

BYLAWS
OF
Pineapple Cove Classical Academy

ARTICLE I
General

1.1. Name. The name of the Corporation shall be Pineapple Cove Classical Academy, a not-for-profit Florida corporation and shall be hereinafter referred to as the "Corporation."

1.2. Address. The Corporation shall have its principal place of business located at 6162 Minton Rd NW, Palm Bay, FL, 32907, or such other place of business as the Board of Directors may designate from time to time.

1.3. Registered Agent. The Corporation's agent for service of process shall be Melissa Arnold Gross, Esq., or such other qualified person or entity as the Board of Directors may designate.

ARTICLE II
Purpose of the Corporation

2.1. Purpose. The general purposes for which the Corporation is organized are as follows:

a) To provide charitable and educational services through the operation of one or more charter schools within the State of Florida.

b) To act consistent with all applicable statutes, ordinances, rules and regulations affecting the actions of the Corporation and to do all other things otherwise permitted by law.

c) To do such other and further things as are incidental to the foregoing or necessary or desirable in order to accomplish the foregoing.

d) To carry out any business, occupation, undertaking, enterprise, and exercise any power or authority which may be done by a private corporation organized and existing under and by virtue of Chapter 617, Florida Statutes, as may be amended, it being the intention that this corporation may conduct and transact any business lawfully authorized and not prohibited by Chapter 617, Florida Statutes, as may be amended.

e) To engage in any fundraising activities necessary to promulgate the purposes of the Corporation.

2.2 Dedication of Assets. The Corporation's assets are irrevocably dedicated to its public benefit purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or Officer of the Corporation. Upon dissolution of this Corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation, including disposition of assets pursuant to any applicable charter contract or law applying to charter schools, shall be distributed to a nonprofit fund, foundation, or corporation that is organized exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code.

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ARTICLE III
Membership

The Corporation shall have no members.

ARTICLE IV
Seal

The seal of this Corporation shall have inscribed on it the name of this Corporation, the year of its organization, and the words "Corporate Seal, State of Florida."

ARTICLE V
The Board of Directors

5.1. General Powers. Except as provided in the Articles of Incorporation, and as otherwise provided in these Bylaws, the direction and management of the affairs of the Corporation shall be vested in a Board of Directors.

5.2. Number of Directors. The business and affairs of the Corporation shall be managed by a Board of Directors of not less than three (3) nor more than seven (7) members.

5.3. Terms of Directors. The initial Board of Directors shall be divided into three (3) classes of approximately equal size, with the term of each Director ending in each of the next three (3) consecutive years so that the offices of approximately one-third of the total number of Directors shall become vacant each year. Thereafter, the term of a Director shall be for five (5) years, unless the Director is sooner removed by or as a result of the earliest to occur of: (1) operation of law; (2) an order or decree of any court of competent jurisdiction; or (3) voluntary resignation.

5.4 Powers of the Board of Directors. The Board of Directors shall have power:

a) To call meeting of the Board of Directors.
b) In anticipation of or during an emergency, if a majority of the Board of Directors cannot readily be assembled because of some catastrophic event, then any number of the Directors shall have the power and authority to do and perform all acts and functions, permitted for an organization described in §627.0303, Florida Statutes, as amended, or subsequent legislation not inconsistent with these Bylaws, the Articles of Incorporation, or the laws of the State of Florida.
c) To authorize and cause the Corporation to enter into contracts for the day-to-day operations of the Corporation and the discharge of its responsibilities and obligations.
d) To exercise for the Corporation all powers, duties and authority vested in or delegated to the Corporation.

5.5. Duties of the Board of Directors. It shall be the duty of the Board of Directors:

a) To cause to be kept a complete record of all its actions and corporate affairs.
b) To supervise all officers, agents, and employees of the Corporation and to see that their duties are properly performed.
c) Approval of all policies and procedures used at the School (procurement authority, non-discriminatory hiring and retention, enrollment, etc.)
d) Financial review and fiduciary oversight
e) Annually adopt and maintain an operating budget
f) Adherence to Florida Government in the Sunshine laws
g) Approval of personnel recommendations from the Principal
h) Review of student discipline procedures and appeals
i) Negotiations and execution of all contracts

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j) Ensure compliance of operations in accordance with Florida laws, Department of Education regulations, Charter, and terms of District Contract
k) Provide required reports to the Brevard County School District Office of School Choice.
l) Exercise continuing oversight over charter school operations
m) Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, who shall submit the report to the governing body
n) Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan
o) Monitoring a corrective action plan or financial recovery plan, if required, in order to ensure compliance
p) Participating in governance training approved by the department which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility

5.6. Vacancies and Elections. If a vacancy should occur in the Board of Directors, a new member of the Board of Directors shall be elected by a majority of a quorum of the remaining members of the Board of Directors. If the vacancy is created due to the resignation or removal of a Director during their term, the new member shall be elected to serve for the remainder of the vacating Director's five-year term.

5.8 Resignation and Removal. Any Director may resign at any time by giving written notice to the Corporation, the Board of Directors, or its chairperson. The resignation of any Director shall take effect when the notice is delivered unless the notice specifies a later effective date. The Board may also vote for the removal of a Director by a two-thirds majority of the Directors then in office and present at any regular or special meeting of the Board. Notwithstanding the foregoing, if any Director misses two (2) meetings in fiscal year, such Director may be removed from the Board of Directors by a vote of a majority of a quorum of the Board of Directors present at any meeting of the Board of Directors.

5.9. Compensation. Directors shall not receive salary for their services as Directors. A Director may be reimbursed for authorized expenses if such expenses are approved by the Board.

ARTICLE VI
Meetings of the Board

6.1. Place of Meetings; Attendance. The meetings of the Board of Directors will be held at a location so designated by a majority of the Board. Meetings may be held telephonically, or such other electronic means as may be designated by the Board of Directors, as permitted by Florida law. In such event, participation by any Director in such telephonic or electronic meeting shall constitute attendance and be counted for purposes of quorum.

6.2. Time of Regular Meeting; Notice. The Board of Directors shall determine, at the annual meeting, the dates and times the Board will meet throughout the year, to occur no less than once quarter. Notice of such meetings shall be distributed to the Board and Members of the Corporation. This notice may be given either personally, or by sending a copy of the notice through the United State Mail, by facsimile or other electronic means.

6.3. Special Meetings. Special Meetings of the Board of Directors may be called at any time by the Chairman of the Board or by any two Directors.

6.4. Notice of Special or Emergency Meetings. Written notice of each special meeting, setting forth the time and place of the meeting shall be given to each Director at least ten (10) days before the meeting. This notice may be given either personally, or by sending a copy of the notice

through the United State Mail, by facsimile or other electronic means. Notice of emergency meeting shall be given to each Director in a manner and in a time period that is reasonable under the circumstances.

6.5. Voting and Quorum. Except as otherwise provided below, a majority of the Directors in office shall be necessary to constitute a quorum for the transaction of business; provided, however, that whenever a vacancy occurs for any reason in the Board of Directors, a quorum shall consist of a majority of the remaining Directors until the vacancy has been filled. If a quorum is present, the acts of a majority of the Directors in attendance shall be the acts of the Board. Each Director shall have one (1) vote. If a quorum is not present, no business shall be conducted at the meeting. Any less number may: (1) set a time to adjourn, (2) adjourn, (3) recess, or (4) take measures to obtain a quorum. Any Director not present at a meeting may vote on any matter by general or specific proxy or by power of attorney directed to another Director present or by specific instructions in writing; however, such vote shall not be considered for purposes of determining whether there is a quorum.

6.6. Action Without a Meeting. Unless prohibited by Florida law or contractual provision binding the Corporation, any action required or permitted to be taken at a meeting of the Board of Directors or a committee thereof may be taken without a meeting if a consent in writing, stating the action so taken, is signed by a majority of the directors or of the members of the committee, as the case may be. A consent signed under this section shall have the effect of a meeting vote and may be described as such in any document.

6.7. Attendance. Any member of the Board unable to attend a meeting of the Board shall notify the Secretary and state the reason for his or her absence, though a Director may assign by written proxy pursuant to Section 6.5 of this Article another Director to substitute for him or her at meetings. If a Director is absent from two (2) meetings in a fiscal year, he or she may be removed as set forth in Paragraph 5.8, above.

6.8. Meetings by Means of Conference Telephone Call or Similar Electronic Equipment. Members of the Board of Directors or a committee thereof may participate in a meeting of the Board or such committee by means of a conference telephone call or similar communications equipment if all persons participating in the meeting can hear each other at the same time, and provided that such action is permitted by Florida law. In such event, participation by such means constitutes presence in person at a meeting.

6. 9. Open Meetings. So long as the Corporation's contract for operation of a public charter school remains in effect, to the extent required by such laws, rules and regulations as govern the operation of such public charter school; all meetings of the Board of Directors will be noticed and conducted in accordance with the Sunshine Act (Section 286.011, Florida Statutes).

6.10. Presumption of Assent. A Director who is present at a meeting of the Board when Corporate action is taken is deemed to have assented to the action taken unless (1) the Director objects at the beginning of the meeting, or promptly upon his or her arrival, to holding it or transacting specified business at the meeting or (2) the Director votes against, or abstains from, the action taken. The Secretary or any other officer performing the Secretary's duties shall maintain accurate records of all votes of the Board of Directors.

6.11. Committees of the Board of Directors. The Board of Directors, by resolution adopted by a majority of the full Board, may designate from among its members an executive committee and one or more other committees each of which, to the extent provided in the resolution, shall have and may exercise all the authority of the Board of Directors, except as prohibited by the Florida Statutes, Chapter 617. Each committee shall consist of two (2) or more Directors. The Board of Directors, by resolution adopted in accordance with this article, may designate one or more Directors as alternate members of any committee, who may act in the place and stead of any absent committee member(s) at any meeting of the committee.

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6.12. Advisory Committees. Advisory committees not having and exercising the managerial authority of the Board of Directors may be established by resolution duly adopted by the Board. Membership of such committees shall not be limited to the Directors of the Corporation. Members of such committees shall be appointed by a majority vote of the Board. Any member of such committee may be removed by the Board when, in the judgment of the Board, the interests of the Corporation would be served best by such removal.

6.14. Nomination Committee. The Board of Directors shall appoint a nominating committee to recommend candidates to fill any vacancies on the Board of Directors.

ARTICLE VII
Officers, Agents and Employees

7.1. Officers. The executive officers of the Corporation shall be elected by the Board of Directors and may consist of a President, Vice-President, Secretary, Treasurer or other officers, assistant officers or agents that the Board of Directors from time to time may deem necessary. Any two or more offices may be held by the same person.

7.2. Other Officers, Employees and Agents. Each and every other officer, employee, and agent of the Corporation shall possess, and may exercise, such power and authority, and shall perform such duties, as may from time to time be assigned to him or her by the Board of Directors, the officer appointing him or her, and such officer or officers who may from time to time be designated by the Board to exercise supervisory authority.

7.3. Election and Term of Office. The Officers of the Corporation shall be elected by the Board of Directors annually at the first meeting of the Board held in each fiscal year. If the election of Officers shall not be held at such meeting, such election shall be the first order of business at the next regular meeting of the Board. Each Officer shall hold office until his successor shall have been duly elected or until an earlier resignation, death or removal in the manner herein provided.

7.4. Removal. Any officer of the Corporation may be removed with or without cause, at any time, by a majority vote of the Board.

7.5. Resignation. Any officer of the Corporation may resign from his or her respective office or position by delivering notice to the Corporation. The resignation is effective when delivered unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Corporation accepts the future effective date, the Board of Directors may fill the pending vacancy before the effective date if the Board provides that the successor does not take officer until the effective date.

7.6. Vacancies. When a vacancy occurs in one of the executive offices by death, resignation or otherwise, it shall be filled by the Board of Directors. The officer so selected shall hold office until his successor is duly elected and qualified, or until an earlier resignation, death or removal in the manner herein provided.

7.7. Compensation. Directors who serve as officers shall not receive any compensation for their services.

7.8. President. The President shall be the Chairman of the Board of Directors, shall be the chief executive officer of the Corporation, and shall have general supervision and control of the business of the Corporation. He/she shall coordinate with the Principal/School Leader in the development of all meeting agendas. He/she shall preside at all meetings of Directors, Committees of the Board of Directors on which he/she may serve, and discharge the duties of a presiding officer. At each annual meeting of the Board of Directors, the President or the President's designee shall report on the business of the Corporation for the preceding fiscal year; and shall perform whatever other duties of the Board of Directors may from time to time prescribe, and as are incident to the offices of President and Chief Executive Officer.

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7.9. Vice-President. The Vice-President shall be the Vice-Chairman of the Board of Directors. The Vice-President shall, in the absence or disability or inability of the President, perform the duties and exercise the powers of the President. He/she also shall perform whatever duties and have whatever powers the Board of Directors may from time to time assign him/her. In the event the President refuses to act, the Vice-President may act for him/her at the direction of the Board of Directors.

7.10. Secretary. The Secretary shall keep the minutes of the meetings of the Board of Directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; and be custodian of the corporate records and of the seal of the Corporation. The Secretary may delegate one or more of these duties to one or more charter school personnel. In addition, the Secretary shall possess, and may exercise, such power and authority, and shall perform such duties, as may from time to time be assigned to him or her by the Board of Directors and as are incident to the office of Secretary.

7.11. Treasurer. The Treasurer shall have custody of corporate funds. He/she shall keep or be responsible for full and accurate accounts of receipts and disbursements, an accurate and full account of all assets and liabilities, and shall deposit all corporate monies and other valuable effects in the name and to the credit of the Corporation in a depository or depositories designated by the Board of Directors. He/she shall disburse the funds of the Corporation and shall render to the President or the Board of Directors, whenever they may require it, an account of his/her transactions as Treasurer and of the financial condition of the Corporation. In addition, the Treasurer shall possess, and may exercise such power and authority, and shall perform such duties, as may from time to time be assigned to her/him by the Board of Directors and as are incident to the office of Treasurer.

7.12. Designation of Duties. Whenever an officer is absent or whenever, for any reason, the Board of Directors may deem it desirable and as permitted by Florida law, the Board may delegate the powers and duties of an officer to any other officer or officers or to any Director or Directors or agent.

ARTICLE VIII
Books, Records and Reports

8.1 Books and Records. In compliance with Section 617.1601, Florida Statutes, as amended, or any successor thereto, the Corporation shall keep as permanent records correct and complete books and records of accounts and shall keep minutes of the proceedings of the Board of Directors and committees having any authority of the Board of Directors. All books and records of the Corporation shall be kept in written form or in another form capable of conversion into written form within a reasonable period of time.

8.2 Annual Reports. The Corporation shall file with the Department of State of the State of Florida a sworn annual report on such forms and containing such information as the Department of State may prescribe.

8.3 Inspection Rights. Every Director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, and physical properties, as permitted by Florida and federal law.

ARTICLE IX
Contracts, Deposits, Checks and Contributions

DRAFT

9.1 Contracts. Except as otherwise provided in these Bylaws, the Board of Directors may authorize any Officer or agent to enter into any contract or execute and deliver any instrument in the name and on behalf of the Corporation, and such may be general or confined to a specific instance. Unless so authorized by the Board of Directors, no officer, employee, agent or representative shall have the power or authority to bind the Corporation by any contract or engagement, or to pledge its credit, or render it liable pecuniarily for any purpose or to any amount.

9.2 Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories of, invested from time to time for and on behalf of the Corporation, as the Board of Directors may elect.

9.3 Checks, Drafts, Orders of Payment. All checks, drafts, or orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officers or officers, agent or agents of the Corporation and in such manner as the Board of Directors from time to time shall determine by resolution. In the absence of such determination, such instruments shall require the signatures of both the President and the Treasurer of the Corporation.

9.4 Contributions. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise of any property whatsoever, for the purposes of the Corporation.

ARTICLE X
Fiscal Year

The fiscal year of the Corporation shall commence on July 1 of each year and end on June 30 of the following year.

ARTICLE XI
Indemnification

The Corporation shall indemnify and advance expenses on behalf of its Directors and Officers to the fullest extent permitted under Section 617.0831, Florida Statutes, as amended, or any successor thereto. Said indemnification shall extend to any and all liabilities of the Directors and Officers arising from their relationships with the Corporation in any and all capabilities. By resolution duly adopted, the Board of Directors may authorize the Corporation to (i) indemnify any or all of its employees and agents who are not Directors to any extent that the Board of Directors may determine, up to and including the fullest extent permitted under Section 617.0831, Florida Statutes, as amended, or any successor thereto, and/or (ii) provide insurance coverage to any or all of its directors, officers, employees and agents against any or all risks or liabilities that such persons may incur by virtue of their relationship with the Corporation.

ARTICLE XII
Amendments

DRAFT

These Bylaws may be amended from time to time only by a written instrument and executed by the Secretary or other duly authorized Officer of the Corporation.

The foregoing Bylaws of Pineapple Cove Classical Academy were adopted and approved this _____ day of _____, 2019, by a majority vote of a quorum of the Board of Directors.

_____
Secretary
Printed Name: _____

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PINEAPPLE COVE CLASSICAL ACADEMY
INVENTORY CONTROL POLICY

INVENTORY AND PROPERTY RECORDS

1. The word "property" as used in this section means fixtures and other tangible personal property of a non-consumable nature the value of which is $2,000 or more and the normal expected life of which is 2 years or more. These assets are posted in the record of capitalized property and depreciated over an estimated useful life rather than expenses in the year of acquisition.

2. On occasion, items may be acquired as a group of multiple components with the intention that the group of components will be used together for one purpose. In these cases the group of items, which meet the above definition of property be recorded in the property records as the group rather than individually. This group of assets then will be utilized, accounted for and depreciated as one item rather than as individual items.

3. The Principal shall be responsible for the care, custody, safekeeping and accounting of all school property. He/she may designate a School employee as the Property Clerk for the day-to-day management of School property and property records.

4. Each item of property shall be marked or identified by each School.

5. The Principal or his/her designated representative shall:
   a. Establish and maintain an adequate and accurate record of items of tangible personal property consisting of furniture, fixtures, equipment, audio-visual materials, and computer software having a value of two thousand dollars ($2,000) or more.
   b. See that a physical inventory of all such property is conducted annually by a person other than the custodian of the property. Any items or property which cannot be located or accounted for shall be reported to the Board of Directors for official action. The completed and reconciled inventory shall be presented to the Board of Directors.
   c. Serve as the disposal officer for surplus property in compliance with State Board of Education Rules.

6. Each school employee shall be responsible to take those measures necessary to properly safeguard property under his/her control against loss, damage, or undue depreciation and shall do what is necessary to insure the proper maintenance and safekeeping of the school property. The Principal shall also be responsible for initiating any requests for the use or disposal of school property. He/she shall be responsible for providing information pertaining to school property records. He/she shall report, when

received, property acquired from sources other than the School funds such as from the parent organization and similar sources.

7. In the event the school incurs a loss or theft of property, a written report identifying specific property damaged or lost shall be submitted to the Principal. If theft is suspected, the loss must be reported to law enforcement authorities and insurance claim be filed.

8. The Principal shall report to the Board any property that has been lost or stolen if not recovered within thirty (30) days after the discovery of the loss or theft except major losses shall be reported to the Board immediately. Such report shall include a recommendation that the property record be made inactive and any information applicable to personal liability shall also be reported.

INVENTORY AND PROPERTY RECORDS FOR ITEMS PURCHASED WITH CHARTER SCHOOL PROGRAM (CSP) GRANT FUNDS

1. All equipment/inventory items with 600 series object codes that were purchased with CSP grant funds, regardless of individual unit cost, will be labeled as follows:
   a. Property of (Insert School District Name)
   b. (Insert) School Name
   c. (Insert) Inventory ID/Serial Number
   d. Purchased with Federal CSP Funds

2. All CSP funded capital purchases of equipment/inventory items with 600 series object codes will be inventoried and labeled as stated above, regardless of individual unit cost. The school will maintain an inventory report for all CSP funded equipment/inventory items with 600 series object codes using the format provided by the Department of Education. The inventory report will be updated when new items are purchased, items are disposed/given a final disposition, and during each biannual inventory.

3. Inventory will be logged and labelled upon receipt of equipment. Inventory report will include the following fields:
   a. Item number
   b. Item Description
   c. Funding Source
   d. Acquisition Date
   e. Cost
   f. Location/room#
   g. Condition
   h. Disposition date.

PINEAPPLE COVE CLASSICAL ACADEMY
SEGREGATION OF FINANCIAL DUTIES POLICY

The school Principal/Administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the Principal, who then reports to the Governing Board. School Financial Services of Bonifay, Florida, contracted by the Board, will provide bookkeeping and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly or monthly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public Board meeting;
3. annually adopting and maintaining operating budget for the school;
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations;
6. reporting to all applicable legal agencies including the charter school's sponsor; and
7. overseeing the school's Principal and all financial matters delegated to the Principal

The Principal will ensure that the bookkeeper and the person collecting monies related to Pineapple Cove Classical Academy, Inc. school will, together, count money collected in the accounting office and sign off on the total received; the bookkeeper maintains the ledger and reconciles the bank accounts, and is not a signor on checks; and that the Principal will review and approve each bank deposit and cash receipt reconciliation.

All schools receiving Charter School Program (CSP) Grant funding are required to adhere to the following for grant purchases exceeding $750:

1. Two (2) or more persons are required for approval of CSP purchases over $750.
2. If the school does electronic banking and cannot show two authorized check signatures on purchases over $750, two signatures must be on a written purchase requisition.

Pineapple Cove Classical Academy
Board Virtual Meeting Policy

It is the intent of the Board of Pineapple Cove Classical Academy to comply with s. 1002.33(9)(p)(3), Florida Statutes, regarding the policy of meetings that are noticed, open, and accessible to the public, and attendees must be provided an opportunity to receive information and provide input regarding the charter school's operations.

In the event of a national emergency, pandemic, or otherwise stated emergency order of the Governor, PCCA will conduct meetings via electronic means only, with meetings properly noticed, open to the public via publicly advertised video-conferencing links, and the public given the opportunity for public comment. The public may submit public comments by 5:00 p.m. to info@pineapplecoveclassicalacademy.com or may attend via video-conferencing software to state public comment.

This policy is adopted based on the authority granted in s. 1002.33(9)(p)(3), Florida Statutes until rescinded by the Board.

Signed _____

Norda Gordon, Board President

Dated 12/7/2020

Pineapple Cove Classical Academy
Board Confidentiality Policy

No board member of Pineapple Cove Classical Academy shall knowingly disclose confidential information gained by reason of information shared at a board meeting. This includes details regarding:

- Children enrolled and their families
- Property
- Operations
- Personnel
- Policies
- Financials
- Other business affairs of the charter school

Board members shall not use information to advance any personal interest, financial or otherwise.

The charter school shall maintain confidentiality of employee and student records, and no board member shall accept employment or engage in any business or professional activity that might be expected to induce him or her to disclose confidential information acquired by reason of serving this board.

A breach of this policy will be reviewed by the Executive Committee and, in accordance with the provisions of the Bylaws, may result in dismissal from the Board.

CONFLICTS OF INTEREST

1. Purpose.

The purpose of this policy is to protect the corporation's interest to ensure that no officer or director has a conflict of interest with the School. This provision is intended to supplement but not replace any applicable state or federal laws governing conflicts of interest applicable to non-profit and charitable organizations.

2. Definitions.

(a) "Relative" shall mean spouse, child, parent, stepchild or sibling.
(b) "Material Interest" shall mean direct or indirect ownership of more than five percent of the total assets or capital stock of any business entity.
(c) "Conflict" shall mean a situation in which regard for a private interest tends to lead to disregard of a public duty or interest.

3. Prohibited Transactions and Relationships.

(a) A board member may not purchase, rent or lease any realty, goods or services for the School from a business of which of board member (or the board member's relative) is an officer, partner, director, proprietor or owner of a material interest.
(b) No board member may hold any employment or contractual relationship (written or unwritten) with the School. No board member may hold any employment or contractual relationship with any business entity, which is doing business with the School. No board member may hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her public duties or that would impede the full and faithful discharge of his or her public duties.
(c) No board member may be compensated for his or her service on the board.
(d) No board member shall be the spouse, parent, child, stepchild, sibling or employee of any other board member.

4. Voting Conflicts

(a) For the purposes of this subsection (4) only, the term "relative" shall be defined to mean any father, mother, son, daughter, husband, wife,

brother, sister, father-in-law, mother-in-law, son-in-law, or daughter-in-law

(b) A board member shall not vote on any measure which would inure to the board member's special private gain or loss (or to the special private gain of (1) an organization by which the board member is retained or (2) a relative or (3) a business associate).

(c) Voting conflicts must be disclosed in a written memorandum and filed with the person responsible for recording the minutes prior to the meeting. Such memorandum shall be read publicly at the board meeting, incorporated into the minutes and shall be considered a public record.

(d)If a voting conflict arises at a board meeting, the disclosure shall be oral followed up by a written memorandum within fifteen days.

(e)Any Board member with a real or perceived conflict of interest will not vote and will recuse himself/herself from the meeting during discussion.

5. Exceptions and Duty to Disclose.

(a)No board member shall be in violation of this policy if one or more of the exceptions described in §112.313 (12), F.S. are met (see Exhibit 1).

(b)In connection with any actual or possible conflict of interest with the School, the interested board member must disclose the possible or actual conflict of interest to the board of directors. The board of directors shall then determine whether a conflict of interest exists and/or whether one of the exceptions listed in section 5(a) above is met.

6. Violation of this Provision

If a board member has reasonable cause to believe another board member has failed to disclose actual or possible conflicts of interest, he or she shall inform the member of the basis for the belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the board determines that the member has failed to disclose an actual or possible conflict of interest, it shall be grounds for removal.

7. Records of Proceedings: The minutes of the board and all committees with board delegated powers shall contain:

(a)The names of the persons who disclosed or otherwise were found to have an actual or possible conflict of interest, the nature of the interest, any action taken to determine whether a conflict of interest was present, and the board's decision as to whether a conflict of interest in fact existed.
(b)The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

8. New Members:
All new Board members shall be provided with a copy of Board policies, including this policy. Board members agree to comply with the policy and understand that the organization is a charitable entity and in order to maintain its federal tax exemption, it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

EXHIBIT 1
Statutory Exemptions

F.S. 112.313(12) EXEMPTION.--
The requirements of subsections (3) (a) and (3) (b) as they pertain to persons serving on advisory boards may be waived in a particular instance by the body which appointed the person to the advisory board, upon a full disclosure of the transaction or relationship to the appointing body prior to the waiver and an affirmative vote in favor of waiver by two-thirds vote of that body. In instances in which appointment to the advisory board is made by an individual, waiver may be effected, after public hearing, by a determination by the appointing person and full disclosure of the transaction or relationship by the appointee to the appointing person.

In addition, no person shall be held in violation of subsection (3) (a) or (b) if:
(a)Within a city or county the business is transacted under a rotation system whereby the business transactions are rotated among all qualified suppliers of the goods or services within the city or county.
(b)The business is awarded under a system of sealed, competitive bidding to the lowest or best bidder and:

1. The official or the official's spouse or child has in no way participated in the determination of the bid specifications or the determination of the lowest or best bidder;
2. The official or the official's spouse or child has in no way used or attempted to use the official's influence to persuade the agency or any personnel thereof to enter such a contract other than by the mere submission of the bid; and
3. The official, prior to or at the time of the submission of the bid, has filed a statement with the Commission on Ethics, if the official is a state officer or employee, or with the supervisor of elections of the county in which the agency has its principal office, if the official is an officer or employee of a political subdivision, disclosing the official's interest, or the interest of the official's spouse or child, and the nature of the intended business.

(c) The purchase or sale is for legal advertising in a newspaper, for any utilities service, or for passage on a common carrier.
(d) An emergency purchase or contract which would otherwise violate a provision of subsection (3) or subsection (7) must be made in order to protect the health, safety, or welfare of the citizens of the state or any political subdivision thereof.
(e) The business entity involved is the only source of supply within the political subdivision of the officer or employee and there is full disclosure by the officer or employee of his or her interest in the business entity to the governing body of the political subdivision prior to the purchase, rental, sale, leasing, or other business being transacted.
(f) The total amount of the transactions in the aggregate between the business entity and the agency does not exceed $500 per calendar year.
(g) The fact that a county or municipal officer or member of a public board or body, including a district school officer or an officer of any district within a county, is a stockholder, officer, or director of a bank will not bar such bank from qualifying as a depository of funds coming under the jurisdiction of any such public board or body, provided it appears in the records of the agency that the governing body of the agency has determined that such officer or member of a public board or body has not favored such bank over other qualified banks.
(h) The transaction is made pursuant to s. 1004.22or s. 1004.23and is specifically approved by the president and the chair of the university board of trustees. The chair of the university board of trustees shall

submit to the Governor and the Legislature by March 1 of each year a report of the transactions approved pursuant to this paragraph during the preceding year.

(i) The public officer or employee purchases in a private capacity goods or services, at a price and upon terms available to similarly situated members of the general public, from a business entity which is doing business with his or her agency.

(j) The public officer or employee in a private capacity purchases goods or services from a business entity which is subject to the regulation of his or her agency and:

1. The price and terms of the transaction are available to similarly situated members of the general public; and
2. The officer or employee makes full disclosure of the relationship to the agency head or governing body prior to the transaction

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **Pineapple Cove Classical Academy at Brooksville**

2. Full name **Mark E. Cioffi, PhD**

Home Address **726 Norwalk Ct., Spring Hill, FL 34609**

Business Name and Address

Phone Number **352-397-7999**

E-mail address **markcioffi.phd@gmail.com**

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

As the founder of the Brooksville campus, projected to open in August 2027, it is essential that I both provide strategic guidance to the board and draw upon its collective experience to support the school's successful launch and long-term viability.

6. What is your understanding of the appropriate role of a public charter school board member?

I view the role of a public charter school board member as principled governance, protecting the school's mission, ensuring academic excellence and fiscal integrity, upholding public trust, and supporting school leadership while holding it accountable for results.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I bring governance-relevant leadership experience from a 21-year career in the U.S. Air Force, retiring as a Lieutenant Colonel, and 21 years with Delta Air Lines, retiring as a Captain, both in high-accountability, team-based environments. Combined with my strong academic background, I am well prepared to think strategically, collaborate effectively, and fulfill the fiduciary and oversight responsibilities of a charter school board member.

8. Describe the specific knowledge and experience that you would bring to the board.

Experienced executive, educator, and retired U.S. Air Force Lieutenant Colonel with over four decades of leadership in complex, high-accountability organizations. Brings deep expertise in governance, safety oversight, instructional systems design, fiscal stewardship, and workforce development. Proven ability to lead large teams, oversee multimillion-dollar programs, evaluate performance, and ensure compliance with regulatory and ethical standards. Committed to student success, organizational excellence, and mission-driven leadership in public education.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

I understand the mission of a Hillsdale Classical Academy to be the pursuit of academic excellence through a classical, content-rich education grounded in the Western intellectual and civic tradition. Its guiding beliefs emphasize moral character, civic virtue, intellectual rigor, and the formation of informed, responsible citizens through a knowledge-based curriculum that values parental partnership and the dignity of every student.

2. What is your understanding of the school's proposed educational program?

Pineapple Cove Classical Academy has an education program that is a well-established classical K-12 curriculum aligned with Hillsdale's scope and sequence, emphasizing strong foundational literacy, mathematics, history, science, and the study of great works of literature and primary texts. The program is content-rich, sequential, and teacher-led, with a strong focus on civic education, logical reasoning, and character formation, designed to prepare students for informed citizenship, lifelong learning, and postsecondary success.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school fosters academic excellence and moral character within a structured and purposeful learning environment. In a classical education setting, this means a rigorous, content-rich curriculum, a focus on critical thinking and civic virtue, and the cultivation of habits that support responsibility, respect, and intellectual growth. Success also depends on engaged families, strong leadership, and governance that ensures accountability, stewardship of resources, and continuous improvement.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

As a board member, I will monitor progress by regularly reviewing key performance indicators, including student achievement data, curriculum outcomes, and financial reports. I will participate in board meetings, ask informed questions of school leadership, and ensure that both academic and operational goals are clearly defined, measurable, and aligned with the school's mission. By maintaining oversight and fostering open communication, I can help ensure accountability, sound fiscal management, and continuous progress toward the school's objectives.

5. What do you see as your role regarding the school leaders?

As a board member, I will monitor progress by regularly reviewing key performance indicators, including student achievement data, curriculum outcomes, and financial reports. I will participate in board meetings, ask informed questions of school leadership, and ensure that both academic and operational goals are clearly defined, measurable, and aligned with the school's mission. By maintaining oversight and fostering open communication, I can help ensure accountability, sound fiscal management, and continuous progress toward the school's objectives

Governance

1. Describe the role that the board will play in the school's operation.

The board's role is to provide strategic oversight, not day-to-day management, ensuring the school remains faithful to its mission and guiding principles. This includes setting policy, approving budgets, monitoring academic and operational performance, and holding leadership accountable. The board also serves as a steward of public trust and resources, supporting school leadership while ensuring decisions reflect the school's commitment to academic excellence, character formation, and a structured, purposeful learning environment.

2. How will you know if the school is successful at the end of the first year of operation?

I'd consider the school successful if it opens on time, operates safely and smoothly, demonstrates measurable academic progress, maintains strong family engagement, and remains financially sound while establishing a clear, mission-aligned school culture.

3. How will you know at the end of four years if the school is successful?

I'd consider the school successful if, after four years, students demonstrate strong academic growth; moral and civic development; high family and community engagement; and the school operates with financial stability and fidelity to its mission.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board can ensure success by hiring experienced leadership and teachers committed to classical education, setting clear goals, overseeing academics and finances, ensuring compliance, and engaging the community to foster a strong school culture and continuous improvement.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If I believed a board member was acting unethically or against the school's best interests, I would first gather facts and document specific concerns. I would then raise the issue privately with the board chair or appropriate oversight authority, seeking clarification and resolution. If the behavior persisted or posed serious risk, I would follow the school's governance policies and state regulations, potentially escalating to the sponsor or legal counsel, always prioritizing the school's mission, students, and integrity over personal relationships.

6. If your school intends to contract with a third-party ESP:

   a. Summarize your involvement in the selection process.

The ESP has approached the school regarding management services, but we have not voted officially to do so as we will still need to carefully review and vote on the contract. We believe CEM, LLC is a good fit with the understanding that the governing board is still the ultimate decision-making body for the school. Should the board decide the ESP is no longer providing service to our satisfaction we do have the means to terminate the contract as any time.

   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

      As a board member, my fiduciary duty is solely to the charter school and its mission. Any ESP would serve only as a contracted provider accountable to the board, which retains full governing authority, including oversight and the right to terminate the agreement if it no longer serves the school's best interests.

   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

      I have not been involved in the review or negotiation of any management agreement. No agreement has

been presented or approved, and any future consideration would occur only through formal board review and approval.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify

that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Mark E. Cioffi, PhD



February 5, 2026

Mark E. Cioffi, PhD
School Board Application Profile

PROFESSIONAL SUMMARY

Experienced executive, educator, and retired U.S. Air Force Lieutenant Colonel with over four decades of leadership in complex, high-accountability organizations. Brings deep expertise in governance, safety oversight, instructional systems design, fiscal stewardship, and workforce development. Proven ability to lead large teams, oversee multimillion-dollar programs, evaluate performance, and ensure compliance with regulatory and ethical standards. Committed to student success, organizational excellence, and mission-driven leadership in public education.

GOVERNANCE, LEADERSHIP, AND EDUCATIONAL EXPERIENCE

President & Founder – Flite Advantage Simulation & Training (FAST)
2014–Present

- Founded and lead an education-focused organization dedicated to preparing future military aviators through rigorous, outcomes-based training.
- Collaborated with federal agencies, military stakeholders, and research institutions to ensure instructional quality and accountability.

Associate Professor (Adjunct) – Embry-Riddle Aeronautical University Worldwide
2009–2011

- Taught Aircraft Accident Investigation at the undergraduate and graduate levels.
- Developed course materials, assessed student performance, and ensured academic rigor in alignment with institutional standards.
- Experience working within accreditation-driven academic environments.

PUBLIC-SECTOR & ORGANIZATIONAL OVERSIGHT EXPERIENCE

Program Manager – Aviation Training Consulting, LLC
2002–2007

- Program manager for the U.S. Marine Corps' MV-22 Osprey initial training curriculum.
- Oversaw curriculum development using Instructional Systems Design (ISD) principles.
- Managed contracts, performance metrics, and stakeholder expectations while maintaining accountability to mission outcomes and cost controls.
- Leveraged training innovations to reduce costs while improving student proficiency.

Project Lead – Delta Air Lines Training Department
2015–2017

- Led a major training transformation initiative transitioning from full-motion simulators to next-generation training systems.
- Coordinated across curriculum teams, regulators (FAA), and executive leadership.
- Delivered measurable cost savings while improving training access and effectiveness—experience directly applicable to public-sector efficiency and oversight.

U.S. AIR FORCE LEADERSHIP HIGHLIGHTS

Lieutenant Colonel, USAF (Retired) | 1980–2001

- Served in senior leadership roles overseeing large-scale training, safety, and operations programs.
- Operations Officer responsible for supervising over 100 instructors across 17 training programs.
- Safety Officer for a major training base, accountable for flight and ground safety programs affecting 10,000 personnel and 80 aircraft.
- Instructor at the U.S. Army Command and General Staff College, teaching complex operational concepts to diverse student populations.
- Extensive experience in policy compliance, performance evaluation, and organizational accountability.

SKILLS RELEVANT TO SCHOOL BOARD SERVICE

- Governance and fiduciary oversight
- Strategic planning and policy implementation
- Curriculum and instructional program evaluation
- Budgeting and cost control
- Performance monitoring and accountability systems
- Regulatory compliance and risk management
- Stakeholder communication and consensus-building
- Data-informed decision-making

EDUCATION

- **Doctor of Philosophy in Business Administration (PhD)** – Northcentral University
- **Master of Aeronautical Science (MAS)** – Embry-Riddle Aeronautical University
- **Bachelor of Science (BS), Biology** – Northern Arizona University

ADDITIONAL QUALIFICATIONS

- Project Management Professional (PMP)
- Prior Top Secret Clearance
- Veteran – U.S. Air Force (Retired)

COMMUNITY & PERSONAL

- Strong advocate for education, leadership development, and institutional accountability
- Committed to lifelong learning, fitness, and family

IV. Board Member Information Form

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

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Pineapple Cove Classical Academy at Brooksville

2. Full name: Michael Contreras

Home Address: _____

Business Name and Address: 6162 Minton Rd NW, Palm Bay, FL 32907

Phone Number: 321-802-9500

E-mail address: mike.contreras@outlook.com

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No Pineapple Cove Classical Academy- Palm Bay, West Melbourne, Lockmar

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes No

5. Why do you wish to serve on the board of the proposed charter school?

I wish to continue to serve as a leader on a board that functions in the best interests of children. I enjoy being part of an organization that provides such an important service to students while ensuring the fiduciary responsibilities of a taxpayer-funded organization are met.

6. What is your understanding of the appropriate role of a public charter school board member?

Charter school board members work as part of a team who work to govern a school appropriately within the confines of state statute as the ultimate decision-making authority of the school. It is our job to supervise the academic, financial, and organizational success of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I've been a member of the board of three PCCA schools for ten years and have experienced the schools in all stages of growth, through tough times and good.

8. Describe the specific knowledge and experience that you would bring to the board.

I bring years of banking and financial experience as well as fundraising knowledge to the Board.

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School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The mission of our school is to educate students in the classical way to be good scholars, have good character, and virtue and become active American citizens.
2. What is your understanding of the school's proposed educational program?
   Classical education values knowledge for knowledge sake and believes in traditional teaching methods. Teachers instruct students directly and children read classical literature. Classical education is somewhat of a throwback to the way schools used to be structured.
3. What do you believe to be the characteristics of a successful school?
   Successful schools put children first and their education first. A successful school has satisfied students and parents who are learning and making great academic gains. A successful school is financially solvent with employees who are happy and productive.
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
   Parent surveys, student assessment data, and annual audit results should provide a comprehensive look at the school from top to bottom.
5. What do you see as your role regarding the school leaders?
   As a governing board member, it my job to work with the school leaders, listen to updates from how the school is running, and collaborate on the administrator evaluation.

Governance

1. Describe the role that the board will play in the school's operation.
   The Board is the ultimate decision-making body for the school and is responsible for governance including academic achievement, financial security, and negotiating contracts.
2. How will you know if the school is successful at the end of the first year of operation?
   Parent surveys and student assessment results will be the biggest indicators of student achievement and parent satisfaction. Employee turnover would be another item to consider as a measure of success- the more teachers want to stay, the happier they likely are with the school environment.
3. How will you know at the end of four years of the school is successful?
4. I would like to see that survey and assessment results continue to rise as we grow and learn. An "A" grade school would probably be an excellent indicator of success as well.
5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   I think a key to success is understanding the difference between governance and management- allowing the education professionals to manage the school's daily functions and the board taking a big picture governance role.
6. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   I think being open and honest with each other and airing concerns when necessary is the way to go.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process;

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The ESP has approached the school regarding management services, but we have not voted officially to do so as we still need to carefully review and vote on the contract. We believe CEM, LLC is a good fit, with the understanding that the governing board is still the ultimate decision making body for the school.

Document ID: c0298803-687b-42ef-953f-8f050af3d212

Should the board decide the ESP is no longer providing services to our satisfaction, we do have the means to terminate the contract at any time.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☐ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Document ID: c0298803-687b-42ef-953f-8f050af3d212

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Michael Contreras

Mike Contreras — *Signature*

11/09/2025 — *Date*

Document ID: c0298803-687b-42ef-953f-8f050af3d212

IV. ATTACHMENT TEMPLATES

IV. Statement of Assurances

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

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

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

The governing board, at its discretion, allows Dr. Kelly Gunter (name), Director of School Operations (title) to sign as the legal correspondent for the school.

Mike Contreras — *Signature*

11/09/2025 — *Date*

Mike Contreras — *Printed Name*

Document ID: c0298803-687b-42ef-953f-8f050af3d212

Completed Document Audit Report

Completed with SignWell.com

Title: Attachment L- Contreras

Document ID: c0298803-687b-42ef-953f-8f050af3d212

Time Zone: (GMT+00:00) Coordinated Universal Time

Files

Attachment L- Contreras.pdf - 5 pages	Nov 09, 2025 22:29:44 UTC

Activity

Kelly Gunter IP: 71.47.240.21	created the document (gunterk@pineapplecoveclassicalacademy.com)	Nov 09, 2025 22:29:44 UTC
Kelly Gunter IP: 71.47.240.21	sent the document to michael.contreras@l3harris.com	Nov 09, 2025 22:30:38 UTC
Mike Contreras IP: 168.149.138.15	first viewed document (michael.contreras@l3harris.com)	Nov 09, 2025 22:58:24 UTC
Mike Contreras IP: 168.149.140.2	signed the document (michael.contreras@l3harris.com)	Nov 09, 2025 23:01:26 UTC

CAREER MINDED | DEPENDABLE | EDUCATED | GOAL ORIENTED | ORGANIZED | PROFESSIONAL

MICHAEL L. CONTRERAS

EDUCATION

NOVA SOUTHEASTERN UNIVERSITY | MASTERS OF BUSINESS ADMINISTRATION | LEADERSHIP
NOVA SOUTHEASTERN UNIVERSITY | BACHELORS OF SCIENCE DEGREE | BUSINESS MANAGEMENT
DAYTONA STATE COLLEGE | ASSOCIATES OF SCIENCE DEGREE | BUSINESS ADMINISTRATION

PROFESSIONAL HIGHLIGHTS

WELLS FARGO BANK N.A.
SERVICE MANAGER (SAFE) *DECEMBER 2014*

- FORMS A DIRECT PARTNERSHIP/S WITH BANK BRANCH MANAGER/S AND DISTRICT MANAGER TO GUARANTEE THE OVERALL SUCCESS OF THE BRANCH
- ASSISTS WITH THE HIRING, TRAINING, COACHING, AND OVERALL DEVELOPMENT OF HIGHLY ENGAGED AND EFFECTIVE TEAM MEMBERS
- ENSURES 100% COMPLIANCE WITH ALL OPERATIONAL REGULATIONS, SALES AND SERVICE PROCESSES, AND ALL OTHER DAILY POLICIES AND PROCEDURES
- ENSURES ALL BRANCH EMPLOYEES' LICENSES AND ANNUAL CONTINUING EDUCATION COURSES REMAIN ACTIVE AND UP TO DATE

WELLS FARGO BANK N.A.
PERSONAL BANKER (SAFE) *OCTOBER 2014*

- ESTABLISHED, MANAGED, AND SERVICED CUSTOMER PORTFOLIOS
- PROVIDED A BROAD BASE OF FINANCIAL AND CREDIT SERVICES WITH THE GOAL OF ACQUIRING 100% OF OUR CUSTOMERS' BUSINESS
- DEVELOPED AND MAINTAINED RELATIONSHIPS WITH ALL WELLS FARGO PARTNERS, IN AN EFFORT TO MAXIMIZE EVERY SALES OPPORTUNITY
- EFFECTIVELY USED PROFILING ANALYSIS TOOLS TO IDENTIFY POTENTIAL RELATIONSHIP BUILDING OPPORTUNITIES

WELLS FARGO BANK N.A.
CSSR/ LOAN ORIGINATOR *MARCH 2014*

- PROVIDED EVERY CUSTOMER WITH OUSTANDING CUSTOMER SERVICE
- ESTABLISHED NEW CHECKING, SAVINGINGS, AND CREDIT PACKAGES
- PERFORMED A WIDE RANGE OF SERVICES INCLUDING ACCOUNT SERVICEING, PROBLEM RESOLUTION, CHECK PROSSESING, AND NOTARTY SERVICES
- ORIGINATED LOAN APPLICATIONS, PREPARED LOAN DOCUMENTS, AND HOSTED LOAN CLOSINGS ON SITE

WELLS FARGO AUTO FINANCE
ACCOUNT SUPPORT REPRESENTATIVE *NOVEMBER 2008*

- RESEARCHED UNSETTLED ACCOUNTS AND BALANCES, AS WELL AS NEGOTIATED MUTUALLY BENEFICIAL PAYMENT ARRANGMENTS
- CONTINUOUSLY PROCESSED UPDATES AND CORRECTIONS, TO CUSTOMER AND ACCOUNT INFORMATION
- FOCUSED ON CUSTOMER RETENTION, WHILE MEETING CUSTOMER SERVICE EXPECTATIONS, AND COMPANY REGULATORY REQUIREMENTS
- SECONDARY POINT-OF-CONTACT FOR IRATE CUSTOMERS, ESCALATED CALLS, AND PAYMENT ARRANGEMENT CONFIRMATIONS

J.P. MORGAN CHASE & CO.
UNIQUE PORTFOLIO COLLECTION AGENT *APRIL 2007*

- UTILIZED AN AUTO-DIAL CALLING SYSTEM TO INITIATE CUSTOMER CONTACT
- INFORMED CUSTOMER OF THE PASTDUE PAYMENT, AND DETERMINED A REASONS FOR THE DELAYED PAYMENT
- CONSISTENTLY ARRANGED INSTALLMENT PLANS OR CONNECTED CUSTOMERS WITH DEBT MANAGEMENT AGENCIES WHEN NECESSARY

GENERAL OVERVIEW

MASTERS OF BUSINESS ADMINISTRATION AND LEADERSHIP:
DUAL ENROLLED/IN PROGRESS
ANTICIPATED GRADUATION
MAY-2016

BACHELORS OF SCIENCE BUSINESS ADMINISTRATION:
IN PROGRESS
MAY-2015

ASSOCIATES OF SCIENCE DEGREE:
BUSINESS ADMINISTRATION
GRADUATED WITH HONORS
MAY-2013

TRANSFERABLE QUALITIES
INTERPERSONAL SKILLS
COMMUNICATIONS SAVVY
TECHNICAL LITERACY
IN-DEPTH RESEARCHER & PLANNER
LEADERSHIP / MANAGEMENT-EXPERIENCES
ACCURATE CASH HANDLING

WORKING KNOWLEDGE
MICROSOFT APPLICATIONS:
WORD
EXCEL
OUTLOOK
POWERPOINT
ACCESS

CERTIFICATES & ACHIEVEMENTS
DEAN'S LIST
PRESIDENT'S LIST
WFAF 8-WEEK TRAINING
JPMC 10-WEEK TRAINING
JPMC 2-WEEK U/P TRAINING

PERSONAL GOALS
MBA: LEADERSHIP
ANTICIPATED GRADUATION - 2015
FINRA-SERIES 7/66 LICENSING
CFA CERTIFICATION

225 Wishing Well Circle S.W. Palm Bay, Florida 32908
Primary: (917) 736-6832 | Secondary: (321) 735-2058
E-mail: MikeContreras@Outlook.com

IV. Board Member Information Form

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

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Pineapple Cove Classical Academy at Brooksville

2. Full name: Norda Gordon

Home Address: 538 Plumbago Rd NW, Palm Bay, FL 32907

Business Name and Address: 6162 Minton Rd NW, Palm Bay, FL 32907

Phone Number: 321-802-9500

E-mail address: sydmomzz1@gmail.com

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   Yes No I current serve on the board of Pineapple Cove Classical Academy- Palm Bay, West Melbourne, and Lockmar locations.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

   Yes No

5. Why do you wish to serve on the board of the proposed charter school?

   I believe the schools have done a phenomenal job in providing a great education for children in the Brevard area and I look forward to spreading that success to Hernando county.

6. What is your understanding of the appropriate role of a public charter school board member?

   The Board works together to ensure the school is operated successfully and adheres to its mission, vision, and overall goal.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

   Having served on multiple boards over the past ten years, I have had the opportunity to experience the implementation of a charter school from the beginning to maturity.

8. Describe the specific knowledge and experience that you would bring to the board.

   I have worked in the finance industry for over 15 years. I manage my branch's overall operation which includes controllable and uncontrollable expenses, personnel management, and strategic planning.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

   To provide an education next to none using the classical way to produce successful scholars who are impactful in the real world.

2. What is your understanding of the school's proposed educational program?

   Classical education focuses on education that allows scholars to pursue any profession of their likings and know the true history of our country.

3. What do you believe to be the characteristics of a successful school?
   Meeting and exceeding the metrics that matters by having trained and certified teachers, strong qualified leadership, investment in every student, and parent involvement and commitment.
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
   By assessing the data provided and ensuring the school is operating soundly.
5. What do you see as your role regarding the school leaders?
   To support school leaders as required for the operation of the school and ensure that there is accountability for the success of the school.

Governance

1. Describe the role that the board will play in the school's operation.
   Upholding the mission of the school and evaluating the school's leadership, ensuring the school is operating effectively.
2. How will you know if the school is successful at the end of the first year of operation?
   Academic performance which would include students' performance, successful management of the budget, and sound leadership.
3. How will you know at the end of four years of the school is successful?
   Using the data which would reflect academic, financial, and operational performance.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   Consistently monitor areas that would include the academic, financial, and organizational success of the school.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   Openly address the situation with the board and decide the next step as a team.
6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process;
b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Classical Education Management currently manages our three schools and has had great success. We will consider them for services at PCCA Brooksville as well.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☐ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

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(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: NORDA GORDON

11/10/2025

Signature

IV. ATTACHMENT TEMPLATES

IV. Statement of Assurances

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

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

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

The governing board, at its discretion, allows Dr. Kelly Gunter (name), Director of School Operations (title) to sign as the legal correspondent for the school.

Name: NORDA GORDON

11/10/2025

Signature

Norda Gordon
538 Plumbago Rd NW, Palm Bay FL 32907
321-951-1473 - Home 561-309-6610 Cellular
Sydmomzz1@gmail.com.

Profile Summary

- High level of professionalism, enthusiasm and commitment to a successful banking career.
- Excellent interpersonal, analytical, motivational, and organizational skills.
- Exceptional leadership qualities; able to schedule priorities and perform/delegate accordingly to effectively accomplish task.

Employment

2011-Current TD Bank
Assistant Store Manager

- Monitors/Manages overall Daily Store Operations.
- Coaches staff on using the EARN Model to identify Sales Opportunities.
- Complete Monthly Reports and Audits to ensure Store is Audit Compliant.
- Huddle with team daily to ensure that there is a constant focus on achieving goal.
- Resolve irate customer complaint and inquires.
- Motivate and lead team to provide exceptional experience to every customer the reflect on the store's metric..
- Process Residential and Consumer Loan applications.
- Provides mentoring and leadership to employees.

2002-2011 TD Bank
Senior Customer Service Representative

- Generate new business through presentation of bank products to customers, referral and prospect calling with Branch Manager.
- Conduct weekly Branch Meetings; create agenda and weekly schedule during managers' absence.
- Participate in community activities and events to promote the banks hometown philosophy.
- Built and retained current customer relationships while cross-selling additional products and services.
- Initiate sales to effectively cross-sell bank products and services to customers which consistently meet and exceed bank's goal.
- Coached teller line staff during weekly branch meeting on product of the week.
- Perform as Automated Machine Custodian to ensuring daily balancing and servicing of the Automated Machine
- Conduct and assist in teller draw and monthly Branch Audits.

2000-2002 ANC Rental Corporation
Executive Representative

- Received and resolved irate customer's complaints that have exhausted customer service and escalated to the president office.
- Supported customer service staff to ensure premier customer satisfaction
- Responded to Better Business letters to ensure there is an amicable and satisfactory solution.

1999-2000 Applied Card System
Customer Service Representative

- Counseled customers with regards to their credit needs.
- Assisted customers with special needs, resolving problems while developing profitable opportunities.
- Responsible for ordering of products to be sold in each department.
- Prepared accounting reports for daily cash activities; Maintained accounting records for quarterly and year-end tax reporting.

1998-1999 US Postal Services
Casual Mail Handler
Sorting, Prepping and Processing mail for Mail Carrier

1995-1998 Public Health Inspector

- Monitored State Abattoir while supervising 25 butchers
- Conducted Food Handlers Clinic and Health Education Seminars
- Inspected Food Establishment and investigate complaints
- Supervised intern Public Health Inspector and Students Doctors on rotation.

Community Service

- 2007- 2008 Executive Board Member - Bayside Lakes Merchant Association.
- 2007- Team Captain for American Relay for Life (Bayside Lakes)
- 2005 - March of Dimes Team Captain (Riverside Bank, Melbourne Branch)
- 2004- Planning Committee Member - Greenacres Relay for Life Committee

Awards and Achievements

2006 Riverside Bank Top Performer Award.

- 2003 Riverside Bank Prestigious Eagle Award Recipient.
- Buddy Trainer for new employees.
- 2014 TD Bank Prestigious Wow Star

References

- Available upon request

Confidential

IV. Board Member Information Form

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

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Pineapple Cove Classical Academy at Brooksville

2. Full name: Angela Sturm Harrigan

Home Address: 120 Orlando Blvd, Indialantic, FL, 32903

Business Name and Address: 6162 Minton Rd NW, Palm Bay, FL 32907

Phone Number: 321-802-9500

E-mail address: adsesquire@gmail.com

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   Yes No I current serve on the board of Pineapple Cove Classical Academy- Palm Bay, West Melbourne, and Lockmar locations.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

   Yes No

5. Why do you wish to serve on the board of the proposed charter school?

   My son has attended the Pineapple Cove schools since he was an infant. I have always felt strongly about Pineapple Cove's mission for the children in our area. The founders truly care about the well-being of each and every child. Through the classical education model, I think the founders can continue to provide our local children with superior educational opportunities.

6. What is your understanding of the appropriate role of a public charter school board member?

   The Board works together to evaluate and govern the academic, organizational, and financial health of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

   Having served on multiple boards over the past ten years, I have had the opportunity to experience the implementation of a charter school from the beginning to maturity.

8. Describe the specific knowledge and experience that you would bring to the board.

   I am an attorney and work in the area of law that focuses on the health, safety, education, and well-being of children. Additionally, I have many years of experience with project/case management and organization.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

   The mission of the Pineapple Cove schools is to educate children through a classical curriculum that also encompasses the virtues of being a good and productive person, so the children are provided an opportunity to be a well-rounded individual as they grow and develop.

2. What is your understanding of the school's proposed educational program?

   Classical education focuses on the basics of reading, writing, history, and mathematics as a basis of critical

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thinking and effective reasoning.

3. What do you believe to be the characteristics of a successful school?
   Successful schools have stakeholders that believe in the mission and students who are achieving high standards in a rigorous academic environment.
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
   Parent surveys, student assessment data, and annual audits should provide a clear look at the school's progress.
5. What do you see as your role regarding the school leaders?
   We are ultimately the supervisor of the school leader, but school management is the responsibility of our chosen school leaders.

Governance

1. Describe the role that the board will play in the school's operation.
   The Board is the ultimate decision-making authority of the school and is responsible to ensuring academic achievement, financial security, and negotiating contracts.
2. How will you know if the school is successful at the end of the first year of operation?
   Academic achievement is foremost and that can be measured in many ways. Assessment results are one way, but so is parent satisfaction and happy teachers and students.
3. How will you know at the end of four years of the school is successful?
   High academic achievement, full enrollment, and good audits are successful long-term indicators.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   Active involvement of board members is key along with school leaders who keep the mission of the school at the heart of their decisions.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   Keeping the best interest of the school in mind means confronting issues as they arise and resolving them as soon as possible.
6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process;
b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Classical Education Management currently manages our three schools and has had great success. We will consider them for services at PCCA Brooksville as well.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☐ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

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Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Angela Sturm Harrigan

Angela Sturm Harrigan

Signature

11/04/2025

Date

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IV. ATTACHMENT TEMPLATES

IV. Statement of Assurances

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

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

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

The governing board, at its discretion, allows Dr. Kelly Gunter (name), Director of School Operations (title) to sign as the legal correspondent for the school.

Angela Sturm Harrigan — *Signature*

11/04/2025 — *Date*

Angela Sturm Harrigan — *Printed Name*

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Signwell

Completed Document Audit Report

Completed with SignWell.com

Title: Attachment L- Harrigan

Document ID: 1fcdab92-6faa-4cd0-b8ef-d7b70528dd3e

Time Zone: (GMT+00:00) Coordinated Universal Time

Files

Attachment L- Harrigan.pdf - 4 pages	Nov 04, 2025 14:50:15 UTC

Activity

Kelly Gunter IP: 75.58.180.108	created the document (gunterk@pineapplecoveclassicalacademy.com)	Nov 04, 2025 14:50:30 UTC
Kelly Gunter IP: 75.58.180.108	sent the document to adsesquire@gmail.com	Nov 04, 2025 14:51:39 UTC
Angela Sturm Harrigan IP: 69.213.236.144	first viewed document (adsesquire@gmail.com)	Nov 04, 2025 23:16:06 UTC
Angela Sturm Harrigan IP: 69.213.236.144	signed the document (adsesquire@gmail.com)	Nov 04, 2025 23:20:18 UTC

LICENSURE: ***Florida Bar Member*** ***Admitted 02/2005***

LEGAL EXPERIENCE:

Department of Children and Families (DCF) – Children's Legal Services (CLS) ***Palm Bay, FL***

Managing Attorney	03/2022-Present
Supervising Attorney	02/2018-03/2022
Senior Attorney	12/2010-02/2018
Volunteer	10/2010-12/2010
	Jacksonville, FL
Contract Attorney	05/2005-12/2005
Certified Legal Intern	10/2004-05/2005
Certified Legal Intern - Summer Internship	05/2003-08/2003

- Manage the administration and oversight of attorneys and staff in the Brevard and Seminole CLS offices. Coordinate with the Supervising Attorneys and Government Operations Consultant for cohesive administration and oversight over all of Circuit 18's CLS team. Communicate at all levels of management for CLS within the DCF Agency as well as with the Brevard and Seminole County DCF community partners, judiciary and clerks.
- Handle any necessary dependency cases including pleadings preparation, and DCF representation in court for shelters, arraignments, mediations, dependency, and termination of parental rights' trials, and coordinate with appellate attorney, as needed.
- Demonstrate, support, and ensure CLS Best Practices in Brevard County.

Morgan Law, P.A./Law Office of Angela D. Sturm ***Melbourne, FL***

Managing Attorney/Owner 05/2009-07/2010

- Manage the administration of the three offices including supervision and training of staff, supplies, and office policies and procedures, and paralegal duties.
- Handle all aspects of creditor law, criminal law, family law, foreclosure law, and personal injury law cases, including Answers, Discovery, Depositions, Mediations, and Trials.

Allstate Insurance ***Melbourne, FL***

In House Counsel 07/2007-03/2009

- Handle all aspects of the defense of personal injury cases in suit including Answers, Discovery, Depositions, Mediations, Trials, and communication with Claims Representative and Clients.

Public Defender 18th Judicial Circuit ***Melbourne, FL***

Assistant Public Defender, Felony Division	01/2007-07/2007
Assistant Public Defender, Misdemeanor Division	01/2006-01/2007

- Handle all aspects of the defense of criminal law cases including managing a large caseload, communications with clients, case law research, analysis of the case, plea deal negotiations, Pre-Trial Motions, and Trials.

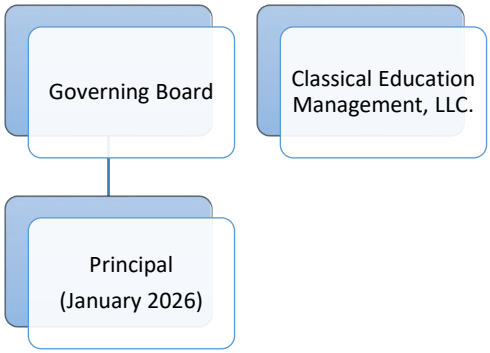
EDUCATION:

Florida Coastal School of Law: Juris Doctorate	05/2004
Georgia Institute of Technology: Bachelor of Science in International Affairs	03/1995

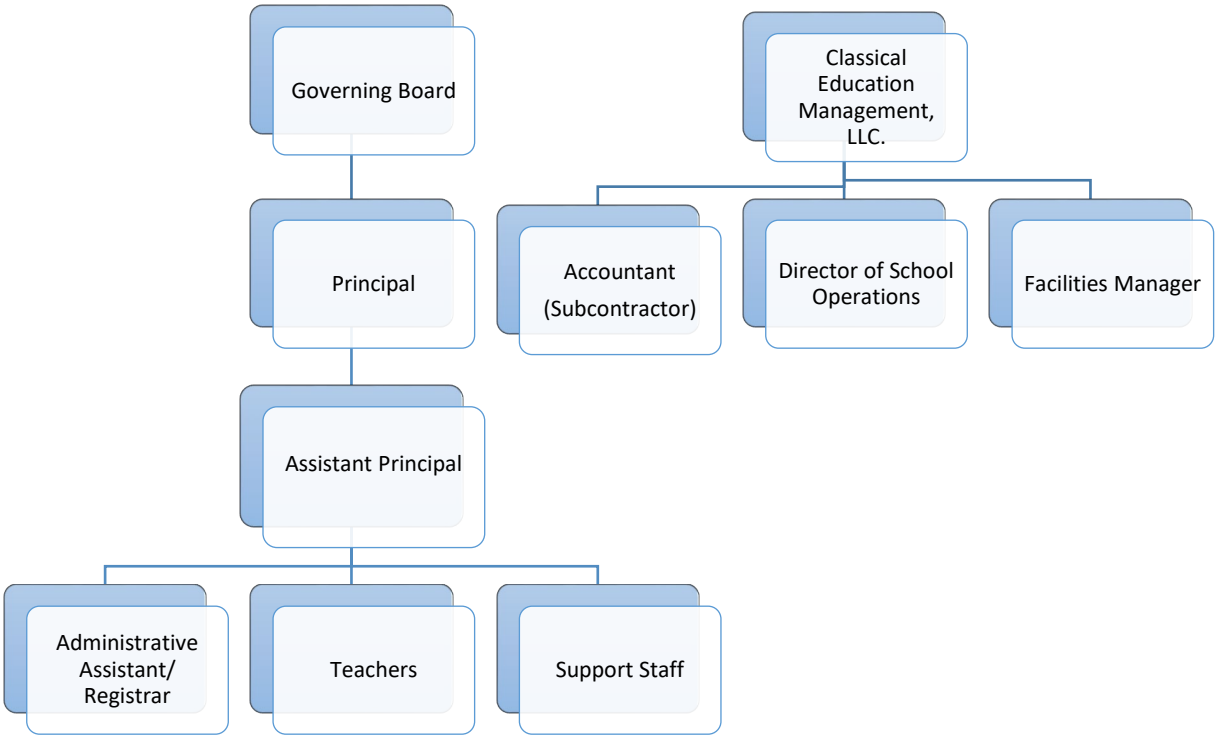
ASSOCIATIONS:

Brevard County Association for Women Lawyers: Social Event Coordinator & Treasurer	2008-2011
Brevard County Bar Association: Member	2006-2011
Brevard County Inns of Court: Associate	2010-2012
Brevard County Inns of Court: Barrister; 2020-2021: Team Captain	2017-2021
Children's Advocacy Center of Brevard County Board of Directors	2018-2022
Department of Children & Families' Central Region Leadership Academy: Graduate & Class Speaker	2018-2019
Pineapple Cove Classical Academy Board of Directors	2014-Present
Space Coast Community Law School: Founder, Presenter	2010-2011, 2016

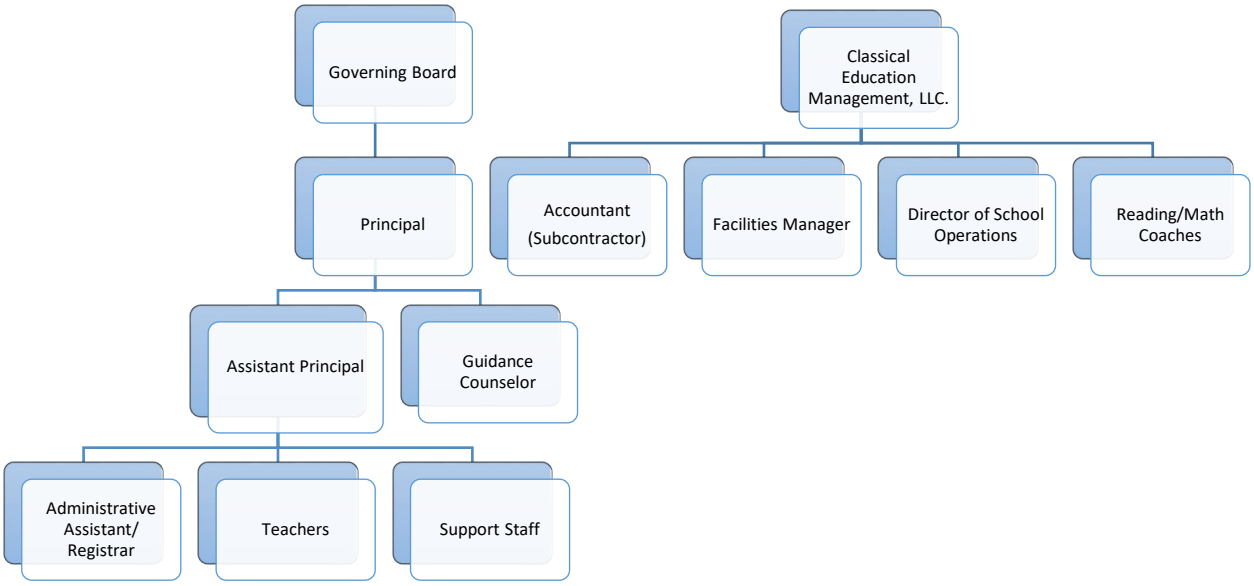
Preoperational Staffing Plan



First Year of Operation



End of Charter Term/Full Capacity



PRINCIPAL – PINEAPPLE COVE CLASSICAL ACADEMY
Exemption Status: Exempt
Immediate Supervisor: Governing Board

JOB GOAL: To manage the school and to provide organizational and instructional leadership to assure high student outcomes and maintain the integrity of the school's approved charter.

PERFORMANCE RESPONSIBILITIES: Note: At the discretion of the Principal, he/she may delegate any of the authority and responsibilities of the position. However, the Principal is not relieved of final responsibility for actions taken under such delegation.

I. Education Requirements

- The Principal shall hold, at minimum, a master's degree in Education or other appropriate field, with a minimum of three years' teaching experience.

II. Relationship with Governing Council/Committees

- Attends and participates in meetings of the Governing Board/Committees.
- Informs and advises the Governing Board/Committees about the programs, practices, and problems of the schools, as well as activities operating under the authority of the Governing Board/Committees.
- Implements Governing Board/Committees policies; advises the Governing Board/Committees when he/she identifies the need to add, modify, or delete a policy. Submits recommendations to the Governing Board/Committees relative to matters requiring Governing Board/Committees action, supported by data and information as necessary to make informed decisions.
- Recommends, annually, to the Governing Board/Committees system-wide goals. Monitors and reports back to the Committee, at least semi-annually, on the progress toward achieving the goals.
- Works with the Governing Board/Committees that implements the mission of the school and a comprehensive long-range plan.

III. Budget

- Prepares annual operating budget recommendations based on guidelines set by the Governing Board/Committees in accordance with Director of School Operations. Works with the Governing Board/Committees and Director of School Operations to develop the final budget. Implements the approved budget.

IV. Educational Leadership & Curriculum

- Assures high academic performance outcomes for all students.
- Keeps informed of current curricular and educational thoughts, trends, and practices, as well as proposed legislation impacting the school. Informs the Governing Board/Committees of significant developments in these areas.
- Oversees development and implementation of objectives and long-range plans for curriculum and instructional evaluation and improvement.
- Assures continuous study and revision of curriculum guides and courses of study to best support teacher needs.

V. Personnel

- Hires all administrators, teachers and support staff.
- Ensures the hiring of qualified and competent personnel.
- Assigns, transfers, and promotes employees as the interests of the school system may indicate.
- Assures professional development opportunities are provided to the school staff.
- Assures systematic performance evaluation of school personnel and takes necessary actions regarding any employee whose performance is judged to be unsatisfactory.
- Holds such meetings of school personnel as are necessary for discussion of matters related to the welfare and improvement of the schools.
- Oversees employee relations in the school system.

VI. Facilities

- Works with Director of School Operations to ensure facilities are maintained and in accordance with state guidelines.
- Determines, with the Director of School Operations and Governing Board/Committees, short and long-range building needs and oversees implementation of construction, operation and maintenance programs.

VII. General Management

- Takes necessary steps to assure the safety and welfare of students and employees in the schools and at school-sponsored activities.

VIII. Communications/Public Relations

- Maintains open lines of communication and cooperative working relationships with the authorizer, supports organizations and other committees.
- Maintains open lines of communication and cooperative relationships with school staff, the Governing Board/Committees, parents and the community at-large.

Performs other appropriate tasks which may be assigned by the Governing Council/Committees which may include the following (some of which may have been addressed earlier in this document):

1) Administer local board's (or governing body of a charter school's) policies, state and federal requirements and applicable laws.
2) Be accountable for student achievement; budget management; expenditure of funds; dissemination of information; district or charter school communications; development, implementation and evaluation all other district or charter school business.
3) Attend all local board or governing body of a charter school's meetings or, when necessary, designate a licensed administrator to attend.
4) Ensure that school patrons and the public are informed and involved in the acquisition; planning and development of school facilities and that students are provided with adequate facilities which conform to state and federal mandates.
5) Be accountable for student safety:
    (a) Ensure that all students are supervised while on school property and while attending or traveling to school events or activities on school-provided transportation.

(b) Ensure that all buildings, grounds and facilities provide a safe and orderly environment for public use.

6) Administer and implement the charter school's approved staff accountability plan and procedures.
7) Ensure that a process is in place to identify, train, assign and support personnel resources in classrooms, which shall include, but not be limited to, the following: (a) Establish the specific expertise of the person.
   (a) Obtain a background check and fingerprint records.
   (b) Provide the person with the necessary training, prior to entering a classroom, about how the school operates, appropriate teaching methods and expectations of principal and assigned teacher.
   (c) Establish a start date and ending date for the person.
   (d) Provide for an evaluation of services upon completion of the assignment.

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 with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee will escort students around campus.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the work day.

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions at Pineapple Cove Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

REVIEWED:

Principal _____ **Date** _____

Governing Board _____ **Date** _____

ASSISTANT PRINCIPAL – PINEAPPLE COVE CLASSICAL ACADEMY
Exemption Status: Exempt
Immediate Supervisor: Principal

SUMMARY: Assists the Principal in all aspects of school management, curriculum development and student services.

ESSENTIAL FUNCTIONS: Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Develops, implements and reviews school policies and procedures.
- Coordinate implementation of district instructional program and ancillary and operational support programs.
- Serves as instructional leader at the school.
- Monitors school activities and policies for adherence to all district, state and national regulations.
- Assesses appropriateness of school services and programs.
- Recommends changes in programs, personnel, facilities, materials and equipment.
- Evaluates the work of assigned school staff; provides reports to the Principal and cooperates in recognition or remediation of staff members as requested.
- Designs in-service training programs at the school.
- Assists in the recruitment and selection of applicants for school-based positions.
- Establishes programs and communication procedures to encourage committee participation, student organizations, community support and extra-curricular activities.
- Develops and maintains student discipline procedures for assigned caseload following established guidelines.
- Assist in the development of budget recommendations for the school.

CURRICULUM: Oversees all aspects of scheduling, course descriptions and registration and assigns duties as necessary; oversees all aspects of district mandated standardized testing; oversees all aspects of student records and assists Principal as legal representative for the school; oversees textbook inventory; creates and serves on committees as necessary inside and outside of the school.

ATTENDANCE/DISCIPLINE: Establishes attendance and discipline referral and reporting procedures for campus-wide use; develops parental notification procedures; directs the preparation of suspension, neglect, referral and tardy forms; responds to inquiries from welfare, probation, legal and security agencies; creates and serves on committees as necessary inside and outside the school.

BUILDING AND GROUNDS: Supervise district employees completing operational tasks on campus; verifies completion of work orders; maintains orderly school environment; contacts security as necessary; serves as contact for outside contractors; oversees custodial work; creates and serves on committees as necessary inside and outside of the school.

DUTIES: In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of PCCA
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, district policy and administrative regulations.
- Shares the responsibility for the supervision and care of district inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.

- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES: The minimum expectations for this job are as follows:

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.
- Interpersonal skills with diverse populations, in-person and on the telephone.
- Knowledge of community, computer system, financial and legal requirements.
- Ability to meet deadlines, work on multiple projects and coordinate the work of others.
- Knowledge of district policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Three years of teaching experience.

EDUCATION AND LICENSURE: The minimum requirements for this job are as follows:

- Bachelor's degree in Education or equivalent.
- Graduate Degree in any field, preferably in Education or equivalent.

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job:

- The incumbent works with various staff members in a team environment including the administrative staff, State Department personnel, legal counsel, parents, students, advocates and others outside the district.
- Frequent interactions with people in person and on the phone will be necessary.
- Duties are primarily performed in a normal school environment.

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 with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee will escort students around campus.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the work day.

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions at Pineapple Cove Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

REVIEWED:

Employee _____ **Date** _____

Principal _____ **Date** _____

DEAN OF STUDENTS (10-MONTH)– PINEAPPLE COVE CLASSICAL ACADEMY
Exemption Status: Exempt
Immediate Supervisor: Principal

SUMMARY: Assists the Principal in all aspects of school management, student discipline, and student services.

ESSENTIAL FUNCTIONS: Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Develops, implements and reviews school policies and procedures.
- Coordinate implementation of district student code of conduct.
- Monitors school activities and policies for adherence to all district, state and national regulations, including Title IX.
- Assesses appropriateness of school services and programs.
- Recommends changes in programs, personnel, facilities, materials and equipment.
- Evaluates the work of assigned school staff; provides reports to the Principal and cooperates in recognition or remediation of staff members as requested.
- Assists in the recruitment and selection of applicants for school-based positions.
- Establishes programs and communication procedures to encourage committee participation, student organizations, community support and extra-curricular activities.
- Develops and maintains student discipline procedures for assigned caseload following established guidelines.

ATTENDANCE/DISCIPLINE: Establishes attendance and discipline referral and reporting procedures for campus-wide use; develops parental notification procedures; directs the preparation of suspension, neglect, referral and tardy forms; responds to inquiries from welfare, probation, legal and security agencies; creates and serves on committees as necessary inside and outside the school.

BUILDING AND GROUNDS: Supervise district employees completing operational tasks on campus; verifies completion of work orders; maintains orderly school environment; contacts security as necessary; serves as contact for outside contractors; oversees custodial work; creates and serves on committees as necessary inside and outside of the school.

DUTIES: In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of PCCA
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, district policy and administrative regulations.
- Shares the responsibility for the supervision and care of district inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES: The minimum expectations for this job are as follows:

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.

- Interpersonal skills with diverse populations, in-person and on the telephone.
- Knowledge of community, computer system, financial and legal requirements.
- Ability to meet deadlines, work on multiple projects and coordinate the work of others.
- Knowledge of district policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Three years of teaching experience.

EDUCATION AND LICENSURE: The minimum requirements for this job are as follows:
- Bachelor's degree in Education or equivalent.
- Graduate Degree in any field preferred, preferably in Education or equivalent.
- Current Florida teaching certification

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job:
- The incumbent works with various staff members in a team environment including the administrative staff, State Department personnel, legal counsel, parents, students, advocates and others outside the district.
- Frequent interactions with people in person and on the phone will be necessary.
- Duties are primarily performed in a normal school environment.

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 with or without reasonable accommodation:
- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee will escort students around campus.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the work day.

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions at Pineapple Cove Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

REVIEWED:

Employee _____ **Date** _____

Principal _____ **Date** _____

STUDENT SERVICES COORDINATOR – PINEAPPLE COVE CLASSICAL ACADEMY
Exemption Status: Non-exempt
Immediate Supervisor: Principal

SUMMARY:
Build capacity of staff who work within Student Support Services in order for them to provide high quality programming and professional practices for our most intensive populations. Provide knowledge, guidance, and support to building level administrators and Student Support Services staff for students with special learning, ESOL, and behavioral challenges in the area of professional development, programming, and service delivery to increase student achievement.

ESSENTIAL FUNCTIONS/TYPICAL TASKS:

- The minimum performance expectations include, but are not limited to, the following functions/tasks:
- Collaborate with, coach, and educate special education teams in developing high quality specialized instruction and appropriate opportunities for students with disabilities, including assessments to identify pathways of interest, strengths, and areas of needed growth to develop meaningful goals and services.
- Ensure professional development and quality programming for students by reviewing and evaluating documents, Individual Education Plans and Behavior Plan, in accordance with district procedures, state rules and federal regulations.
- Provide leadership in the development of a continuum of services for students with disabilities and strategies to increase achievement and the graduation rate of students with disabilities.
- Develop and maintain new teacher mentor program for first-year teachers.
- Assess and provide support for ESOL students.
- Support administration in assessment programs.
- Consults with physicians and other agencies as necessary and assists with referring students to appropriate specialists.
- Adheres to legal and ethical standards and guidelines.
- Requisitions needed supplies and equipment.
- Models nondiscriminatory practices in all activities.

OTHER DUTIES:

- Maintains professional competence by attending staff development programs, curriculum development meetings and other professional activities.
- Performs any other related duties as assigned by the Principal or other appropriate administrator.

KNOWLEDGE, SKILLS AND ABILITIES:
Must possess:

- Knowledge of evidenced-based programming and service delivery for students with unique learning needs (Special Education, ESOL)
- Demonstrated skills in facilitation, conflict resolution and adult learning.
- Excellent interpersonal and communication skills.

- Excellent problem-solving abilities.
- Excellent organizational skills. Ability to manage a variety of tasks in many settings on a daily basis.
- Ability to promote and follow Board of Education policies, District policies, building and school procedures.
- Ability to communicate, interact and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds. Willingness to contribute to cultural diversity for educational enrichment.

QUALIFICATIONS:

- Master's degree in Special Education or related field.
- Experience in administration, special education or related field.
- Teaching or other experience working with students with significant academic learning and/or social/emotional needs.
- Valid Florida teaching license.

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 of this job. Duties performed typically in school settings to include classrooms, gyms, cafeteria, auditorium and recreational areas. While performing this job, the employee is regularly required to stand, walk, sit, use hands to finger, handle or feel, reach with hand, and talk or hear; light lifting up to 40 pounds and other limited physical activities are required. Movement of students by wheelchairs and other mechanical devices may be required.

WORK ENVIRONMENT AND ENVIRONMENTAL CONDITIONS:

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 of this job. Daily personal and close contact with students to provide classroom management and learning environment support is required. Regular contact with other staff members and parents is required. This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions at Pineapple Cove Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

REVIEWED:

Employee _____ **Date** _____

Principal _____ **Date** _____

CLASSROOM TEACHER – PINEAPPLE COVE CLASSICAL ACADEMY
Exemption Status: Exempt
Immediate Supervisor: Principal

SUMMARY: Teaches by creating a flexible program and an environment favorable to learning and personal growth; by encouraging students to develop skills, attitudes and knowledge needed to obtain a good foundation for continuous growth and development; by providing students with experiences which integrate the affective, cognitive and psychomotor dimensions of learning; by establishing effective rapport with students and their parents; by assisting students in developing positive feelings toward themselves and others.

ESSENTIAL FUNCTIONS:
EDUCATING STUDENTS

- Cooperates in the development and implementation of the school program of instruction.
- Plans and implements a program of study that, as much as possible, meets the individual needs, interests and abilities of students and complies with FLDOE standards and Pineapple Cove Classical Academy goals and objectives.
- Guides the learning process toward the achievement of curriculum goals. Establishes clear objectives for all lessons, assignments, units and projects in harmony with curriculum goals and communicates the objectives to students.
- Employs instructional methods and materials that are most appropriate for meeting stated objectives including the use of computers and other technological classroom support equipment in student instruction.
- Meets and instructs assigned classes in the locations and at the times designated.
- Shows commitment to the school's mission, academic program and student academic outcomes as outlined in the approved charter.

MANAGING STUDENT BEHAVIOR

- Establishes and maintains standards of appropriate student behavior and discipline to achieve a functional learning atmosphere in the classroom and assists in its maintenance campus wide.
- Provides and maintains a safe and supervised environment in the classroom and on the school grounds.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.

EVALUATING STUDENT PROGRESS

- Evaluates the learning progress of students on a regular basis using appropriate assessments.
- Prescribes effective learning programs and initiates referrals to appropriate personnel when concerns arise.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Administers group standardized tests in accordance with the school testing program.

PROFESSIONAL COMMUNICATIONS

- Establishes and maintain open lines of communication with students and parents concerning students' academic, social and behavioral progress.
- Cooperates with professional staff and support personnel in assessing and helping students with health, attitude, learning and behavioral problems
- Communicate and cooperate with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.

MANAGEMENT

- Selects and requests appropriate books and instructional materials and maintains required inventory records.
- Provides directions and materials for substitute teachers. Plans for and supervises classroom aides, guests and volunteers.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, school policy and administrative regulations.
- Shares the responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with district-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of PCCA.
- Safeguards confidentiality of privileged information.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.
- Conforms to PCCA policies including attendance, absences and evaluations.
- Attendance must be adequate to acceptably perform listed job functions.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision making and problem solving skills.
- Interpersonal skills with diverse populations in-person and on the telephone.
- Knowledge of computer systems, financial procedures, and legal requirements.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of school policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Knowledge of all laws, regulations and guidelines affecting teachers and students.
- Knowledge of effective classroom management techniques.

- Ability to maintain positive relationships with students, parents, community members and staff.

EDUCATION AND LICENSURE

- Bachelor's degree.
- Current Florida teaching certificate endorsed in the area to be taught, or is pursuing an alternative licensure portfolio.

WORKING ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, students, advocates and others outside the school.
- Frequent interactions with people in-person and on the phone will be necessary.
- Duties are performed indoors and outside in a normal school environment.
- The noise level in the work environment is usually moderate.

PHYSICAL DEMANDS

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must have the ability to adjust focus on a computer monitor in order to get information from a variety of information systems.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must occasionally work outside.
- The employee must be able to use and move/lift variety of instructional materials in the classroom.
- The employee must be able to see and hear on a continuous basis as well as speak frequently.
- Employee must be able to move quickly from place to place on occasion over smooth to uneven surfaces on the playground or on grass.
- Walk through classroom and be able to maneuver tight spaces, e.g. between desks.
- When dealing with students may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.

EMOTIONAL DEMANDS

- Manage the repetitive instructional preparation, review, and grading of student assignments without experiencing undue stress (which leads to emotional detachment from the teaching process and to ineffectiveness in the classroom).
- Maintain high emotional energy and display enthusiasm for the subject matter and individual student effort.
- Develop effective coping strategies for dealing with the fatigue and stress of ongoing involvement in teaching, supervising, and monitoring of students.
- Address stressful events created by hostile, confrontational students by remaining calm and listening non-critically, reasoning objectively, and remaining consistent in, judgments.

- Ensure that out-of-classroom pressures (personal, home, business) do not interfere with overall effective teaching performance.
- Enhance one's professional teaching commitment with punctuality and attendance (avoiding the —coming late, leave early, or "often absent" syndrome).
- Realize the need to seek timely professional assistance as necessary to maintain emotional stability and professional standards of conduct.
- Possess emotional openness to constructive feedback from peers, consulting teacher/mentors, and administrators regarding compliance with professional standards.
- Analyze and remedy emotional needs or unresolved conflicts which interfere or preclude adhering to policy, administrative direction or professional standards.

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in Pineapple Cove Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

REVIEWED:

Employee _____ **Date** _____

Principal _____ **Date** _____



Employee Handbook
Revised July 2025

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Welcome Statement

Welcome to Pineapple Cove Classical Academy! When I became a part of this team years ago, it seemed like a noble, but far away goal. The infectious enthusiasm John Moran and Beth Scott showed for this project from the very beginning inspired me to dream big of a school that would allow children to flourish while providing them a world class education. I dreamt of a school where hard work was expected and manners mattered. I envisioned a school where the faculty viewed teaching as an honor and an art. I am convinced that Pineapple Cove Classical Academy is that school and I, along with the rest of our administration, am committed to making that vision a reality.

It is hard to believe we are years into this vision; but then again, it isn't really that hard to believe. When a group of like-minded and dedicated people band together for a common goal, success really isn't all that surprising. But our success going forward will not be determined by the walls of a school, but by what happens within those walls. The way I will measure the success of our school is by the success of the children we educate. Will they be culturally literate citizens? Will they grow to be leaders in our community? Will they challenge the status quo and follow their moral compass? These are the desires I have for our children.

President Franklin Roosevelt said, "We cannot always build the future for our youth, but we can build our youth for the future." I believe this is the purpose of education in our country. This generation of children will face unique challenges going forward. The education they receive now will determine their ability to meet those challenges. I believe the classical approach- the educational philosophy of Thomas Jefferson, Benjamin Franklin, Winston Churchill and others who previously overcame challenges in history- is the key to building our youth for a successful future.

Thank you for being a part of the PCCA team,
Dr. Kelly Gunter, Director of School Operations

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Introduction

This handbook is provided to acquaint employees with information about employment with Pineapple Cove Classical Academy. It contains information regarding Pineapple Cove Classical Academy's Mission, Vision and Goals. It also contains information regarding internal benefits. The information contained in this handbook is not to be construed as a binding contract between Pineapple Cove Classical Academy and its employees. The contents therefore may be changed, deleted or expanded upon at the discretion of of the Governing Board, with regard to your employment, laws and requirements governing the employer-employee relationship. However, this handbook cannot anticipate every situation or answer every question about employment and/or duties here at Pineapple Cove Classical Academy. You are requested and encouraged to read this handbook carefully and ask any question you may have. It is your responsibility to review the handbook and, after doing so, complete the "Acknowledgement of Receipt" found on the last page of this handbook, and return it to administration. Pineapple Cove Classical Academy has an Open Door Policy. If you have any questions regarding this handbook or anytime during your employment, you may request a meeting with the principal.

Pineapple Cove Classical Academy's Mission Statement:

Pineapple Cove Classical Academy seeks to provide a rigorous, content-rich, classical liberal arts and sciences education for students by reinforcing the common principles of scholarship, citizenship, and moral virtue that promote academic potential and personal character.

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Employment Principles

At Will Employment

Employment is with the mutual consent of the employee and Pineapple Cove Classical Academy. Both the employee and Pineapple Cove Classical Academy have the right to terminate the employment relationship at any time, with or without cause of advance notice. The employment-at-will relationship will remain in effect throughout your employment unless it is specifically modified in writing. The employment-at-will relationship will not be modified by any oral or implied agreement.

Nondiscrimination Policy

Pineapple Cove Classical Academy assures applicants, employees, and visitors an equal opportunity in employment and accessibility to facilities of services without regard to that person's age, race, color, sex, religious creed, national origin, political affiliation, marital status or disability. The sole exception occurs when job requirements constitute a bona fide occupational qualification necessary to perform essential job tasks. Equal employment opportunity will be attained using both objective and subjective merit principles and shall apply to company employment practices.

Equal Employment Opportunity

Pineapple Cove Classical Academy's policies assure each employee that he/she will receive equal opportunity in all aspects of employment. A diverse work force and equitable employment practice make us a stronger company and better employer. Equal Employment Opportunity means that all persons are entitled to the same opportunity for employment based on their qualification and job-related criteria. Federal and state laws prohibit discrimination based on age, sex, race, color, religion, national origin, disability, marital status or political affiliation.

Americans with Disabilities Act:

Pineapple Cove Classical Academy acknowledges the Americans with Disabilities Act, which prohibits discrimination against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation fringe benefits, job training and other terms, conditions, and privileges of employment. A qualified employee or applicant with a disability is an individual who satisfies skill, experience, education, and other job-related requirements of the position held or desired, and who, with or without reasonable accommodation, can perform the essential functions of that position. The ADA does not alter Pineapple Cove Classical Academy's right to hire the best qualified applicant, but does prohibit discrimination against a qualified applicant or employee because of his or her disability.

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Qualifications for Employment:

In order for employment to begin, the following must occur.

1. A positive attitude of cooperation with Pineapple Cove Classical Academy management and staff.
2. Any other qualifications as listed in the state law or administrative code governing employment in this type or institution or organization.
3. Employees must also provide/submit the following on or before the date of hire:
   a. Personnel record (application and/or resume)
   b. Any other qualifications as listed in the state law or administrative code governing employment in this type of institution or organization.
   c. Educational requirements of the specific position being considered.
   d. Fingerprint requirements.
   e. Current certification first aid and CPR (preferred but not required, except for administration, physical education instructors, and guidance counselors).
   f. W-4 form.
   g. Any other forms requested by administration at the time of hire that may not be on this list.

Employment of Family Members

Pineapple Cove Classical Academy does not discriminate in employment and personnel actions with respect to employees, prospective employees, and applicants based on family relationships with current employees, clients and/or customers of Pineapple Cove Classical Academy. Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

Children of Employees

Minor children of employees must not be at the school or with employee during work hours unless pre-approved by administration. Supervision of children is of utmost importance; therefore, all staff children must be enrolled in aftercare and are not to be left unattended. Staff children must vacate to their own classrooms by 7:50 a.m. Tutoring or running an after-school club is considered “on duty” time. Certain positions may prohibit students from entering the workspace of their parent (such as the cafeteria or custodial staff) due to the inherent danger or restrictions placed upon such a position.

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Employee Classification

Each established position is assigned to a specific department and pay range. The specific duties and responsibilities for each position are described in a position description. Each position has its own description. Each employee is given a copy of his/her position description upon employment. It is very important that you receive a copy of the appropriate position description since performance evaluations are based on the duties and responsibilities contained therein. If for some reason you did not receive a copy of your position description, ask your director. All employees will be classified under one of the following:

1. Temporary Employees- An employee whose position is temporary in nature and is expected to be employed for less than 6 months.
2. Regular Employees- Employees who are hired for an undetermined period of time.
3. Substitute Teachers- A substitute teacher is one that is considered part time and will be used on an as needed basis.

All employees, regardless of classification are subject to the terms of the "At Will Employment" portion of this handbook.

Introductory Period

All new personnel will be placed on "Introductory Period" status for no less than 90 days. This period is designated as an opportunity for new employees to demonstrate that they can become familiar with and perform their duties in a satisfactory manner. At the end of the "Introductory Period", a decision will be made by the employee and the Pineapple Cove Classical Academy principal as to continuance based upon attendance, tardiness, professionalism, specific job performance, and the specific abilities of the employee in relation to the job description.

During the "Introductory Period", work performance will be informally evaluated by the Pineapple Cove Classical Academy principal, and any other direct supervisor the employee might have. A formal evaluation report will be prepared near the end of the "Introductory Period". All evaluation reports become part of the employee's permanent personnel file.

Introductory employees will be ineligible for all leaves discussed in this handbook and will also be ineligible for any stated benefits such as, but not limited to: holiday pay, vacation pay, sick pay, and similar benefits until the end of the first 30 days of employment. At the end of the first 90 days of employment, employees will be considered regular employees.

Nothing contained in this policy should be construed as changing or invalidation the "at-will basis" of employment at Pineapple Cove Classical Academy. This means that the employment relationship may be terminated at any time by either the employee, upon giving proper notice, or the company, for any reason that is not expressly prohibited by law. This termination of employment may take place during the "Introductory Period" at the close of the "Introductory Period" or any time thereafter.

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Training/Orientation

In your employee packet, you will receive information on training, orientation, and dress code.

Job Descriptions

You will be provided with a copy of your job description to be signed by you and your direct supervisor. A copy of this signed description will be placed in your personnel file.

Personnel Records

1. Important events related to employment with Pineapple Cove Classical Academy will be recorded and kept in the employee's personnel file. Agreements, change of status records, recommendations, and educational transcripts and attainment records are examples of records maintained as well as all forms required by state licensing.
2. The contents of an employee's personnel file are considered public record, with limited exceptions according to Florida Statute, by Pineapple Cove Classical Academy. All personnel records, including employee applications, evaluation report, and correspondence relating to the employees are secured in the business office of Pineapple Cove Classical Academy.
3. The employee, upon request to the principal, may individually inspect and review personnel records. This review is to be done in the presence of the principal. Employees have the right to copy any document that contains that employee's signature. Employees may not remove documents.
4. A partial duplicate file is kept on campus for licensing purposes.
5. Written documentation of employee's performance will be kept on file at the administrator's office.

All employees are required to notify the human resources department and complete the necessary paperwork in the event of name, address and telephone number change within ten (10) days of the change taking place.

Facilities and Property

It is understood that all rooms used by Pineapple Cove Classical Academy may also be used for other activities and programs and should be treated accordingly.

Equipment and furniture shall not be moved without informing the principal. It is important that the equipment is kept in good condition and free from lost pieces. Teachers are responsible for keeping their equipment clean and in good repair. If something is broken or needs repair, please inform the principal or designee.

Volunteers

Pineapple Cove Classical Academy welcomes volunteers of various capacities. Volunteers that will be working directly with children must sign in and out at the front desk and will be asked to provide a copy of their badge and/or driver's license through the Raptor program. All volunteers will be required to wear a Pineapple Cove Classical Academy badge while working on premises and shall not be left unsupervised with children without proper background and fingerprint screening. Volunteers may assist staff members with tasks that do not involve

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personal information of students (including, but not limited to, grading of papers, grade entry, student records, etc.). All curricular planning and copying of assessments are the responsibility of the classroom teacher. Volunteers are welcome in the classroom provided they are working with students directly. Volunteers handling paperwork or other administrative tasks may do so in the PTO work room or café.

Employee Personal Items

Pineapple Cove Classical Academy is not responsible for the loss, damage or theft of any personal items brought to or left at the school or on the premises. Employees are responsible for the security and care of their own materials, equipment, and personal items. Please keep purses/wallets locked up.

Master Calendar

The annual master calendar of Pineapple Cove Classical Academy is the key to eliminating any conflicts in scheduling and informing employees of news and information affecting employees. Employees must e-mail a request for a day off which will be reviewed and either approved or not approved by the principal. Day off requests should be turned in at least 2 weeks prior to the requested day. Substitute requests are handled through ReadySub. If the absence is an emergency due to illness of the employee or family member, a member of administration should be reached via cell phone as soon as possible. As a general rule, it is better to schedule a substitute if you are feeling sick. It is much easier to cancel a job than to find a substitute in the late morning.

Reimbursement of Employee Expenses

Pineapple Cove Classical Academy will reimburse employees for reasonable and legitimate job-related expenses incurred in the course of performing their required duties under the following conditions:

1. All expenses must be pre-approved by administration.
2. Expenses deemed unreasonable or excessive will not be paid or reimbursed and the employee will be personally responsible for payment.
3. It is the responsibility of the employee to turn in receipts in order to receive reimbursement.
4. Employees are encouraged to exercise discretion in incurring and suggesting expenses.

Use of Pineapple Cove Classical Academy Vehicles

Employees are only allowed to use Pineapple Cove Classical Academy vehicles for any type of transportation and to run official errands for the school. Pineapple Cove Classical Academy is not responsible for any actions of an employee who is using their own vehicle to run errands for the school and therefore does not encourage, authorize or permit employees to run any school errands in their own vehicle.

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Keys

Employees who are issued keys are expected to keep them in a secure area. Keys may not be copied, loaned, or otherwise misused. Electronic door codes shall be treated with confidentiality and not revealed to anyone other than current, authorized, Pineapple Cove Classical Academy employees with proper clearance approved by administration. All issued keys must be returned to administration at the time of separation of employment or at any time requested to do so by a superior.

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Compensation and Review

Employment Categories

Pineapple Cove Classical Academy pays its employees based on wage and/or salary ranges for positions according to the following categories:

1. Administration
2. Teacher
3. Assistant Teacher
4. Support Staff
5. Substitute

Wages and Salaries

Compensation of employees is set by the Governing Board and principal of Pineapple Cove Classical Academy.

Wages and salaries are based on the following:

1. Education
2. Experience
3. Position hired
4. Evaluations of employee's performance
5. Annual wage increase, if given

Overtime

Pineapple Cove Classical Academy does not normally utilize overtime hours and pay. However, any time employees are approved to work over their scheduled time on a given day, the work week will be adjusted accordingly so as not to exceed a 40-hour week.

The principal must authorize all schedule adjustments. If you have been asked by administration to work any time other than your scheduled time, you must have an administrator's signature on your time sheet. It is the employee's responsibility to make sure that the sheet is signed before the end of that particular pay period.

Payroll Deductions

Payroll deductions will be made according to the law, employment agreement, or upon request of the employee. Deductions may include but may not be limited to the following:

1. Federal and State Income Tax
2. FICA/Social Security Tax and Medicare
3. Premiums such as an employee's portion of Health Insurance or other if provided (required to receive this benefit)
4. Any fees due to the school or fees that were paid by the school and are required to be re-paid.
5. Fingerprint/Background screening fees.
6. Uniform Fees (if applicable)
7. Training

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8. Wage garnishments issued by authorized agencies/debt collectors.

Pay Periods

Pineapple Cove Classical Academy pay periods are bi-weekly. Pay checks are issued every other Friday. Direct deposit is required. Each employee will be provided an electronic log in for pay stubs. Pineapple Cove Classical Academy does not issue payroll advances on prospective or actual income before the regularly scheduled paydays covering the pay period.

Conferences

Pineapple Cove Classical Academy has an open-door policy. Principal, Assistant Principal, and/or staff conferences may be held to discuss any problems that are keeping a teacher from reaching desired objectives. A follow-up date may be set to review any progress and all documentation will be kept on file. This may be considered on the employee's next performance evaluation.

Performance Evaluations

Employees will be evaluated at the end of the "Introductory Period", and annually thereafter. Faculty will be evaluated using the Florida Consortium of Public Charter School's Teacher Evaluation Instrument. Staff and non-faculty positions will have a separate evaluation. Administrators will be evaluated by the Board. They may be conducted more often at the Principal's discretion. The evaluation is based upon work habits, work ability, efficiency, dependability, attitude, and related factors.

All evaluations are reviewed with the employee. Performance evaluations can be given at any time throughout the year. These evaluations will be used as a tool to help improve both our staff and school.

1. All Introductory Employees will receive a review at the end of their probation period. This review will contain a recommendation to have the employee put on regular status, remain on introductory employment status, or termination. The introductory period may be extended or reintroduced at the discretion of the principal.
2. Each staff member will receive an annual performance evaluation that will be developed in accordance with the requirements of the Student Success Act as they apply to charter schools. PCCA will utilize the Florida Consortium of Charter Schools' evaluation system.
3. This evaluation will be used for any pay increase consideration. **Pay increases do not necessarily accompany any yearly evaluations, however in the event there are going to be pay increases, they will be attached to the performance evaluation.**
4. Instructional employees who are not current in certification requirements, including ESOL and reading required professional development per statute, may not be able to achieve a highly effective rating on their final evaluation.
5. Employees are required to sign the written evaluation. Their signature acknowledges that the appraisal has been reviewed with them.
6. Refusal to sign the evaluation will not invalidate the review, and it will still be placed in the employee's file.

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7. The employee's comments will be attached to the appraisal and filed in the employee's personnel file and it will be placed in the employee's permanent file.
8. The employee may request a copy if they so desire.

Raises

Salary/Hourly pay increases will be based on the following:

1. The current wage being paid the employee in their current "Employment Classification".
2. Education received during the previous year. (i.e.: units earned at an accredited institution of higher education for successful completion of courses which directly relate to the field of education, training hours and/or CEUs received in the field and training in related fields (Must be documented and will be issued as a supplement to base pay).
3. Evaluations of the employee's performance utilizing the School's teacher evaluation system in accordance with the Student Success Act.
4. The position for which employee is being moved. This would include the demand for the position and the pre-established wage range for that specific position as set for that particular year. This could be an increase in pay or it could be a decrease.
5. Wage increases may follow on an annual basis if given.

Promotions

It is the policy of Pineapple Cove Classical Academy to promote from within whenever and wherever feasible. All promotional considerations shall be based on ability, efficiency, conduct, willingness to do the new job, attitude, and loyalty. It is the responsibility of each employee to make the principal aware of willingness and desire to seek to fill a new position. Annual or periodic evaluations are an excellent opportunity for this information to be shared. In all cases, positions will be filled by the individual whom the administrators believe is the most suited for the position.

Professional Memberships & Conferences

Given the unique nature of art, music, and physical education positions, PCCA will pay for memberships to associations that are required for student participation in statewide events or contests. PCCA may pay for conference registration fees with principal approval.

Transfers

Employees are eligible to transfer from one position, department and/or facility within the corporation if circumstances warrant such a change and if the employee is qualified. Transfers are arranged by the administration and are at the discretion of the administration.

Contract Payouts

As a courtesy to contract employees, PCCA pays teachers who work a 10-month contract over a 12-month pay cycle. This courtesy is available only to employees who complete the length of their contract. Employees who leave without completing the length of their contract are not eligible for any summer pay or perceived pay outs from time worked. Employees who

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transfer from a 10-month position to a 12-month position will be paid in a lump sum pay out prior to beginning the new position.

Florida Classroom Supply Assistance Funds

Pineapple Cove Classical Academy will provide Florida Classroom Supply Assistance Funds ("CASP") as required by the state of Florida. Teachers must complete all requirements associated with this program, including timely submission of receipts, in order to keep funds provided. When the program period ends, any unaccounted funds will be withdrawn from the employee's paycheck.

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Work Schedule Policy

It is vital that every employee be at their scheduled post at the time they are scheduled. This is to ensure that Pineapple Cove Classical Academy continually meet the guidelines for student safety.

Teacher Attendance

1. Student education and providing a safe and healthy environment for the children is the first concern of Pineapple Cove Classical Academy; therefore, teacher dependability becomes the most important tool the school has to meet this goal. Pineapple Cove Classical Academy's philosophy is to work together to plan ahead so that in addition to meeting the needs of the children, the administrators can also accommodate the needs of employees. It becomes easier to work together when employees anticipate their own absences in advance. The administrators of Pineapple Cove Classical Academy will commit to plan the work schedule in advance so that substitutes can be acquired in a timely manner for all interested parties. Likewise, it is vital to this system that all employees also plan ahead all absences.
2. Although most employees have a general idea of their normal working week, everything is subject to change. It is possible that an employee could be called on to work a different schedule from time to time to accommodate other employee's pre-arranged absences or other absences, or a school-wide event. All hourly employees are subject to the possibility of being scheduled any hours that the school is open and we appreciate each employee's flexibility.
3. Employees are required to be at their scheduled classroom at their scheduled time of arrival. If you have your own children to check in to a classroom or other matters to take care, please allow time to do so *before* your scheduled time.

Clocking In/Out Procedures

Hourly employees are required to clock in and out every day. All hourly employees are required to log all time in the Faculty/Staff Time Sheet book. If an hourly employee clocks in, but his/her shift does not start immediately, the time will be changed to reflect the correct time of the employee's shift to start. A principal signature is required if an employee is asked to clock in early or stay late for a shift. It is not acceptable to clock in or out for another employee. Falsifying a time record may be grounds for immediate dismissal. Failure to record time in the computer and Staff Time Sheet book may result in missed pay. Prompt arrival is essential for all employees to make efficient use of work time.

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Benefits

Health Insurance

Pineapple Cove Classical Academy offers health insurance to any full-time employee after 30 days of employment. A full-time employee is classified as working more than 30 hours weekly.

Holidays

Pineapple Cove Classical Academy follows the Brevard County school district calendar with regard to holidays, scheduled school breaks, and professional development days. Full time employees will be paid for the holidays listed as Paid Holidays on the BPS calendar. Part-time employees do not receive paid holidays or breaks. Full-time employees must be employed for 30 days to receive paid holiday pay.

Continuing Education

Continuous training and education is vital to the success of Pineapple Cove Classical Academy. To assist teachers with completing required in-service and education points for recertification, it is recommended that each staff member of Pineapple Cove Classical Academy complete 24 hours of in-service during the fiscal year, which is July 1st-June 30th of the given year. Teachers should also monitor their continuing education hours for Exceptional Student Education and English for Speakers of Other Languages and schedule training accordingly. One 3 or 4 credit college credit course in a pertinent subject area from an accredited postsecondary institution, subject to the discretion of the principal, will meet this recommendation.

Childcare Benefits

All employees will be eligible for a childcare benefit at a reduced rate for before and after care. This benefit will be considered on a “space available” basis and negotiated with each employee upon hire based on the needs of the family and program.

Categories of Employee Absences

All employee absences will fall into one of the following categories.

1. Vacation/Personal/Sick Time- Each full-time staff member is allowed 10 paid vacation/personal/sick days per school year. Five days are provided each July 1 and five days are provided January 1 for full-time, 12-month employees. Full-time, 10-month employees receive six paid days off per year. Administrators receive 12 days of PTO per year plus two weeks in the summer during school closures (normally the week of Memorial Day and July 4). **Paid days off for vacation purposes cannot be used within the first 30 days of employment.** These vacation and personal days do not have any cash out value. Employees may not receive two consecutive weeks of paid vacation time. Employees may only roll over a max of 40 hours per year and are capped at 120 hours on the books at any given time. Employees will not be paid for any earned but unused annual leave upon termination. PTO must be used for employee absences; unpaid time will only be granted if PTO has been exhausted.

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a. Blackout Dates- The first week of school, days before extended holidays, and the month of May are critically-important times in the life of a school. Vacation days will not be approved during these times unless submitted to the principal and approved as an exception.
b. Extended time off- No more than paid three vacation days (not including weekends) will be approved in a row. Any days taken in excess of three vacation days will go unpaid. Please plan extended vacations for already-existing time off (Spring Break, summer, Thanksgiving, and Winter Break). Any exceptions must be approved by the principal as an extenuating circumstance.

2. Unexcused Absence- Subject to specific disciplinary action
3. Pre-arranged Extended Leave- extended illness or pregnancy
4. Bereavement Leave- the death of an immediate family member

Maternity Leave

A leave of absence for a disability related to an employee's pregnancy, childbirth, or related medical condition may be granted. Full-time employees with one year of employment are eligible for maternity leave. Employees must submit a written request for maternity leave of absence without pay for the length of any pregnancy-related disability, up to a maximum of three (3) months.

Although Pineapple Cove Classical Academy is not able to guarantee reinstatement in all cases; employees otherwise qualifying for family or medical leave, as set forth below, who return to work at the end of an approved leave with a physician's written release verifying that the employee is able to safely perform their duties, will normally be returned to the same job they held prior to their leave. If the previous position is unavailable, a comparable position will be offered unless unavailable, due to business necessity. Employees are responsible for the employee's share of benefits during this time.

Bereavement

Full time employees will receive a paid leave of two (2) days in the event of a death of an immediate family member. These days are independent of an employee's 10-day allocation and do not require advanced notice. Members of the immediate family include spouse, children, parents, siblings, grandparents, and spouse's parents. Employees will be required to provide name of deceased and relationship when submitting leave requests.

Jury Duty

Full time employees will be granted a leave of absence to serve on jury duty, as required by law. Employees must notify their principal immediately upon receiving a summons for jury duty. A copy of the summons must be submitted.

Employees will be paid for jury duty if selected for service.

Military Leave

There is no paid military leave benefit, but Pineapple Cove Classical Academy will make every effort to re-employ military personnel upon return from service.

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Federal Family and Medical Leave Act of 1993 (FMLA)

In compliance with the Family and Medical Leave Act of 1993, employees who have been employed for at least twelve (12) months, and for at least 1,250 hours during the preceding twelve (12) month period, and at a work-site employing at least 50 employees within 75 miles, are eligible for unpaid family and medical leave for up twelve (12) weeks.

The employee will be required to provide advance leave notice and medical certification. Leave may be denied if requirements are not met.

- Under ordinary circumstances, the employee must provide thirty (30) days' notice when the leave is foreseeable.
- We may require a medical certification to support a request for leave because of a serious health condition. We may require a second or third opinion and a certified physician's statement to return to work.
- Benefits will not accrue during unpaid family leave. Existing health care benefits will continue while on leave at the employee's expense.

Reinstatement Following an Extended Leave Without Pay

Upon return from an extended leave without pay, employees may be reinstated according to applicable law. Employees will be reinstated in the following priority of reassignment:

1. First: prior position, if still available.
2. Second: a comparable position for which the employee is qualified, if available.

Leave Share

Leave sharing allows employees to donate annual leave to co-workers who need extended sick leave. Leave sharing is designed to benefit employees with chronic illnesses or serious injuries who have exhausted their other leave options. Employees who need leave donations should contact administration.

Inclement Weather

Pineapple Cove Classical Academy follows Brevard County Public Schools' recommendation for closing due to inclement weather. Consult the principal to learn which television stations to monitor or other methods that are currently used to ascertain if Pineapple Cove Classical Academy will be open or closed.

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Safety and Health

Occupational and Safety Health Administration (OSHA)

Pineapple Cove Classical Academy strives to provide safe working conditions for our employees and observes the safety laws of the state and federal governments including those established by the Occupational and Safety Health Administration (OSHA). No one will knowingly be required to work in any unsafe manner. Safety is every employee's responsibility, and all employees are expected to do everything reasonably necessary to keep Pineapple Cove Classical Academy a safe place to work. Employees who observe a safety hazard have a responsibility to report it to a member of administration.

Worker's Compensation and Employee Incident Reporting

In the case of a job-related accident to any employee, immediate notice should be given to the supervisor on duty and relayed to the principal. Failure to immediately notify a supervisor could result in the insurance company enacting the loss of worker's compensation payments as authorized by law. An incident report form should be filled out and should include the nature of the injury, how it happened, the time of day, witnesses, etc. Failure to do so may result in nullification of the worker's compensation benefit according to the rules of the specific worker's compensation policy and the state and federal laws which govern worker's compensation claims. Pineapple Cove Classical Academy maintains Worker's Compensation insurance for job-related accidents.

If you should have any questions regarding this policy or procedure, you should contact the principal.

The following policies and procedures are to be used when employees are out on worker's compensation:

- Employees who are on worker's compensation will be on an unpaid leave of absence.
- Employees must submit a doctor's certification, which states that they cannot work at all for a specific length of time.
- While an employee is on unpaid leave for worker's compensation, the employee may not use sick leave, personal leave, or vacation leave.
- The employee will not earn sick leave, personal leave, or vacation leave while on unpaid leave for worker's compensation.

Worker's Compensation Procedure

For Non-Emergency Injuries:

- Immediately inform your principal of an on-the-job injury or illness.
- If medical treatment is required, your director will immediately inform you of which medical facility you should go to.

For Emergency Injuries:

- You will be sent to the nearest hospital or emergency facility.

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Obtaining medical care without permission/authorization will be at the employee's own expense (Florida Statute 440.13 (2)(3)).

Workplace Violence

Pineapple Cove Classical Academy has a zero tolerance for workplace violence and threats. Employees must promptly report any threat of violence or physical act of violence to an administrator. Violations of this policy will result in disciplinary action up to and including termination of employment.

Harassment and/or Threats from Non-Employees

Pineapple Cove Classical Academy will not tolerate threats of violent acts against its employees in any form. Employees should contact the administration should such incidents occur.

Playground Safety

- Proper staffing must be on the playgrounds at all times during outdoor play.
- Know how many children are in your care at all times. Take attendance before taking them out, once you get out, and several times while you are out.
- Review playground safety rules with the children before you leave the classroom.
- Proper use of outdoor equipment must be adhered to.
- A staff person should be on the alert and standing by any danger zones (slides, swings, monkey bars, climbing equipment) when children are using such equipment.
- Never allow children to engage in any hazardous play of any kind. Use of redirection, distraction, praise and other positive techniques is recommended. It is mandatory that the teachers/aides interact with the children while supervising them on the playground. Sitting on the playground while children are at play is against Pineapple Cove Classical Academy's policy.
- At least one daily outdoor play period should be a teacher-directed activity.
- If a child is injured or becomes ill on the playground, you should call for someone else to watch your children while you call the front office.
- All teachers should have a walkie with them while at any outside activity.

Medication

All medication must be administered to children by the proper staff member in the front office. All medication must be in its original container with proper dosage and times to be administered. Over-the-counter medication is not permitted unless accompanied by a doctor's note. Medication shall not be kept in any classroom, and may not it be administered by an unauthorized person. All medication must be kept in the locked medical storage box and the box refrigerated, if necessary. Employees must keep all personal medications in a locked area, safe from student access.

Should an employee have any questions regarding medications, they should seek clarification from the director prior to administering medications.

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Fire and Safety Drills

Each employee should familiarize themselves with all fire evacuation routes and alternatives, which are posted in each room. Be aware of the location of all exit doors and alarm pull stations. Fire extinguishers are located in hallways and in the kitchen. Please familiarize yourself with their use and location. Should you see a fire, immediately pull down on the alarm pull box to activate the siren and to alert the authorities. When the alarm sounds, immediately stop what you are doing. Turn on your walkie to confirm that the fire drill is accurate by hearing the words "Evacuate, evacuate" on the walkie. Grab your emergency folder and collect personal belongings. Check all corners of your room, count your children, and escort them out of the building quietly and rapidly. Do not run. Shut the door to your classroom as you leave. Once outside, go to the furthest end of the designated evacuation area. One employee will be designated to check all bathrooms, storage areas, etc. Listen for instructions. When outside, take a quick attendance of your class. Hold up your green paper to signal that all students are accounted for. If you are missing students, hold up your red piece of paper to signal that assistance is needed. Hold up your white paper to signal that you have students from another class. When the "all clear" is announced, you may lead your class back into the building.

Accidents and Incidents

If a child is injured or hurt, the child should be sent to the clinic. Front office staff will assess the student and decide whether the child can be treated and returned to class or needs to go home. The front office will also contact the parent if necessary. Head injuries, injuries to the teeth or face, insect bites, and any major breakage of the skin should automatically be sent to the clinic for assessment.

Bathroom Procedures

Children must always be allowed to use restroom facilities when needed and appropriate. A bathroom for staff members is located on each floor of the facility. If classroom coverage is required for a teacher break, another teacher may cover the class. When another teacher is unavailable, call the front office for coverage.

Per F.S. 553.865(1), restrooms are designated for exclusive use by males or females. Instructional personnel or administrative personnel as those terms are described in s. 1012.01(2) and (3), respectively, for an educational institution, or the equivalent of such personnel for a private school, who willfully enter, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex on the premises of the educational institution and refuse to depart when asked to do so by a person specified in subparagraph (a)1. or subparagraph (a)2. commit a violation of the Principles of Professional Conduct for the Education Profession and are subject to discipline pursuant to s. 1012.795.

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General Safety

All employees are expected to follow all safety procedures. Simply being aware of and reporting any potential hazardous conditions will help to avoid work-related injuries and accidents. Report and remove faulty equipment immediately. Be attentive to the following:

- Immediately clean up slippery floors, placing "wet floor" sign at the location until it is completely dry.
- Carefully handle sharp or hazardous objects (knives, broken glass, hot food, and hot appliances).
- Keep hallways and doorways free of obstructions.
- Keep stored food items covered and labeled.
- No earphones or ear buds shall be used while working for safety reasons; the only exception may be when in use for an online meeting.

In case of an EMERGENCY, accident, or illness the following procedures should be following:

- Call the principal and begin first aid immediately.
- If the situation warrants it, the director or a staff member must call 911.
- Refer to the first aid manual (located in the office) for proper management of accidental or emergency situations.

Some of the worst tragedies in childcare have occurred because the responsible teacher did not keep track of the children in his/her care. When transitioning students from one place to another, to playgrounds, field trips, to bathrooms it is absolutely essential to the safety of the children that the teachers count the students repeatedly. Counting should occur, but not be limited to the following:

- When lining up to leave the room.
- When in the hallway.
- When you arrive at your destination.
- When you line up to go inside.
- When you return to the classroom.

It is imperative that you never let a child leave with an adult that you don't recognize before speaking to a member of administration. If anyone other than the child's parent or authorized pick up tries to pick up a child, you must call a member of administration immediately to ensure that they have been cleared.

Marjory Stoneman Douglas Act Requirements

Campus Access

It is imperative that all staff adhere to required safety protocols, including those of the Marjory Stoneman Douglas School Safety Act. Failure to adhere to school safety policies can result in employee disciplinary action or termination. All entry codes for buildings are private and only for the use of active employees. All doors, roof access (accessible only to custodial staff and designated vendors), and gates should remain locked as appropriate. Should an

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employee have a safety concern regarding an unknown visitor or other school safety concern, they should immediate contact the school security officer or call 911. All interior and exterior doors shall remain locked at all times. School personnel shall not prop doors open or let visitors in behind them. All visitors and vendors much report to the front office for check in.

Calling 9-1-1

In the case of a police, fire, or medical emergency, the safest procedure is to call 9-1-1 using the following protocols:

- Have one person knowledgeable of first aid stay with the injured person to administer (where appropriate), Basic Life Saving (CPR, AED, etc.), while someone else calls 911.
- Designate someone (possibly the caller) to meet EMS at an appointed location.

During the call:

- Remain calm.
- Provide your name and the school's name and location. Provide the closest intersection of streets, and landmarks (e.g., next to City Green Park)
- Give them your cell and school phone numbers
- Describe the injury, symptoms, or situation in as much detail as possible
- Tell them what's been done so far
- Ask: "What should we do until you arrive?"
- Tell them where you will meet the EMS team so you can direct them to the injured party
- Have 911 repeat the information you gave—listen!
- Let them hang up
- If the situation changes significantly, (e.g., new symptoms), call 911 again if they're still in transit

Bomb Threats

Although bomb threats usually turn out to be hoaxes, they must always be taken seriously. It is important that reception/switchboard staff receiving the call know what questions to ask the caller so they may pass on as much information as possible to the Police.

First, stay calm. Let them finish the message without interruption. Try to record exactly what they say, especially any code word they might give.
Make a note of:

- The exact time of the call:
- The callers sex and approximate age
- Any accent the person has, or any distinguishing feature about their voice (eg speech impediment, state of drunkenness)
- Any distinguishable background noise

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When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller:

- Where is the bomb?
- What time is it due to go off?
- What does it look like?
- What will cause it to explode?
- Why are you doing this?
- What is your name?
- What is your address?
- What is your telephone number?

Report the call to the police and the Principal immediately. In the extremely unlikely event that there was a code word with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the police, and then notify the Principal.

Suspicious Packages

The likelihood of a school receiving a postal bomb or suspected biological/ chemical package is very low; schools should however be aware of the immediate steps to be taken if they receive a suspicious package, or come into contact with a biological or chemical substance.

Postal bombs or biological/ chemical packages may display any of the following signs:

- Grease marks or oily stains on the envelope or wrapping
- An unusual odor including (but not restricted to) almonds, ammonia or marzipan
- Discoloration, crystals on surface or any powder-like residue on the envelope or wrapping (suspect biological/ chemical threat)
- Visible wiring or tin foil
- The envelope or package may feel very heavy for its size
- The weight distribution may be uneven
- Delivery by hand from an unknown source or posted from an unusual place
- If a package, it may have excessive wrapping
- There may be poor hand writing, spelling or typing
- It may be wrongly addressed, or come from an unexpected source
- No return address or postmark that does not match the return address
- There may be too many stamps for the weight of the package

If a **bomb** is suspected:

- Stay calm
- Put the letter/ package down gently and walk away from it
- Do not put the letter or package into anything (including water) and do not put anything on top of it
- Ask everyone to leave the area (including classes if necessary)
- Notify the police and Principal/ nominated deputy immediately
- Do not use mobile phones or sound the alarm using the break glass call points as this may activate the bomb.

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If you suspect that a letter or package may contain a **chemical or biological threat:**

- Stay calm
- Do not touch the package, leave it where it is
- Shut windows and doors in the room and leave the room, but keep yourself separate from others (to avoid contamination)
- Notify the Principal immediately
- Notify the police immediately on 911
- Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed.
- Evacuate the building, keeping people away from the contaminated room as far as possible
- Keep all persons exposed to the material separate from others and available for medical attention
- Anyone experiencing symptoms of chemical exposure (eg streaming eyes, coughs and irritated skin) should seek medical attention immediately

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Personal Conduct & Responsibilities

As representatives of Pineapple Cove Classical Academy and as role models for those we serve, employees will at all times conduct themselves in a manner which will reflect positively on both Pineapple Cove Classical Academy and themselves, according to the accepted standards of the community we serve. As a teacher, it is important that you are completely familiar with the policies and procedures of the school. Parents must feel that we provide a caring environment in which their child can learn and feel loved. The teacher's relationship with the child is an important factor in Pineapple Cove Classical Academy's program. You have been selected as an employee because we believe you exhibit the personality and the ability to teach children while fostering the emotional and educational development of each child. Through the commitment and confidence of each employee, each child will have the opportunity to establish his/her individuality, experience success in the classroom, achieve competence in many areas of development, and experience the joy of learning.

- Be responsive to your students and to their parents, however, retain your poise at all times.
- All information regarding members of the school community (including children, parents, staff, student teachers, volunteers) is to be treated with strict confidence.
- Gossip should be avoided at all times.
- Show pride in your work. This should be demonstrated in the positive way in which you approach your daily responsibilities.
- Service to the children and to the public shall be courteous, considerate, and prompt. An employee is always an example!

Dress Code- Men and Women

The success of Pineapple Cove Classical Academy depends upon the level of professionalism exhibited by its' employees.

The Board expects all employees to dress and conduct themselves in a professional manner whenever conducting school business or wearing clothing or uniforms that identify them as employees of the School.

The School considers each employee's dress and demeanor to be an important factor in evaluating performance. When an employee is inappropriately dressed or does not meet the requirements of this policy, the School reserves the right to send the employee home to change. Employees paid on an hourly basis will not be compensated for any work time missed because of failure to comply with designated School standards.

This policy applies to all employees—not just teachers. Only designated personnel who wear uniforms are exempt from this policy. Uniforms should be clean and pressed at the start of each day.

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- Only PE teachers and coaches are permitted to wear jogging type suits and professional shorts. Shorts must fall no higher than two inches above the knee. They should dress in professional attire on parent conference days, back-to-school nights, and other occasions when not teaching/coaching.
- Jeans and jean-like pants of any color are not acceptable at any time, except on designated days (i.e. appropriate field trips). When worn, jeans must be professional without rips or tears.
- Jackets worn as part of business dress must be professional; denim and hoodies are inappropriate.
- No tee-shirts will be acceptable at any time except on designated days (e.g., a "spirit" day).
- Shorts are not permitted except during after-school sporting events or practice.
- Only PE teachers may wear athletic shoes on a regular basis. However, if they are appropriate for specific school activities (e.g., field day, field trip), athletic shoes may be approved. Athletic shoes may be allowed on the playground and during other times when regular dress shoes may be a hazard. If an employee has a health condition that requires athletic shoes, please consult the principal.
- The school nurse will be permitted to wear scrubs or appropriate medical attire.
- Professional 'work style' shoes are expected.
- Hair should be kept neat and clean; it should not impair vision nor be a distraction.
- Tattoos should be covered at all times. Pre-existing tattoos must be discrete: not offensive, not distracting. No nose rings are permitted.
- Hats or other non-religious headgear are not to be worn inside.
- Excessively tight, clinging, or form-fitting clothing is not permitted. This includes any type of leggings being worn as a pant. Leggings may only be worn under a dress that could otherwise be worn without leggings in an appropriate manner.
- Good personal hygiene is required at all times. This includes wearing neat, clean clothing.
- Strong/offensive body odors or excessive use of perfumes, cologne, or essential oils are inappropriate.

Appropriate dress for women

- Dresses and skirts cannot be higher than the top of the knee.
- Low cut, revealing blouses, see-through/sheer clothing, off-the-shoulder tops, spaghetti straps/halters, tank tops or clothing which reveals the midriff are not permitted. No décolletage.
- Earrings are the only visible piercing allowed; they should be appropriate and non- distracting.
- Shoes should be professional and have a back.
- No flip-flop style shoes (strap between the toes with an open back);
- No beach and/or shower shoes with rubber or plastic on the bottom;
- No Croc-style, 'slides' or open-backed clogs.

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Appropriate dress for men

- During the school year, male faculty and staff members will wear a collared, button-up shirt and a tie.
- Suits, blazers, and sports jackets are optional.
- Shirts should be tucked in at all times.
- Ties should always be worn when making a formal presentation to an audience (e.g. to parents or at a professional conference).
- Facial hair should be kept neatly trimmed and clean.

Media Inquiries

Inquiries from newspaper, radio, televisions station, internet, and other sources of public information must be immediately referred to administration. Faculty and staff are not permitted to comment to media on the School's behalf.

Tardiness

Tardiness can create chaos in the teaching environment. This is the reason that tardiness is considered equal to an unexcused absence in most cases. Employees are expected to notify Pineapple Cove Classical Academy at least fifteen (15) minutes prior to being late.

Job Abandonment

If an employee not on an approved leave of absence is not at work for a period of three working days and does not notify a supervisor, Pineapple Cove Classical Academy will assume the employee has voluntarily abandoned the job and has terminated employment with Pineapple Cove Classical Academy. Employees who abandon their job will be paid their final pay period at minimum wage.

Solicitation/Distribution

Employees are not permitted to solicit for any purpose during their working time due to the fact that solicitation not only causes an employee to neglect their own work, but also interferes with the work of others.

Cellular Phone Policy

Cell phone use is not permitted while teachers and staff are in the presence of students. This includes texting. Exceptions for emergencies will be allowed only with the approval of Pineapple Cove Classical Academy administration. Teachers and staff are not permitted to text message parents regarding school business.

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Personal Phone Call Policy

Personal phone calls may be taken if an emergency exists. Messages for all other calls will be taken and given to employees as soon as possible. Nonemergency calls will not be forwarded to the classroom during teaching hours.

Social Media

This social media policy applies to all PCCA employees, teachers, students, Board Members and auxiliary personnel. This policy covers all social media and media platforms, social networks, blogs, photo sharing, wikis, online forums and video sharing.

-Personal Responsibility

- Pineapple Cove Classical Academy employees are personally responsible for the hosted content they publish online. Be mindful that what you publish on social media channels will be public for a long time— protect your privacy.

- When posting online, please remember that you are an employee of the Pineapple Cove Classical Academy and representative of your colleagues, students, parents and the school community. Your online behavior should reflect the same standards of honesty, respect and consideration that you use face-to-face.

- Blogs, wikis, and podcasts are an extension of your classroom and considered official content. What is inappropriate in the classroom should be deemed inappropriate online.

- Do not post photos or movies of fellow employees without their permission. Do not use photos or movies taken at school without permission. Do not post photos or movies that contain students without parental consent.

- There are many websites that allow users to share personally created movies. You are responsible for all you do, say, and post online including videos. Anything posted online should represent you in a professional manner as others will see you as connected to PCCA. It disrupts learning when teachers, employees and staff post videos with questionable content.

- When posting online be sure not to post confidential student information.

- Cyberbullying is not to be tolerated. Any incidence of cyberbullying should be reported to the school Principal immediately. All cyberbullying incidents are to be taken seriously.

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-Personal use of social networking site, including Facebook, Twitter and Instagram

- Pineapple Cove Classical Academy staff and employees are personally responsible for all comments/information and hosted content they publish online. Be mindful that things such as Tweets and Status Updates will be visible and public for a long time.

- By posting comments, having online conversations, etc. on social media sites you are broadcasting to the world, be aware that even with the strictest privacy settings, what you 'say' online should be within the bounds of professional discretion. Comments expressed via social networking pages under the impression of a 'private conversation' my still end up being shared into a more public domain, even with privacy settings on maximum.

- Comments related to PCCA, its employees, staff and/events related to PCCA, should always meet the highest standards of professional discretion. When posting, even on the strictest settings, staff should act on the assumption that all postings are in the public domain.

- Before posting photographs and videos, permission should be sought from the subject where possible. This is especially the case where photographs of professional colleagues are concerned.

- Before posting personal photographs, thought should be given as to whether the images reflect on your professionalism. Photographs relating to alcohol or tobacco use may be deemed inappropriate. Remember, your social networking site is an extension of your personality, and an extension of your professional life and classroom. If it would seem inappropriate to put a certain photograph on the wall, then it should be considered inappropriate to post online.

- Microblogging (Twitter, Facebook, Tumblr, Instagram, etc.) comments made using such media are not protected by privacy settings. Employees should be aware of the public and widespread nature of such media and refrain from any comment and/or #hashtags that could be deemed unprofessional.

- #(Hashtags) that tag students and provide personal financial gain are prohibited. PCCA students are not to be used as promotional audiences.

PCCA employees are not permitted to solicit or accept "Friend" Requests from enrolled PCCA students on any personal Social Media Account. This includes student's accounts and PCCA employee personal accounts. PCCA employees are not permitted to encourage students (K-12) enrolled at PCCA to create Social Media Accounts of any kind.

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-Staff-Student Relations

- Employees are prohibited from establishing personal relationships with students that are unprofessional and thereby inappropriate. Examples of unprofessional relationships include, but are not limited to: employees fraternizing or communicating with students as if employees and students were peers such as writing personal letters or emails; "texting" students; calling students on cell phones or allowing students to make personal calls to them unrelated to homework or class work; sending inappropriate pictures to students; discussing or revealing to students personal matters about their private lives or inviting students to do the same (other than professional counseling by a school counselor); and engaging in sexualized dialogue, whether in person, by phone, via the Internet or in writing.

- Employees who post information on Facebook, Twitter or other similar websites that include inappropriate personal information such as, but not limited to: provocative photographs, sexually explicit messages, use of alcohol, drugs or anything students are prohibited from doing must understand that if students, parents or other employees obtain access to such information, their case will be investigated by school and district officials and if warranted, will be disciplined up to and including termination, depending on the severity of the offense, and may have their case forwarded to the appropriate state department for review and possible further sanctions.

-Email

- All electronic or any other communications by employees to students or parents at any time, from any email system, shall be expected to be professional, acceptable in content to any reasonable person, and limited to information that is school-related or is acceptable to both student and parent. Email between employees, students and parents shall be done through the school provided email application. Email must conform to school email policies.

When an employee accesses the internet using school network services, there is no expectation of privacy on behalf of the employee; the employer is legally permitted to monitor any school-provided device, network, or service.

Gossip/Confidentiality

Gossip breaks the law. Federal regulations mandate confidentiality when individuals deal with other individuals in a service organization (the Privacy Law). Disclosing any information, sharing information with other who should not be privy to that information, talking about someone else's problems with people who cannot do anything about those problems or who have no business knowing about those problems, is a violation of the federal law.

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Conduct with Clients/Non-Compete

Our staff members are required to keep all relationships with the parents on a professional basis only (i.e. no dating, flirting with, or gossiping about the clients/parents, etc.) Anyone conducting a relationship with a client in a non-professional manner will be subject to discipline and possible dismissal. In order to maintain a professional relationship between staff and families, Pineapple Cove Classical Academy employees are not permitted to seek employment via a parent or family enrolled at the school while still employed at the school.

Additionally, contracts for teachers include a clause that the employee is not in violation of any non-compete clauses from other organizations when entering employment with Pineapple Cove Classical Academy. It is the employee's responsibility to verify the status of any non-compete clauses.

Harassment

Pineapple Cove Classical Academy is committed to providing a work environment that is free of harassment of any type, including harassment due to race, color, disability, age, gender, religion, or national origin. Sexual harassment of or by employees or students is a form of gender discrimination in that it constitutes differential treatment on the basis of gender. Harassment is against the law and will not be tolerated.

Pineapple Cove Classical Academy's no harassment policy includes sexual harassment. This policy prohibits behavior that is not welcomed by the employee and is personally offensive:

1. Repeated sexual flirtations, advances, or propositions.
2. Continued or repeated verbal abuse of a sexual nature, sexually related comments and jokes, graphic or degrading comments about an employee's appearance, or the display of sexually suggestive objects or pictures.
3. Any uninvited physical contact or touching, such as patting, hugging, pinching, kissing, or intended brushing against another's body.

Pineapple Cove Classical Academy's prohibition on harassment extends not only to that by employees, but also by non-employees such as vendors, suppliers, parents, and visitors to any Pineapple Cove Classical Academy premises. Pineapple Cove Classical Academy employees are entitled to work in an atmosphere free of harassment from any source.

Any employee who observes harassment or believes they have been harassed should immediately report the matter to administration and file and employee grievance/appeal form.

Pineapple Cove Classical Academy considers sexual harassment to be a major offense which can result in disciplinary action to the offending employee.

Drug, Alcohol, and Smoking Policy

Pineapple Cove Classical Academy is committed to maintaining a healthy, efficient working environment for its employees and a safe, friendly place for children.

Our policy is to employ a work force free from alcohol abuse or the use of illegal drugs. Any employee who violates this policy will be disciplined. This may include suspension and/or termination.

The non-prescription use, sale, possession, distribution, manufacture, or transfer of illegal or controlled substances on Pineapple Cove Classical Academy premises or elsewhere during work

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hours or during non-working time is strictly prohibited. An illegal drug is any drug which is not legally obtainable or which is legally obtainable but has not been legally obtained. The definition includes prescribed drugs not legally obtained and prescribed drugs not being used for prescribed purposes.

Employees convicted under any federal or state criminal drug statue, employees must notify the principal within five (5) days. This will be grounds for termination.

Pineapple Cove Classical Academy prohibits employees from being "under the influence" of alcohol or drugs while performing business. Employees may not consume alcoholic beverages or take illegal drugs on our premises. Employees may not report to work under the influence of drugs or alcohol. Medical marijuana is an illegal substance at the federal level. As PCCA receives federal grants, medical marijuana, **even with a prescription,** is not permitted and is grounds for termination.

Smoking is always prohibited on Pineapple Cove Classical Academy property or while performing work duties. At no time should a child or parent of Pineapple Cove Classical Academy observe an employee smoking on premises or in a uniform shirt.

Self-Reporting

Under Florida Senate Bill 1374, passed in 2025, anything greater in severity than a minor traffic violation must be reported to the school principal within 48 hours of final judgment.

Firearms, Knives, and other Weapons

Employees are prohibited from carrying any type of weapon on Pineapple Cove Classical Academy property including keeping it in a desk, file or any areas of the building and grounds or in their personal possession while representing Pineapple Cove Classical Academy. A permit to own a firearm or any other weapon will not override this policy.

Dual Employment

If you should find it necessary to seek additional outside employment, this employment must not conflict in any way with the responsibilities and duties of your position with Pineapple Cove Classical Academy. You are required to check with administration before taking on additional employment. It will be up to the discretion of Pineapple Cove Classical Academy to accept or deny your secondary position.

Teacher's Responsibilities

Each employee has their own job description which is outline on our job description forms. This form will show you your essential functions, as well as duties and responsibilities. However, it is imperative that you understand the importance of the following:

- Lesson plans- It is required that each teacher completes lesson plans for each week. Planning is essential to a well-disciplined, functional classroom. Take the time to prepare the lessons in advance. Being prepared and knowing what and how you will teach your children will not only be beneficial to you but will provide each child with a quality learning experience. All lesson plans must state the objective for each activity as

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well as standards met and documentation of accommodations for ESE and ESOL students.

- Good Housekeeping- Good work habits are a neat and organized place to work are essential for job safety and efficiency. You are expected to keep your place of work organized and all materials in good order at all times. Report anything that needs repair or replacement to your principal.
- Parent Communication- Teachers are expected to communicate regularly with parents via e-mail, through scheduled conferences, and via official school communications such as report cards and interim reports. Each grade level is expected to produce a monthly newsletter with curriculum highlights, upcoming events, and items of parent interest. In addition, teachers are expected to send a weekly email to parents summarizing the week's events and highlighting important dates for the upcoming week. Administration should be copied on such communication to parents.
- Classroom expectations- While observing classrooms, the administration of Pineapple Cove Classical Academy expects an ordered classroom of engaged students who are learning with a purpose. We expect teachers to stay true to the mission of our school while implementing the curriculum with fidelity.
- School Involvement- Teachers are asked to be a part of our school community. This includes participation in school events, such as Registration Days, PTO events, and other evening/weekend events. PCCA expects that teachers will attend a minimum of two events throughout the school year.
- Grading and Lesson Planning: Lesson plans should be complete and available in Planbook the Thursday prior to the beginning of the week. Attachments should be properly linked in a Google Drive folder with administrative access. Students should be notified of upcoming tests at least 4 school days prior to the assessment and two school days prior to quizzes. Assessments and quizzes should be posted on board (K-12) and in emails K-6. Grades shall be entered into FOCUS 4-5 days after the assignment is completed.

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Standards of Conduct

Policies are necessary for the orderly and efficient operation of Pineapple Cove Classical Academy. Each employee has an obligation to observe and follow the company's policies and procedures and to maintain proper standards and conduct at all times. If an individual's behavior interferes with the orderly and efficient operation of the school, corrective disciplinary action will be taken. Disciplinary action may include a verbal warning, written warning, suspension without pay, and termination. It is not possible to provide a complete list of every standard. The following are examples and has no contractual significance. Employees who do not comply may be subject to disciplinary action up to, and including termination:

- Any employee who verbally or physically abuses a child or knowingly permits a child to be placed in a situation which could result in physical harm or danger to the child is subject to immediate dismissal.
- Abandonment of position
- Abuse of position
- Abuse of sick leave
- Blatant misconduct
- Clocking in or out for another person or knowingly allowing another person to clock in or out for you
- Unbecoming conduct
- Dishonesty
- Disrespect for co-workers, visitors or other members of the public
- Divulging confidential information
- Excessive absenteeism
- Excessive tardiness
- Failure to complete required reports
- Fighting/Assault
- Insubordination
- Leaving work station and/or children alone
- Not receiving the required in-service training/lack of certification
- Physical Harassment
- Poor performance
- Possession, use or sale of alcohol or controlled substances
- Sexual harassment
- Smoking in building/school property
- Theft or attempted theft or unauthorized taking of company property
- Threatening, abusive or offensive language/Verbal assault
- Unauthorized use of Pineapple Cove Classical Academy's name or address for personal use
- Any possession of a weapon on the school grounds
- Violation of Pineapple Cove Classical Academy's rules, regulation, policies and procedures

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- Violation of state and federal rules and regulations regarding public education
- Pineapple Cove Classical Academy reserves the right to impose other rules or take any other disciplinary action it deems appropriate or necessary

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Disciplinary Action and Termination of Employment

Progressive Disciplinary Plan

Staff members are subject to a 4-step disciplinary plan.

Step 1- The first time a staff member is in violation of school employee policy; the staff member will receive a **verbal warning**.

Step 2- The second time a staff member is in violation of school employee policy; the staff member will receive a **written warning**.

Step 3- The third time a staff member is in violation of school employee policy; the staff member will be receive a **3-day unpaid suspension**.

Step 4- The fourth time a staff member is in violation of school employee policy; the staff member will be **terminated** effective immediately.

Causes for Termination

Any or all violations of the policies and procedures listed in this manual of the center shall constitute sufficient grounds for termination.

Employees should consider their employment as on an "at will" basis. Employees may be terminated for any reason and at any time.

In arriving at the decision to terminate employment Pineapple Cove Classical Academy will consider the seriousness of any infraction, past record of the employee and the circumstances surrounding any incident.

Resignations

In the event an employee decided to terminate employment with Pineapple Cove Classical Academy we ask that a resignation letter be submitted to administration a minimum of two (2) weeks prior to the intended leave date. This is so that we have adequate time to fill the vacated position. A decision to resign should be kept confidential and not shared with employees, clients, customers or parents until the decision has been confirmed with the resignation form and has been accepted by a member of administration. Failure to keep this of a confidential nature may result in immediate discharge and shall constitute grounds for payment of minimum wage. Employees will not be paid for vacation or sick time taken after a letter of resignation has been submitted to the Employer.

The employee's final paycheck will be paid in the regular pay periods of Pineapple Cove Classical Academy. It is the employee's responsibility to pick up their check on the appropriate date.

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Pineapple Cove Classical Academy reserves the right to edit or adapt the policies in this handbook as the needs arise. The school will make all changes and additions available at the time these changes are made. Employees will be notified of these changes through the normal written communication system of the center at the time they are made effective.

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Acknowledgement Page

Name: _____

As an employee of Pineapple Cove Classical Academy, I acknowledge receipt and understanding of the PCCA Employee Handbook. I understand that as an employee, I am beholden to the policies and procedures in this handbook.

Signature: _____ Date: _____

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Sample Student

Pineapple Cove Classical Academy at West Melbourne | Enrollment Year: 2025-2026

App# | Student #: | Grade Applying: | Submitted Date:

1. Student Information

First Name	
Middle Name	
Last Name	
Birthdate	
Home Address	
Home Address 2	
Home Address City	
Home Address State	
Home Address Zip Code	
Gender	
Ethnicity	
Does your child currently attend a Brevard Public School or public charter school?	
School Currently Enrolled	
Current Grade	
Grade Applying	
Is this student the child of an active military parent or legal guardian?	
Is this student currently enrolled in a partner VPK program?	
If answered "yes" above, please provide the VPK program:	
Is this student currently enrolled in an eligible [illegible] classical school and wishing to transfer to PCCA?	

2. Guardian Information

Mother/Guardian

First Name	
Last Name	
Address	
Address 2	
Address City	
Address State	
Address Zip Code	
Is any parent/guardian currently an employee at Pineapple Cove Classical Academy?	
Home Phone	
Email	

Father/Guardian

First Name	

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Last Name	
Mobile Phone	
Email	

3. School Selection

Program 1	
School Name:	Pineapple Cove Classical Academy at Palm Bay
School Address:	6162 Minton Road
Program:	Pineapple Cove Classical Academy at Palm Bay
Category:	Pineapple Cove Classical Academy
Program 2	
School Name:	Pineapple Cove Classical Academy at West Melbourne
School Address:	3455 Norfolk Pkwy
Program:	Pineapple Cove Classical Academy at West Melbourne
Category:	Pineapple Cove Classical Academy
Program 3	
School Name:	Pineapple Cove Classical Academy at Lockmar
School Address:	720 Emerson Dr NE
Program:	Pineapple Cove Classical Academy at Lockmar
Category:	Pineapple Cove Classical Academy

4. Siblings

If applying for multiple new students, do you want sibling priority applied IF you accept placement for one student	

5. Authorization Agreement and Release Form Fields Form Fields

Hillsdale College, a Michigan nonprofit corporation, is a liberal arts college dedicated to academic excellence and institutional independence. Hillsdale College through its Barney Charter School Initiative provides assistance to selected charter schools such as Pineapple Cove Classical Academy ("School") to teach students in the best classical and civic traditions. Hillsdale College and its collaborators may conduct oral interviews, photograph or film, collect documents and other tangible and electronic objects, host events, create educational materials and news articles, and create workproduct and merchandise (such as books and video) for sale or distribution (collectively, "Materials"). Some of these Materials may include images or other recordings of the individual named below ("Student").

By signing this Authorization Agreement and Release ("Agreement"), Student agrees to allow Hillsdale College to use the Materials in connection with its nonprofit mission (the "Mission"), including, without limitation, preparation of a brochure to be used in fund-raising for the Barney Charter School Initiative.

- Hillsdale College may record Student's statements, image, voice, comments, and actions ("Likeness").
- Hillsdale College may use the recordings and Materials and in any lawful manner relating to its Mission. The recordings may become a permanent part of Hillsdale College's collections and will be made available to educate students or to encourage donors to give to Hillsdale College. The Materials are the property of Hillsdale College and Student waives any claim to rights in the Materials.
- This permission is for all media now known or later developed, worldwide, royalty-free, and in perpetuity. It is for the benefit of Hillsdale College, its licensees, successors, and assigns.
- Student releases Hillsdale College from any liability (and agrees not to sue Hillsdale College) for its use of Student's Likeness as described in this Agreement or otherwise permitted by law.
- Student is over the age of eighteen (18). IN Student is not 18 years of age, the undersigned is the parent or legal guardian of the Student and the parent or legal guardian represents that he/she has the legal authority to sign this Agreement on behalf of the Student.
- School consents to (and releases Hillsdale College from any liability from) Hillsdale College's visit to the School, Hillsdale College's collection of Materials at the School, and Hillsdale College's use of the Materials as provided in this Agreement.
- This Agreement is governed by the laws of the State of Michigan. It is the entire agreement between Student and Hillsdale College.
- School has not been promised anything in exchange for this Agreement.

Policy Agreement	I give permission for my student's likeness to be used in accordance with the above policy.

SAMPLE

Parent Signature	

6. Student Transportation Addendum Form Fields

According to Florida Statute 1002.33 (20)(c), charter schools are required to contract with the local school board, a private company, or parents to transport students to the charter school. Pineapple Cove Classical Academy chooses to meet this statutory requirement by contracting with parents to transport students to and from school. Students who arrive after the start of the school day are considered tardy.

Please sign below as an acknowledgement of Pineapple Cove Classical Academy's transportation contract.

Parent/Guardian Signature

7. PCCA Handbook Agreement

SAMPLE

Discipline Policy

The activity of learning requires students to be attentive and polite. Students are expected to adhere to the school's high expectations for behavior and core virtues lest they compromise their own learning and interfere with the learning of others. Minor infractions or disruptions will largely be handled in the classroom in a way suitable to the age of the student. Whenever a student misbehaves repeatedly or flagrantly, the consequences for the infraction will be immediate, relevant, and effectual. Rather than allow misbehavior to fester in the classroom, teachers will send disruptive students to the office, normally to the Assistant Principal. In accordance with this policy, Pineapple Cove Classical Academy has adopted the following procedure for disruptive behavior that requires an office referral: The teacher issues the student a Discipline Referral Form and the student is required to visit the Assistant Principal. The following actions will be taken according to the number of referrals. Referrals are cumulative throughout the school year.

- First infraction: Student removed from class, sees Assistant Principal or designee. Consequences will be levied in accordance with the School Board discipline plan. Parents must sign Discipline Referral Form, and the student must return it to the Assistant Principal.
- Second: Student removed from class, sees the Assistant Principal, and they call a parent. Consequences will be levied in accordance with the School Board discipline plan. Again, the Discipline Referral Form must be signed and returned.
- Third: Student removed from class, sees Assistant Principal, calls home, leaves that day, and may not return without parent meeting with administration, as scheduled by the Assistant Principal.
- Fourth: Automatic two-day suspension for each referral after this point. Students who have been suspended will not be on the honor roll for that quarter. Students may be suspended for reasons other than receiving the fourth Discipline Referral Form, as outlined by Brevard Schools' Zero Tolerance Policy.

Students' misbehavior will not be used to "teach" the class a lesson. At no time will a student's disciplinary record be discussed with another student or parent. However, other students or parents may be consulted regarding an incident in order to discern the truth.

Uniform Policy

At Pineapple Cove Classical Academy, students wear uniforms to eliminate distractions, to level the playing field, and to remind ourselves that we are doing important work. The spirit of the uniform policy is that students will dress and groom themselves in a manner that it is traditional, not obstructive, and not distracting. Students must be in uniform in order to attend class. Students not in uniform will be sent to the office and must call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home. These absences are not excused. **Lands' End is our exclusive uniform provider. All uniform pieces must be purchased through this vendor.**

Expectations for Parents

First and foremost, we ask for your good will. When your son or daughter faces difficulties—PCCA is a challenging school, and so this can happen—do not assume the student cannot rise to meet it or requires your involvement. Work with the school; refrain from assumptions that assign blame or find fault. You are always welcome to inquire with us, and we are happy to answer, but problems are normally resolved when adversarial postures are set aside. Airing concerns on social media is often counterproductive and rarely is a problem solved through this manner. It is difficult for us to address problems that have not been presented through the chain of command outlined in our handbook.

We must also be civil with one another on all occasions. We are on a joint undertaking, and disagreements might arise. If they do, talk with us without hostility. As we expect of our scholars, all adults with maintain the highest expectations with regard to our school virtues, including courtesy. We will work with you toward resolution. When you contact us about these things, please know that we will get back to you promptly, but that does not necessarily mean immediately. Education is a complicated business, and we have a large student population that requires ample attention. We will reply as soon as we are able.

Finally, we request that you allow your son or daughter the opportunity to overcome difficulties. Part of a student's growth—one of the most important parts, in fact—comes from persisting in the face of obstacles. Too often does more harm than good when parents take it upon themselves to eliminate obstacles for their students. These are our requests. By sending your son or daughter here, you agree to them, just as we agree to care for our students when we accept them.

We believe parents own the fundamental responsibility for their children's education and that the school's role should be viewed as a supportive one. The school expects parents to:

- Model good character and insist that their children cultivate good habits and virtues;
- Help their children develop effective study skills;
- Read to their children, especially those in the early grades;
- Oversee regular reading and writing and mathematics skill development;
- Stimulate discussion and exploration of ideas and events with students;
- Support the school goals through familiarity with the Handbook and parts of the website devoted to the mission and philosophy of the school, homework review, getting children to school on time, and holding high expectations and aspirations that contribute positively to the student's success.

Volunteer Hours

In order to support the mission and success of Pineapple Cove Classical Academy, each family is required to donate 1 0 hours of volunteer time to the school each school year. Volunteer hours will be tracked through the Raptor volunteer system. Families who do not complete their required hours each year may relinquish their child's seat at PCCA.

Attendance

Regular attendance is important to ensure achievement in school. We discourage vacations and trips taken during the school year. We also discourage doctors' and other appointments when avoidable during school hours. Repeated tardies and checkouts are highly discouraged to minimize classroom disruption.

I have read the PCCA Family Handbook and agree to all policies and procedures described, including those highlighted above. I understand that failure to abide by these rules, as well as those outlined in the handbook, may result in forfeiture of my child's enrollment at PCCA.

Parent/Guardian Signature

SAMPLE

8. Liability Release Form

Name of Business or Organization: Pineapple Cove Classical Academy (PCCA)

Activity or Event: Student Walking or Riding Bicycle to School

I understand that participation in the above Activity or Event may be hazardous for the above-named participant. PCCA does not employ crossing guards nor does it have established sidewalks for walking or biking.

In signing below, I assume risk of harm or injury which may occur to the participant as a result of participating in the above-named event or activity. I hereby release Pineapple Cove Classical Academy and its officers, employees, or agents from any liability, costs and damages resulting from this individual's participation.

If the participant is a minor:

I agree that the minor has my consent to participate in the event or activity.

I also give my consent for the business or organization to seek emergency treatment for the minor if necessary, and I agree to accept financial responsibility for the costs related to this emergency treatment.

Consent

Signature

9. Health Services Opt Out Form

Please check below indicating which health services you DO NOT wish to have available to your scholar. Select NONE if you would like all of these services available.

10. Signatures

Knowingly making any false statement on this application shall void acceptance. Any information determined to be false upon or after enrollment may be grounds for immediate dismissal from Pineapple Cove Classical Academy.

The making of a false statement under the oath on this application may subject the maker to criminal penalties under the laws of the state of Florida.

If your child is selected in the lottery, placement is not guaranteed in a specific grade, class, or with a specific teacher.

Promotion and retention decisions made by other Brevard Public Schools will largely be honored by PCCA when placing students in appropriate grade levels.

All requested information is kept confidential and will be used by the school for informational purposes only.

Parents and guardians hereby agree to abide by all policies and procedures. Parents are an important part of the Classical liberal arts program at Pineapple Cove Classical Academy; therefore, participation and a commitment to support Pineapple Cove Classical Academy's charter and mission is essential.

This is NOT a registration form. Submitting an application does not imply or secure enrollment.

Non-Discrimination Statement

Pineapple Cove Classical Academy is a coeducational school enrolling and providing education to children without regard to gender, race, nationality, ethnic origin or religious beliefs.

Parent/Guardian Signature

SAMPLE

27 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for Pineapple Cove Classical Academy at Brooksville Charter School

Based on the 2024-25 FEFP Second Calculation

School District: Hernando

1A. 2024-25 FEFP State and Local Funding

Base Student Allocation	$5,330.98	Comparable Wage Factor	1.0000
		Small District Factor	1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2023-24 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	281	1.118	314.1580	$ 1,674,770
111 Basic K-3 with ESE Services	55	1.118	61.4900	$ 327,802
102 Basic 4-8	205	1.000	205.0000	$ 1,092,851
112 Basic 4-8 with ESE Services	41	1.000	41.0000	$ 218,570
103 Basic 9-12	0	0.978	0.0000	$ -
113 Basic 9-12 with ESE Services	0	0.978	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*	0	3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*	0	3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*	0	3.697	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*	0	5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*	0	5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*	0	5.992	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	4	1.192	4.7680	$ 25,418
130 ESOL *(Grade Level 4-8)*	3	1.192	3.5760	$ 19,064
130 ESOL *(Grade Level 9-12)*	0	1.192	0.0000	$ -
300 Career Education *(Grades 9-12)*	0	1.079	0.0000	$ -
Totals	589.00		629.9920	$ 3,358,475

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.*	3-24 Base Funding (WFTE x BSA x CWF x SDF)
Advanced Placement	0	$ -
International Baccalaureate	0	$ -
Advanced International Certificate	0	$ -
Industry Certified Career Education	0	$ -
Early High School Graduation	0	$ -
Small District ESE Supplement	0	$ -
Dual Enrollment	0	$ -

Total Additional FTE	0.0000	Additional Base Funds	$ -
Total Funded Weighted FTE	629.9920	Total Base Funding	$ 3,358,475

1B. Classroom Teacher and Other Instructional Personnel Salary Increase Maintenance and Growth Portions of the Salary Increase funds are part of the total Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.						
Maintenance Portion (4.52% of Base Funding)	(g) (k)	$ 3,358,475	X	5.59%	$	187,739
Growth Portion (1.41% of Base Funding)	(g) (k)	$ 3,358,475	X	1.07%	$	35,936
Total Salary Increase Allocation					$	223,675

2. ESE Guaranteed Allocation:	**FTE**	**Grade Level**	**Matrix Level**	**Guarantee Per Student**	
	55.0	PK-3	251	$ 961	$ 52,855
	0.0	PK-3	252	$ 3,102	$ -
	0.0	PK-3	253	$ 6,330	$ -
	41.0	4-8	251	$ 1,077	$ 44,157
	0.0	4-8	252	$ 3,218	$ -
	0.0	4-8	253	$ 6,447	$ -
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above.	0.0	9-12	251	$ 767	$ -
	0.0	9-12	252	$ 2,908	$ -
	0.0	9-12	253	$ 6,136	$ -
Total FTE with ESE Services	96.00	Total ESE Guarantee			$ 97,012

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's				
UFTE share. Charter School UFTE:	589.00	÷	District's	25,677.23
			=	2.2939%
3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E39 above by the district's total WFTE to obtain school's				
WFTE share. Charter School WFTE:	629.99	÷	District's	28,237.17
			=	2.2311%
3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's				
UFTE share. Charter School UFTE:	589.00	÷	District's Total Non-Scholarship UFTE:	23,120.23
			=	2.5476%
3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's				
UFTE share. Charter School UFTE:	589.00	÷	District's Total Non-Virtual UFTE:	25,231.98
			=	2.3343%
3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's				
UFTE share. Charter School UFTE:	589.00	÷	District's Total Non-Virtual and Non-Scholarship UFTE:	22,674.98
			=	2.5976%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	5,933,300	x	2.3343%	$ 138,501
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	7,686,222	x	2.2939%	$ 176,314
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	2,274,752	x	2.5976%	$ 59,089
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(b)	1,497,221	x	2.5476%	$ 38,143

8. Discretionary Local Effort (WFTE share)			**(c)**	**234,954,867**	**x**	**0.0803%**	**$**	**188,669**
9. Proration to Funds Available (WFTE share)			**(c)**	**(2,049,217)**	**x**	**0.0803%**	**-$**	**1,646**
10. Educational Enrollment Stabilization Program (UFTE share)			**(b)**	**0**	**x**	**0.08%**	**$**	**-**
11. Class Size Reduction Funds:								
	Weighted FTE (not including Add-On)	**X**	**CWF**	**X**	**Allocation factors**			
PK - 3	**380.4160**		**1.0000**		950.92	=	**361,745**	
4-8	**249.5760**		**1.0000**		907.92	=	**226,595**	
9-12	**0.0000**		**1.0000**		910.12	=	**0**	
Total *	**629.9920**					**Total Class Size Reduction Funds**	**$**	**588,340**
*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*								
11. Student Transportation			(h)					
	Enter All Adjusted Fundable Riders		**0**		**x**	**598**	**$**	**-**
	Enter All Adjusted ESE Riders		**0**		**x**	**1,923**	**$**	**-**
12. Federally Connected Student Supplement			**(i)**					
Impact Aid Student Type	**Number of Students**			**Exempt Property Allocation**		**Impact Aid Student Allocation**		**Total**
Military and Indian Lands	**0**			**$0.00**		**$0.00**	**$**	**-**
Civilians on Federal Lands	**0**			**$0.00**		**$0.00**	**$**	**-**
Students with Disabilities	**0**					**$0.00**	**$**	**-**
Total							**$**	**-**
13. Food Service Allocation			**(j)**					
Total							**$**	**4,642,897**
14. Total Less Salary Increase Allocation (for administrative fee calculation)						(k)	**$**	**4,419,222**
15. Funding for the purpose of calculating the administrative fee for ESE charter schools.						**(l)**		
If you have more than a 75% ESE student population, please place a 1 in the following box:							**$**	**-**

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.

(b) District allocations multiplied by percentage from item 2A.

(c) District allocations multiplied by percentage from item 2B.

(d) District allocations multiplied by percentage from item 2C.

(e) District allocations multiplied by percentage from item 2D.

(f) District allocations multiplied by percentage from item 2E.

(g) This allocation will be frozen as of the 2023-24 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.
For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.
Other:
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.

Pineapple Cove Classical Academy at Brooksville

Five Year Budget Projections

Complete Budget - Hernando County

		Estimated Enrollment		589 (of 624)	651 (of 690)	734 (of 778)	826 (of 875)	897 (of 950)
Func	Obj	Description	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Income								
FEFP Calculations								
3310-01		Base FEFP Funding	$0	$3,406,755	$3,796,874	$4,314,355	$4,898,873	$5,379,070
3310-02		FEFP - ESE Guaranteed Allocation	$0	$97,012	$106,705	$119,629	$130,530	$138,200
3310-03		FEFP - Supplemental Academic Instruction	$0	$142,935	$157,986	$178,126	$200,451	$217,682
3310-04		FEFP - Discretionary Millage Compression Allocation	$0	$181,959	$201,109	$226,750	$255,171	$277,105
3310-05		FEFP - Safe Schools Allocation	$0	$60,981	$67,399	$75,991	$85,518	$92,868
3310-08		FEFP - Mental Health Assistance Allocation	$0	$39,364	$43,507	$49,054	$55,202	$59,947
3310-12		FEFP - Discretionary Local Effort	$0	$318,199	$349,607	$391,625	$438,381	$474,531
3310-13		FEFP - Proration to Funds Available	$0	-$4,543	-$4,992	-$5,592	-$6,259	-$6,775
3310-16		FEFP - Teachers Classroom Supply Assistance Program	$0	$12,694	$15,017	$17,147	$20,078	$22,477
3355		Class Size Reducation Allocations	$0	$607,177	$686,755	$791,764	$910,649	$1,014,015
		FEFP Subtotals	$0	$4,862,533	$5,419,968	$6,158,849	$6,988,594	$7,669,119
School Lunch Program								
3261		NSLP - School Lunch Reimbursement	$0	$120,060	$133,308	$150,696	$168,912	$182,988
3262		NSLP - School Breakfast Reimbursement	$0	$9,180	$49,594	$56,236	$63,320	$68,634
3451		Selling Student Lunches	$0	$89,208	$110,520	$132,219	$148,788	$161,460
3452		Selling Student Breakfasts	$0	$12,690	$13,932	$17,307	$19,656	$21,087
		School Lunch Program Subtotals	$0	$231,138	$307,354	$356,458	$400,676	$434,169
Other Income Sources								
3397		Charter School Capital Outlay Funds	$0	$353,161	$405,247	$474,369	$554,219	$624,848
3413		Local Capital Improvement	$0	$353,940	$353,940	$353,940	$353,940	$353,940
3414		Local Referendum Funds	$0	$720,000	$720,000	$720,000	$720,000	$720,000
3473		School-Age Child Care Fees	$0	$351,990	$418,860	$484,326	$541,836	$607,302
3495		Other Miscellaneous Local Sources	$0	$1,779,091	$1,898,047	$2,032,635	$2,169,995	$2,306,090
		Other Income Sources Subtotals	$0	$6,872,762	$7,625,369	$8,547,941	$9,559,265	$10,409,379
		Total Income						
5100 - Basic Instruction								
5100	120	Instr - Classroom Teacher Salaries	$0	$1,600,000	$1,750,001	$1,900,001	$2,050,001	$2,200,001
5100	130	Instr - Other Certified Staff Member	$0	$250,000	$400,000	$475,000	$650,000	$700,000
5100	140	Instr - Substitute Teachers	$0	$40,320	$47,981	$53,934	$49,919	$56,113
5100	210	Instr - Retirement	$0	$28,355	$32,970	$36,434	$41,249	$44,342
5100	220	Instr - FICA	$0	$144,609	$168,146	$185,814	$210,369	$226,143
5100	230	Instr - Group Insurance	$0	$105,450	$123,776	$136,642	$158,563	$172,012
5100	240	Instr - Worker's Compensation	$0	$23,629	$27,475	$30,362	$34,374	$36,951
5100	250	Instr - Unemployment Compensation	$0	$7,749	$8,883	$9,828	$10,962	$11,718
5100	360	Instr - Rentals	$0	$25,106	$25,206	$25,308	$35,465	$35,571

Pineapple Cove Classical Academy at Brooksville

Five Year Budget Projections

Complete Budget - Hernando County

5100	510	Instr - Supplies	$0	$41,230	$29,295	$33,691	$38,672	$42,836
5100	520	Instr - Textbooks	$0	$108,002	$30,731	$36,826	$41,398	$36,249
5100	642	Instr - Furniture, Fixtures (Non Capitalized)	$0	$0	$9,100	$9,100	$9,100	$9,100
5100	730	Instr - Dues and Fees	$0	$589	$664	$1,289	$1,892	$2,546
5100	750	Instr - Other Personnel Services	$0	$3,075	$3,525	$3,900	$4,350	$4,650
		Total For 5100 (Basic Instruction)	$0	$2,378,114	$2,657,750	$2,938,128	$3,336,314	$3,578,232
5200 - Exceptional Education								
5200	120	ESE - Classroom Teacher Salaries	$0	$292,000	$318,440	$344,909	$371,407	$407,935
5200	210	ESE - Retirement	$0	$4,380	$4,777	$5,174	$5,571	$6,119
5200	220	ESE - FICA	$0	$22,338	$24,361	$26,386	$28,413	$31,207
5200	230	ESE - Group Insurance	$0	$14,250	$17,271	$17,444	$20,555	$20,760
5200	240	ESE - Worker's Compensation	$0	$3,650	$3,981	$4,311	$4,643	$5,099
5200	250	ESE - Unemployment Compensation	$0	$1,134	$1,323	$1,323	$1,512	$1,512
5200	310	ESE - Professional and Technical Services	$0	$25,200	$30,845	$36,705	$42,788	$49,099
5200	510	ESE - Supplies	$0	$1,305	$1,454	$1,654	$1,878	$2,062
5200	750	ESE - Other Personnel Services	$0	$450	$525	$525	$600	$600
		Total For 5200 (Exceptional Education)	$0	$364,707	$402,975	$438,431	$477,366	$524,394
6100 - Pupil Services								
6100	130	PupServ - Other Certified Staff Member	$0	$100,000	$102,000	$104,040	$106,121	$108,243
6100	160	PupServ - Other Support Personnel	$0	$40,000	$40,800	$41,616	$42,448	$43,297
6100	210	PupServ - Retirement	$0	$2,100	$2,142	$2,185	$2,229	$2,273
6100	220	PupServ - FICA	$0	$10,710	$10,924	$11,143	$11,366	$11,593
6100	230	PupServ - Group Insurance	$0	$8,550	$8,636	$8,722	$8,809	$8,897
6100	240	PupServ - Worker's Compensation	$0	$1,750	$1,785	$1,821	$1,857	$1,894
6100	250	PupServ - Unemployment Compensation	$0	$567	$567	$567	$567	$567
6100	750	PupServ - Other Personnel Services	$0	$225	$225	$225	$225	$225
		Total For 6100 (Pupil Services)	$0	$163,902	$167,079	$170,318	$173,621	$176,990
6200 - Instructional Media Services								
6200	510	MediaC. - Supplies	$0	$2,945	$3,320	$3,818	$4,383	$4,855
		Total For 6200 (Instructional Media Services)	$0	$2,945	$3,320	$3,818	$4,383	$4,855
6300 - Instructional/Curriculum Development								
6300	130	Curric - Other Certified Staff Member	$0	$65,000	$66,300	$67,626	$137,957	$140,716
6300	210	Curric - Retirement	$0	$975	$995	$1,014	$2,069	$2,111
6300	220	Curric - FICA	$0	$4,973	$5,072	$5,173	$10,554	$10,765
6300	230	Curric - Group Insurance	$0	$2,850	$2,879	$2,907	$5,873	$5,931
6300	240	Curric - Worker's Compensation	$0	$813	$829	$845	$1,724	$1,759
6300	250	Curric - Unemployment Compensation	$0	$189	$189	$189	$378	$378
6300	750	Curric - Other Personnel Services	$0	$75	$75	$75	$150	$150
		Total For 6300 (Instructional/Curriculum Development)	$0	$74,874	$76,338	$77,830	$158,705	$161,810

Pineapple Cove Classical Academy at Brooksville

Five Year Budget Projections

Complete Budget - Hernando County

6400 - Instructional Staff Training								
6400	140	ProfDev - Substitute Teachers	$0	$2,520	$3,060	$3,371	$3,948	$4,286
6400	210	ProfDev - Retirement	$0	$38	$46	$51	$59	$64
6400	220	ProfDev - FICA	$0	$193	$234	$258	$302	$328
6400	240	ProfDev - Worker's Compensation	$0	$32	$38	$42	$49	$54
6400	250	ProfDev - Unemployment Compensation	$0	$68	$83	$91	$107	$116
6400	310	ProfDev - Professional and Technical Services	$0	$12,000	$12,100	$12,205	$12,315	$12,431
6400	330	ProfDev - Travel	$0	$350	$368	$386	$405	$425
6400	510	ProfDev - Supplies	$0	$500	$525	$551	$579	$608
6400	750	ProfDev - Other Personnel Services	$0	$300	$300	$300	$300	$300
		Total For 6400 (Instructional Staff Training)	$0	$16,000	$16,753	$17,255	$18,064	$18,612
6500 - Instructional-Related Technology								
6500	310	EdTech - Professional and Technical Services	$0	$50,000	$50,000	$50,000	$50,000	$50,000
6500	644	EdTech - Computer Hardware (Non Capitalized)	$0	$39,780	$4,422	$5,837	$48,709	$9,937
		Total For 6500 (Instructional-Related Technology)	$0	$89,780	$54,422	$55,837	$98,709	$59,937
7100 - Board								
7100	310	Board - Professional and Technical Services	$3,000	$2,500	$5,000	$5,600	$5,202	$5,306
7100	320	Board - Insurance and Bond Premiums	$0	$29,450	$33,852	$39,636	$46,256	$52,026
7100	510	Board - Supplies	$500	$500	$500	$500	$500	$500
		Total For 7100 (Board)	$3,500	$32,450	$39,352	$45,736	$51,958	$57,832
7200 - General / District Administration								
7200	730	District - Dues and Fees	$0	$98,638	$99,458	$100,236	$40,424	$40,845
		Total For 7200 (General / District Administration)	$0	$98,638	$99,458	$100,236	$40,424	$40,845
7300 - School Administration								
7300	110	Admin - Administrator Salaries	$42,500	$225,000	$265,200	$270,504	$313,056	$319,317
7300	160	Admin - Other Support Personnel	$0	$99,840	$133,661	$136,334	$139,061	$141,842
7300	210	Admin - Retirement	$638	$4,873	$5,983	$6,103	$6,782	$6,917
7300	220	Admin - FICA	$3,251	$24,850	$30,513	$31,123	$34,587	$35,279
7300	230	Admin - Group Insurance	$0	$17,100	$20,150	$20,351	$23,491	$23,726
7300	240	Admin - Worker's Compensation	$531	$4,061	$4,986	$5,085	$5,651	$5,764
7300	250	Admin - Unemployment Compensation	$189	$1,134	$1,512	$1,512	$1,512	$1,512
7300	310	Admin - Professional and Technical Services	$0	$689,632	$772,693	$857,849	$959,433	$1,044,822
7300	360	Admin - Rentals	$161	$68,164	$75,199	$83,821	$95,494	$103,037
7300	370	Admin - Communications	$0	$2,356	$2,656	$3,053	$3,502	$3,884
7300	390	Admin - Other Purchased Services	$10,000	$5,890	$6,640	$7,637	$8,766	$9,709
7300	510	Admin - Supplies	$0	$12,958	$14,608	$16,800	$19,284	$21,361
7300	622	Admin - AV Materials (Non Capitalized)	$0	$2,356	$2,656	$3,055	$3,506	$3,884
7300	644	Admin - Computer Hardware (Non Capitalized)	$0	$2,000	$1,000	$1,000	$1,000	$1,000
7300	730	Admin - Dues and Fees	$0	$2,356	$2,656	$3,055	$3,506	$3,884
7300	750	Admin - Other Personnel Services	$75	$450	$600	$600	$600	$600

Pineapple Cove Classical Academy at Brooksville

Five Year Budget Projections

Complete Budget - Hernando County

		Total For 7300 (School Administration)	$57,345	$1,163,019	$1,340,713	$1,447,882	$1,619,231	$1,726,538
7400 - Facilities Acquisition								
7400	710	AquireFacility - Principal Payment		$885,950	$885,950	$1,025,950	$1,025,625	$1,025,625
		Total For 7400 (Facilities Acquisition)	$0	$885,950	$885,950	$1,025,950	$1,025,625	$1,025,625
7500 - Fiscal Services								
7500	310	Fiscal - Professional and Technical Services	$0	$16,000	$16,000	$16,000	$16,000	$16,000
		Total For 7500 (Fiscal Services)	$0	$16,000	$16,000	$16,000	$16,000	$16,000
7600 - Food Services								
7600	160	Lunch - Other Support Personnel	$0	$58,240	$64,974	$71,970	$96,576	$98,513
7600	210	Lunch - Retirement	$0	$874	$975	$1,080	$1,449	$1,478
7600	220	Lunch - FICA	$0	$4,455	$4,971	$5,506	$7,388	$7,536
7600	230	Lunch - Group Insurance	$0	$2,850	$2,879	$2,907	$2,936	$2,966
7600	240	Lunch - Worker's Compensation	$0	$728	$812	$900	$1,207	$1,231
7600	250	Lunch - Unemployment Compensation	$0	$756	$945	$945	$1,323	$1,323
7600	510	Lunch - Supplies	$0	$5,301	$5,859	$6,606	$7,434	$8,073
7600	570	Lunch - Food	$0	$149,688	$172,638	$195,048	$230,949	$250,200
7600	641	Lunch - Furniture, Fixtures-Capitalized	$0	$1,500	$1,000	$1,000	$1,000	$1,000
7600	642	Lunch - Furniture, Fixtures (Non Capitalized)	$0	$17,200	$1,800	$2,500	$2,600	$2,100
7600	644	Lunch - Computer Hardware (Non Capitalized)	$0	$750	$0	$0	$0	$0
7600	750	Lunch - Other Personnel Services	$0	$300	$375	$375	$525	$525
		Total For 7600 (Food Services)	$0	$242,642	$257,227	$288,836	$353,388	$374,945
7720 - Information Services								
7720	310	InfServ - Professional and Technical Services	$7,500	$1,250	$1,250	$1,250	$1,250	$1,250
7720	390	InfServ - Other Purchased Services	$5,000	$600	$600	$600	$600	$600
		Total For 7720 (Information Services)	$12,500	$1,850	$1,850	$1,850	$1,850	$1,850
7800 - Pupil Transportation								
7800	390	Trans - Other Purchased Services	$0	$4,500	$9,180	$14,045	$19,102	$24,355
		Total For 7800 (Pupil Transportation)	$0	$4,500	$9,180	$14,045	$19,102	$24,355
7900 - Operation of Plant								
7900	160	Facility - Other Support Personnel	$0	$258,400	$328,032	$334,593	$407,504	$449,426
7900	210	Facility - Retirement	$0	$3,876	$4,920	$5,019	$6,113	$6,741
7900	220	Facility - FICA	$0	$19,768	$25,094	$25,596	$31,174	$34,381
7900	230	Facility - Group Insurance	$0	$22,800	$28,785	$29,073	$35,236	$38,554
7900	240	Facility - Worker's Compensation	$0	$3,230	$4,100	$4,182	$5,094	$5,618
7900	250	Facility - Unemployment Compensation	$0	$1,512	$1,890	$1,890	$2,268	$2,457
7900	320	Facility - Insurance and Bond Premiums	$0	$36,800	$37,800	$39,690	$41,675	$43,758
7900	350	Facility - Repairs and Maintenance	$0	$2,500	$2,550	$2,601	$2,653	$2,706
7900	370	Facility - Communications	$0	$12,000	$12,240	$12,485	$12,734	$12,989

Pineapple Cove Classical Academy at Brooksville

Five Year Budget Projections

Complete Budget - Hernando County

7900	380	Facility - Public Utilities	$0	$9,424	$10,624	$12,218	$14,025	$15,535
7900	390	Facility - Other Purchased Services	$0	$14,568	$15,618	$16,967	$18,478	$19,770
7900	430	Facility - Electricity	$0	$48,300	$48,195	$49,159	$50,142	$51,145
7900	510	Facility - Supplies	$0	$14,725	$16,601	$19,091	$21,914	$24,274
7900	750	Facility - Other Personnel Services	$0	$600	$750	$750	$900	$975
		Total For 7900 (Operation of Plant)	$0	$448,503	$537,200	$553,314	$649,909	$708,329
9100 - Community Service								
9100	160	ComSrv - Other Support Personnel	$0	$81,790	$94,503	$107,717	$121,381	$142,923
9100	210	ComSrv - Retirement	$0	$1,227	$1,418	$1,616	$1,821	$2,144
9100	220	ComSrv - FICA	$0	$6,257	$7,229	$8,240	$9,286	$10,934
9100	230	ComSrv - Group Insurance	$0	$2,850	$2,879	$2,907	$2,936	$2,966
9100	240	ComSrv - Worker's Compensation	$0	$1,022	$1,181	$1,346	$1,517	$1,787
9100	250	ComSrv - Unemployment Compensation	$0	$1,134	$1,323	$1,512	$1,701	$1,890
9100	510	ComSrv - Supplies	$0	$6,800	$4,300	$4,300	$4,300	$4,300
9100	750	ComSrv - Other Personnel Services	$0	$450	$525	$600	$675	$750
		Total For 9100 (Community Service)	$0	$101,530	$113,358	$128,239	$143,617	$167,693
9200 - Debt Service								
9200	710	DebSrv - Principal Payment	$0	$0	$0	$140,000	$150,000	$165,000
9200	720	DebSrv - Interest Payment / Debt Service		$146,921	$885,950	$885,950	$875,950	$1,064,525
		Total For 9200 (Debt Service)	$0	$146,921	$885,950	$1,025,950	$1,025,950	$1,229,525
9999 - Reserve Funds								
9999	999	Reserve - Reserve Funds	$0	$96,997	$135,124	$153,543	$174,213	$191,166
		Total For 9999 (Reserve Funds)	$0	$96,997	$135,124	$153,543	$174,213	$191,166
		Total Expenses	$73,345	$6,329,321	$7,699,999	$8,503,198	$9,388,429	$10,089,532

Budget Totals

Total Income	$75,000	$6,872,762	$7,700,369	$8,547,941	$9,559,265	$10,409,379
Total Expenses	$73,345	$6,329,321	$7,699,999	$8,503,198	$9,388,429	$10,089,532
Net Revenue	$1,655	$543,441	$370	$44,743	$170,836	$319,846
Projected Cash On Hand	$1,655	$545,097	$545,467	$590,210	$761,046	$1,080,892

Pineapple Cove Classical Academy at Brooksville

Planning Year Cash Flow Projections

Func	Obj	Description	Plng Yr Total	Dist. Meth. [1]	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Income																
Other Income Sources																
3720		Loan Proceeds	$75,000	1	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250
			$75,000		$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250
		Total Income	$75,000		$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250
Expenses																
7100	320	Board - Insurance and Bond Premiums	$0	9	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
		Total For 7100 (Board)	$3,500	1	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292
			$0		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7300	160	Admin - Other Support Personnel	$0	9	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7300	220	Admin - FICA	$3,251	9	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,626	$1,626
7300	230	Admin - Group Insurance	$0	9	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7300	250	Admin - Unemployment Compensation	$189	9	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$95	$95
7300	310	Admin - Professional and Technical Services	$0	9	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7300	370	Admin - Communications	$0	9	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
				1	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
74			$0		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
				1	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
78				1	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7800	390	Trans - Other Purchased Services	$0		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
		Total Expenses	$73,345		$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$12,743	$12,743
Budget Totals																
		Total Income	$75,000		$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250
		Total Expenses	$73,345		$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$12,743	$12,743
		Net Revenue	$1,655		$1,180	$1,180	$1,180	$1,180	$1,180	$1,180	$1,180	$1,180	$1,180	$1,180	-$6,493	-$6,493
		Projected Cash On Hand	$1,655		$1,180	$2,359	$3,539	$4,718	$5,898	$7,078	$8,257	$9,437	$10,617	$11,796	$5,304	-$1,189

Pineapple Cove Classical Academy at Brooksville

Year One Cash Flow Projections

Func	Obj	Description	Plng Yr Total	Year 1 Cash Flow	Dist. Meth. [1]		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Income																		
FEFP Calculations																		
3310-01		Base FEFP Funding	$0	$3,406,755	1		$283,896	$283,896	$283,896	$283,896	$283,896	$283,896	$283,896	$283,896	$283,896	$283,896	$283,896	$283,896
3310-02		FEFP - ESE Guaranteed Allocation	$0	$97,012	1		$8,084	$8,084	$8,084	$8,084	$8,084	$8,084	$8,084	$8,084	$8,084	$8,084	$8,084	$8,084
3310-03		FEFP - Supplemental Academic Instruction	$0	$142,935	1		$11,911	$11,911	$11,911	$11,911	$11,911	$11,911	$11,911	$11,911	$11,911	$11,911	$11,911	$11,911
3310-04		FEFP - Discretionary Millage Compression Allocation	$0	$181,959	1		$15,163	$15,163	$15,163	$15,163	$15,163	$15,163	$15,163	$15,163	$15,163	$15,163	$15,163	$15,163
3310-05		FEFP - Safe Schools Allocation	$0	$60,981	1		$5,082	$5,082	$5,082	$5,082	$5,082	$5,082	$5,082	$5,082	$5,082	$5,082	$5,082	$5,082
3310-08		FEFP - Mental Health Assistance Allocation	$0	$39,364	1		$3,280	$3,280	$3,280	$3,280	$3,280	$3,280	$3,280	$3,280	$3,280	$3,280	$3,280	$3,280
3310-12		FEFP - Discretionary Local Effort	$0	$318,199	1		$26,517	$26,517	$26,517	$26,517	$26,517	$26,517	$26,517	$26,517	$26,517	$26,517	$26,517	$26,517
3310-13		FEFP - Proration to Funds Available	$0	-$4,543	1		-$379	-$379	-$379	-$379	-$379	-$379	-$379	-$379	-$379	-$379	-$379	-$379
3310-16		FEFP - Teachers Classroom Supply Assistance Program	$0	$12,694	1		$1,058	$1,058	$1,058	$1,058	$1,058	$1,058	$1,058	$1,058	$1,058	$1,058	$1,058	$1,058
3355		Class Size Reducation Allocations	$0	$607,177	1		$50,598	$50,598	$50,598	$50,598	$50,598	$50,598	$50,598	$50,598	$50,598	$50,598	$50,598	$50,598
		FEFP Subtotals	$0	$4,862,533			$405,211	$405,211	$405,211	$405,211	$405,211	$405,211	$405,211	$405,211	$405,211	$405,211	$405,211	$405,211
School Lunch Program																		
3261		NSLP - School Lunch Reimbursement	$0	$120,060	2		$0	$10,915	$10,915	$10,915	$10,915	$10,915	$10,915	$10,915	$10,915	$10,915	$10,915	$10,915
3262		NSLP - School Breakfast Reimbursement	$0	$9,180	2		$0	$835	$835	$835	$835	$835	$835	$835	$835	$835	$835	$835
3451		Selling Student Lunches	$0	$89,208	2		$0	$8,110	$8,110	$8,110	$8,110	$8,110	$8,110	$8,110	$8,110	$8,110	$8,110	$8,110
3452		Selling Student Breakfasts	$0	$12,690	2		$0	$1,154	$1,154	$1,154	$1,154	$1,154	$1,154	$1,154	$1,154	$1,154	$1,154	$1,154
		School Lunch Program Subtotals	$0	$231,138			$0	$21,013	$21,013	$21,013	$21,013	$21,013	$21,013	$21,013	$21,013	$21,013	$21,013	$21,013
Other Income Sources																		
3397		Charter School Capital Outlay Funds	$0	$353,161	1		$29,430	$29,430	$29,430	$29,430	$29,430	$29,430	$29,430	$29,430	$29,430	$29,430	$29,430	$29,430
3399		Other Miscellaneous State Revenue	$0	$0	1		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3440		Gifts, Grants and Bequests	$0	$0	1		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3460		Student Fees	$0	$0	1		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3471		Preschool Program Fees	$0	$0	1		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3473		School-Age Child Care Fees	$0	$351,990	2		$0	$31,999	$31,999	$31,999	$31,999	$31,999	$31,999	$31,999	$31,999	$31,999	$31,999	$31,999
3481		Charges for Services	$0	$0	1		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3482		Charges for Sales	$0	$0	1		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3492		Transportation for Student Activities	$0	$0	1		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3495		Other Miscellaneous Local Sources	$0	$1,073,940	1		$89,495	$89,495	$89,495	$89,495	$89,495	$89,495	$89,495	$89,495	$89,495	$89,495	$89,495	$89,495
3720		Loan Proceeds	$75,000	$0	1		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
		Total Other Income Sources	$75,000	$1,779,091			$118,925	$150,924	$150,924	$150,924	$150,924	$150,924	$150,924	$150,924	$150,924	$150,924	$150,924	$150,924
		Total Income	$75,000	$6,872,762			$524,136	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148
Expenses																		
5100 - Basic Instruction																		
5100	120	Instr - Classroom Teacher Salaries	$0	$1,600,000	1		$133,333	$133,333	$133,333	$133,333	$133,333	$133,333	$133,333	$133,333	$133,333	$133,333	$133,333	$133,333
5100	130	Instr - Other Certified Staff Member	$0	$250,000	1		$20,833	$20,833	$20,833	$20,833	$20,833	$20,833	$20,833	$20,833	$20,833	$20,833	$20,833	$20,833
5100	140	Instr - Substitute Teachers	$0	$40,320	1		$3,360	$3,360	$3,360	$3,360	$3,360	$3,360	$3,360	$3,360	$3,360	$3,360	$3,360	$3,360
5100	210	Instr - Retirement	$0	$28,355	1		$2,363	$2,363	$2,363	$2,363	$2,363	$2,363	$2,363	$2,363	$2,363	$2,363	$2,363	$2,363
5100	220	Instr - FICA	$0	$144,609	1		$12,051	$12,051	$12,051	$12,051	$12,051	$12,051	$12,051	$12,051	$12,051	$12,051	$12,051	$12,051
5100	230	Instr - Group Insurance	$0	$105,450	1		$8,788	$8,788	$8,788	$8,788	$8,788	$8,788	$8,788	$8,788	$8,788	$8,788	$8,788	$8,788
5100	240	Instr - Worker's Compensation	$0	$23,629	1		$1,969	$1,969	$1,969	$1,969	$1,969	$1,969	$1,969	$1,969	$1,969	$1,969	$1,969	$1,969
5100	250	Instr - Unemployment Compensation	$0	$7,749	1		$646	$646	$646	$646	$646	$646	$646	$646	$646	$646	$646	$646
5100	360	Instr - Rentals	$0	$25,106	1		$2,092	$2,092	$2,092	$2,092	$2,092	$2,092	$2,092	$2,092	$2,092	$2,092	$2,092	$2,092
5100	510	Instr - Supplies	$0	$41,230	1		$3,436	$3,436	$3,436	$3,436	$3,436	$3,436	$3,436	$3,436	$3,436	$3,436	$3,436	$3,436
5100	520	Instr - Textbooks	$0	$108,002	1		$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000
5100	730	Instr - Dues and Fees	$0	$589	1		$49	$49	$49	$49	$49	$49	$49	$49	$49	$49	$49	$49
5100	750	Instr - Other Personnel Services	$0	$3,075	1		$256	$256	$256	$256	$256	$256	$256	$256	$256	$256	$256	$256
		Total For 5100 (Basic Instruction)	$0	$2,378,114			$198,176	$198,176	$198,176	$198,176	$198,176	$198,176	$198,176	$198,176	$198,176	$198,176	$198,176	$198,176
5200 - Exceptional Education																		
5200	120	ESE - Classroom Teacher Salaries	$0	$292,000	1		$24,333	$24,333	$24,333	$24,333	$24,333	$24,333	$24,333	$24,333	$24,333	$24,333	$24,333	$24,333
5200	210	ESE - Retirement	$0	$4,380	1		$365	$365	$365	$365	$365	$365	$365	$365	$365	$365	$365	$365
5200	220	ESE - FICA	$0	$22,338	1		$1,862	$1,862	$1,862	$1,862	$1,862	$1,862	$1,862	$1,862	$1,862	$1,862	$1,862	$1,862
5200	230	ESE - Group Insurance	$0	$14,250	1		$1,188	$1,188	$1,188	$1,188	$1,188	$1,188	$1,188	$1,188	$1,188	$1,188	$1,188	$1,188
5200	240	ESE - Worker's Compensation	$0	$3,650	1		$304	$304	$304	$304	$304	$304	$304	$304	$304	$304	$304	$304
5200	250	ESE - Unemployment Compensation	$0	$1,134	1		$95	$95	$95	$95	$95	$95	$95	$95	$95	$95	$95	$95
5200	310	ESE - Professional and Technical Services	$0	$25,200	1		$2,100	$2,100	$2,100	$2,100	$2,100	$2,100	$2,100	$2,100	$2,100	$2,100	$2,100	$2,100
5200	510	ESE - Supplies	$0	$1,305	1		$109	$109	$109	$109	$109	$109	$109	$109	$109	$109	$109	$109
5200	750	ESE - Other Personnel Services	$0	$450	1		$38	$38	$38	$38	$38	$38	$38	$38	$38	$38	$38	$38
		Total For 5200 (Exceptional Education)	$0	$364,707			$30,392	$30,392	$30,392	$30,392	$30,392	$30,392	$30,392	$30,392	$30,392	$30,392	$30,392	$30,392
6100 - Pupil Services																		
6100	130	PupServ - Other Certified Staff Member	$0	$100,000	1		$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333
6100	160	PupServ - Other Support Personnel	$0	$40,000	1		$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333
6100	210	PupServ - Retirement	$0	$2,100	1		$175	$175	$175	$175	$175	$175	$175	$175	$175	$175	$175	$175
6100	220	PupServ - FICA	$0	$10,710	1		$893	$893	$893	$893	$893	$893	$893	$893	$893	$893	$893	$893

6100	230	PupServ - Group Insurance	$0	$8,550	1		$713	$713	$713	$713	$713	$713	$713	$713	$713	$713	$713	$713
6100	240	PupServ - Worker's Compensation	$0	$1,750	1		$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146
6100	250	PupServ - Unemployment Compensation	$0	$567	1		$47	$47	$47	$47	$47	$47	$47	$47	$47	$47	$47	$47
6100	750	PupServ - Other Personnel Services	$0	$225	1		$19	$19	$19	$19	$19	$19	$19	$19	$19	$19	$19	$19
		Total For 6100 (Pupil Services)	$0	$163,902			$13,659	$13,659	$13,659	$13,659	$13,659	$13,659	$13,659	$13,659	$13,659	$13,659	$13,659	$13,659
6200 - Instructional Media Services																		
6200	510	MediaC. - Supplies	$0	$2,945	5		$1,104	$1,104	$74	$74	$74	$74	$74	$74	$74	$74	$74	$74
		Total For 6200 (Instructional Media Services)	$0	$2,945			$1,104	$1,104	$74	$74	$74	$74	$74	$74	$74	$74	$74	$74
6300 - Instructional/Curriculum Development																		
6300	130	Curric - Other Certified Staff Member	$0	$65,000	1		$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417
6300	210	Curric - Retirement	$0	$975	1		$81	$81	$81	$81	$81	$81	$81	$81	$81	$81	$81	$81
6300	220	Curric - FICA	$0	$4,973	1		$414	$414	$414	$414	$414	$414	$414	$414	$414	$414	$414	$414
6300	230	Curric - Group Insurance	$0	$2,850	1		$238	$238	$238	$238	$238	$238	$238	$238	$238	$238	$238	$238
6300	240	Curric - Worker's Compensation	$0	$813	1		$68	$68	$68	$68	$68	$68	$68	$68	$68	$68	$68	$68
6300	250	Curric - Unemployment Compensation	$0	$189	1		$16	$16	$16	$16	$16	$16	$16	$16	$16	$16	$16	$16
6300	750	Curric - Other Personnel Services	$0	$75	1		$6	$6	$6	$6	$6	$6	$6	$6	$6	$6	$6	$6
		Total For 6300 (Instructional/Curriculum Development)	$0	$74,874			$6,240	$6,240	$6,240	$6,240	$6,240	$6,240	$6,240	$6,240	$6,240	$6,240	$6,240	$6,240
6400 - Instructional Staff Training																		
6400	140	ProfDev - Substitute Teachers	$0	$2,520	2		$0	$229	$229	$229	$229	$229	$229	$229	$229	$229	$229	$229
6400	210	ProfDev - Retirement	$0	$38	2		$0	$3	$3	$3	$3	$3	$3	$3	$3	$3	$3	$3
6400	220	ProfDev - FICA	$0	$193	2		$0	$18	$18	$18	$18	$18	$18	$18	$18	$18	$18	$18
6400	240	ProfDev - Worker's Compensation	$0	$32	2		$0	$3	$3	$3	$3	$3	$3	$3	$3	$3	$3	$3
6400	250	ProfDev - Unemployment Compensation	$0	$68	2		$0	$6	$6	$6	$6	$6	$6	$6	$6	$6	$6	$6
6400	310	ProfDev - Professional and Technical Services	$0	$12,000	2		$0	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091
6400	330	ProfDev - Travel	$0	$350	2		$0	$32	$32	$32	$32	$32	$32	$32	$32	$32	$32	$32
6400	510	ProfDev - Supplies	$0	$500	2		$0	$45	$45	$45	$45	$45	$45	$45	$45	$45	$45	$45
6400	750	ProfDev - Other Personnel Services	$0	$300	2		$0	$27	$27	$27	$27	$27	$27	$27	$27	$27	$27	$27
		Total For 6400 (Instructional Staff Training)	$0	$16,000			$0	$1,455	$1,455	$1,455	$1,455	$1,455	$1,455	$1,455	$1,455	$1,455	$1,455	$1,455
6500 - Instructional-Related Technology																		
6500	310	EdTech - Professional and Technical Services	$0	$50,000	1		$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167
6500	644	EdTech - Computer Hardware (Non Capitalized)	$0	$39,780	1		$3,315	$3,315	$3,315	$3,315	$3,315	$3,315	$3,315	$3,315	$3,315	$3,315	$3,315	$3,315
		Total For 6500 (Instructional-Related Technology)	$0	$89,780			$7,482	$7,482	$7,482	$7,482	$7,482	$7,482	$7,482	$7,482	$7,482	$7,482	$7,482	$7,482
7100 - Board																		
7100	310	Board - Professional and Technical Services	$3,000	$2,500	1		$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208
7100	320	Board - Insurance and Bond Premiums	$0	$29,450	1		$2,454	$2,454	$2,454	$2,454	$2,454	$2,454	$2,454	$2,454	$2,454	$2,454	$2,454	$2,454
7100	510	Board - Supplies	$500	$500	5		$188	$188	$13	$13	$13	$13	$13	$13	$13	$13	$13	$13
		Total For 7100 (Board)	$3,500	$32,450			$2,850	$2,850	$2,675	$2,675	$2,675	$2,675	$2,675	$2,675	$2,675	$2,675	$2,675	$2,675
7200 - General / District Administration																		
7200	730	District - Dues and Fees	$0	$98,638	1		$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220
		Total For 7200 (General / District Administration)	$0	$98,638			$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220
7300 - School Administration																		
7300	110	Admin - Administrator Salaries	$42,500	$225,000	1		$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750
7300	160	Admin - Other Support Personnel	$0	$99,840	1		$8,320	$8,320	$8,320	$8,320	$8,320	$8,320	$8,320	$8,320	$8,320	$8,320	$8,320	$8,320
7300	210	Admin - Retirement	$638	$4,873	1		$406	$406	$406	$406	$406	$406	$406	$406	$406	$406	$406	$406
7300	220	Admin - FICA	$3,251	$24,850	1		$2,071	$2,071	$2,071	$2,071	$2,071	$2,071	$2,071	$2,071	$2,071	$2,071	$2,071	$2,071
7300	230	Admin - Group Insurance	$0	$17,100	1		$1,425	$1,425	$1,425	$1,425	$1,425	$1,425	$1,425	$1,425	$1,425	$1,425	$1,425	$1,425
7300	240	Admin - Worker's Compensation	$531	$4,061	1		$338	$338	$338	$338	$338	$338	$338	$338	$338	$338	$338	$338
7300	250	Admin - Unemployment Compensation	$189	$1,134	1		$95	$95	$95	$95	$95	$95	$95	$95	$95	$95	$95	$95
7300	310	Admin - Professional and Technical Services	$0	$689,632	1		$57,469	$57,469	$57,469	$57,469	$57,469	$57,469	$57,469	$57,469	$57,469	$57,469	$57,469	$57,469
7300	360	Admin - Rentals	$161	$68,164	1		$5,680	$5,680	$5,680	$5,680	$5,680	$5,680	$5,680	$5,680	$5,680	$5,680	$5,680	$5,680
7300	370	Admin - Communications	$0	$2,356	1		$196	$196	$196	$196	$196	$196	$196	$196	$196	$196	$196	$196
7300	390	Admin - Other Purchased Services	$10,000	$5,890	1		$491	$491	$491	$491	$491	$491	$491	$491	$491	$491	$491	$491
7300	510	Admin - Supplies	$0	$12,958	1		$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080
7300	622	Admin - AV Materials (Non Capitalized)	$0	$2,356	1		$196	$196	$196	$196	$196	$196	$196	$196	$196	$196	$196	$196
7300	644	Admin - Computer Hardware (Non Capitalized)	$0	$2,000	1		$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167
7300	730	Admin - Dues and Fees	$0	$2,356	1		$196	$196	$196	$196	$196	$196	$196	$196	$196	$196	$196	$196
7300	750	Admin - Other Personnel Services	$75	$450	1		$38	$38	$38	$38	$38	$38	$38	$38	$38	$38	$38	$38
		Total For 7300 (School Administration)	$57,345	$1,163,019			$96,918	$96,918	$96,918	$96,918	$96,918	$96,918	$96,918	$96,918	$96,918	$96,918	$96,918	$96,918
7400 - Facilities Acquisition																		
7400	710	AquireFacility - Principal Payment		$885,950	1		$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829
		Total For 7400 (Facilities Acquisition)	$0	$885,950			$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829
7500 - Fiscal Services																		
7500	310	Fiscal - Professional and Technical Services	$0	$16,000	10		$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$6,000	$6,000
		Total For 7500 (Fiscal Services)	$0	$16,000			$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$6,000	$6,000
7600 - Food Services																		
7600	160	Lunch - Other Support Personnel	$0	$58,240	2		$0	$5,295	$5,295	$5,295	$5,295	$5,295	$5,295	$5,295	$5,295	$5,295	$5,295	$5,295
7600	210	Lunch - Retirement	$0	$874	2		$0	$79	$79	$79	$79	$79	$79	$79	$79	$79	$79	$79
7600	220	Lunch - FICA	$0	$4,455	2		$0	$405	$405	$405	$405	$405	$405	$405	$405	$405	$405	$405
7600	230	Lunch - Group Insurance	$0	$2,850	2		$0	$259	$259	$259	$259	$259	$259	$259	$259	$259	$259	$259
7600	240	Lunch - Worker's Compensation	$0	$728	2		$0	$66	$66	$66	$66	$66	$66	$66	$66	$66	$66	$66
7600	250	Lunch - Unemployment Compensation	$0	$756	2		$0	$69	$69	$69	$69	$69	$69	$69	$69	$69	$69	$69

7600	510	Lunch - Supplies	$0	$5,301	2		$0	$482	$482	$482	$482	$482	$482	$482	$482	$482	$482	$482
7600	570	Lunch - Food	$0	$149,688	2		$0	$13,608	$13,608	$13,608	$13,608	$13,608	$13,608	$13,608	$13,608	$13,608	$13,608	$13,608
7600	641	Lunch - Furniture, Fixtures-Capitalized	$0	$1,500	7		$750	$750	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7600	642	Lunch - Furniture, Fixtures (Non Capitalized)	$0	$17,200	7		$8,600	$8,600	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7600	644	Lunch - Computer Hardware (Non Capitalized)	$0	$750	7		$375	$375	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7600	750	Lunch - Other Personnel Services	$0	$300	2		$0	$27	$27	$27	$27	$27	$27	$27	$27	$27	$27	$27
		Total For 7600 (Food Services)	$0	$242,642			$9,725	$30,015	$20,290	$20,290	$20,290	$20,290	$20,290	$20,290	$20,290	$20,290	$20,290	$20,290
7720 - Information Services																		
7720	310	InfServ - Professional and Technical Services	$7,500	$1,250	1		$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104
7720	390	InfServ - Other Purchased Services	$5,000	$600	1		$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50
		Total For 7720 (Information Services)	$12,500	$1,850			$154	$154	$154	$154	$154	$154	$154	$154	$154	$154	$154	$154
7800 - Pupil Transportation																		
7800	390	Trans - Other Purchased Services	$0	$4,500	3		$0	$0	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450
		Total For 7800 (Pupil Transportation)	$0	$4,500			$0	$0	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450
7900 - Operation of Plant																		
7900	160	Facility - Other Support Personnel	$0	$258,400	1		$21,533	$21,533	$21,533	$21,533	$21,533	$21,533	$21,533	$21,533	$21,533	$21,533	$21,533	$21,533
7900	210	Facility - Retirement	$0	$3,876	1		$323	$323	$323	$323	$323	$323	$323	$323	$323	$323	$323	$323
7900	220	Facility - FICA	$0	$19,768	1		$1,647	$1,647	$1,647	$1,647	$1,647	$1,647	$1,647	$1,647	$1,647	$1,647	$1,647	$1,647
7900	230	Facility - Group Insurance	$0	$22,800	1		$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900
7900	240	Facility - Worker's Compensation	$0	$3,230	1		$269	$269	$269	$269	$269	$269	$269	$269	$269	$269	$269	$269
7900	250	Facility - Unemployment Compensation	$0	$1,512	1		$126	$126	$126	$126	$126	$126	$126	$126	$126	$126	$126	$126
7900	320	Facility - Insurance and Bond Premiums	$0	$36,800	1		$3,067	$3,067	$3,067	$3,067	$3,067	$3,067	$3,067	$3,067	$3,067	$3,067	$3,067	$3,067
7900	350	Facility - Repairs and Maintenance	$0	$2,500	1		$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208
7900	370	Facility - Communications	$0	$12,000	1		$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000
7900	380	Facility - Public Utilities	$0	$9,424	1		$785	$785	$785	$785	$785	$785	$785	$785	$785	$785	$785	$785
7900	390	Facility - Other Purchased Services	$0	$14,568	1		$1,214	$1,214	$1,214	$1,214	$1,214	$1,214	$1,214	$1,214	$1,214	$1,214	$1,214	$1,214
7900	430	Facility - Electricity	$0	$48,300	1		$4,025	$4,025	$4,025	$4,025	$4,025	$4,025	$4,025	$4,025	$4,025	$4,025	$4,025	$4,025
7900	510	Facility - Supplies	$0	$14,725	2		$0	$1,339	$1,339	$1,339	$1,339	$1,339	$1,339	$1,339	$1,339	$1,339	$1,339	$1,339
7900	750	Facility - Other Personnel Services	$0	$600	1		$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50
		Total For 7900 (Operation of Plant)	$0	$448,503			$36,148	$37,487	$37,487	$37,487	$37,487	$37,487	$37,487	$37,487	$37,487	$37,487	$37,487	$37,487
9100 - Community Service																		
9100	160	ComSrv - Other Support Personnel	$0	$81,790	3		$0	$0	$8,179	$8,179	$8,179	$8,179	$8,179	$8,179	$8,179	$8,179	$8,179	$8,179
9100	210	ComSrv - Retirement	$0	$1,227	3		$0	$0	$123	$123	$123	$123	$123	$123	$123	$123	$123	$123
9100	220	ComSrv - FICA	$0	$6,257	3		$0	$0	$626	$626	$626	$626	$626	$626	$626	$626	$626	$626
9100	230	ComSrv - Group Insurance	$0	$2,850	3		$0	$0	$285	$285	$285	$285	$285	$285	$285	$285	$285	$285
9100	240	ComSrv - Worker's Compensation	$0	$1,022	3		$0	$0	$102	$102	$102	$102	$102	$102	$102	$102	$102	$102
9100	250	ComSrv - Unemployment Compensation	$0	$1,134	3		$0	$0	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113
9100	510	ComSrv - Supplies	$0	$6,800	5		$2,550	$2,550	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170
9100	750	ComSrv - Other Personnel Services	$0	$450	3		$0	$0	$45	$45	$45	$45	$45	$45	$45	$45	$45	$45
		Total For 9100 (Community Service)	$0	$101,530			$2,550	$2,550	$9,643	$9,643	$9,643	$9,643	$9,643	$9,643	$9,643	$9,643	$9,643	$9,643
9200 - Debt Service																		
9200	720	DebSrv - Interest Payment / Debt Service		$146,921	1		$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243
		Total For 9200 (Debt Service)	$0	$146,921			$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243
9999 - Reserve Funds																		
9999	999	Reserve - Reserve Funds	$0	$96,997	3		$0	$0	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700
		Total For 9999 (Reserve Funds)	$0	$96,997			$0	$0	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700
		Total Expenses	$73,345	$6,329,321			$500,090	$523,174	$529,486	$529,486	$529,486	$529,486	$529,486	$529,486	$529,486	$529,486	$535,086	$535,086

Budget Totals

Total Income	$75,000	$6,872,762			$524,136	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148
Expenses	$73,345	$6,329,321			$500,090	$523,174	$529,486	$529,486	$529,486	$529,486	$529,486	$529,486	$529,486	$529,486	$535,086	$535,086
Net Revenue	$1,655	$543,441			$24,046	$53,974	$47,662	$47,662	$47,662	$47,662	$47,662	$47,662	$47,662	$47,662	$42,062	$42,062
Projected Cash On Hand	$1,655	$545,097			$25,701	$79,675	$127,337	$175,000	$222,662	$270,324	$317,986	$365,648	$413,310	$460,972	$503,034	$545,097

[1] This sheet helps to distribute how you will be spending the funds by month. By entering a coded number in this column, the spreadsheet will distribute the funds based on what code you select. The available codes are:

1: Split Equally Over 12 Months
2: Split Equally Aug - June
3: Split Equally Sept - June
4: Split Equally Oct - June
5: July & August 75, equally rest
6: All in July
7: All in July -August
8: 25% in Aug, May & June, rest split
9: All in May and June
10: 75% in May & June, rest split



November 1, 2025

To Whom It May Concern,

Classical Education Management, LLC, will provide up to $75,000 in startup funding if needed to Pineapple Cove Classical Academy at Brooksville, at no interest, subject to the repayment schedule to be determined at a future date.

Please feel free to contact me with any questions.

Sincerely,

John Moran

President, Classical Education Management, LLC.

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

State Board of Education

Marva Johnson, *Chair*
Andy Tuck, *Vice Chair*
Members
Gary Chartrand
Ben Gibson
Tom Grady
Rebecca Fishman Lipsey
Michael Olenick

Pam Stewart
Commissioner of Education

July 11, 2018

Kelly Gunter, Director
Pineapple Cove Classical Academy
6162 Minton Road NW
Palm Bay, FL 32907-1979

Dear Ms. Gunter,

This letter serves as notification that the Florida Department of Education has verified that Pineapple Cove Classical Academy at Palm Bay (05-6543) meets the criteria for high-performing charter school status pursuant to section 1002.331, Florida Statutes.

If you have questions, please contact the Office of Independent Education and Parental Choice at 850-245-0502 or via email at charterschools@fldoe.org.

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

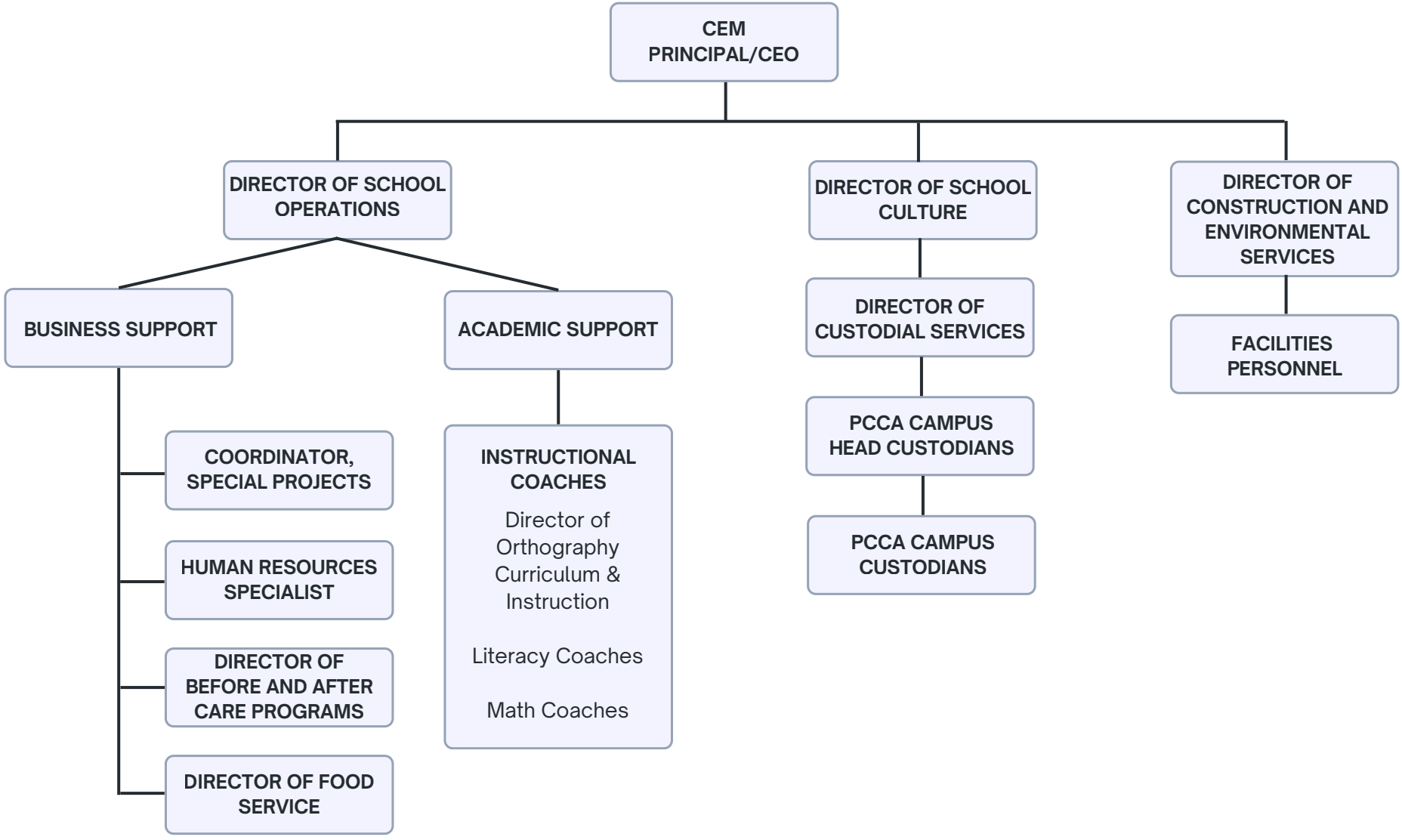
Sincerely,

Pam Stewart

PS/sm

cc: Stephanie Archer, Brevard County Public Schools

CLASSICAL EDUCATION MANAGEMENT (CEM) ORGANIZATIONAL CHART



Pineapple Cove Classical Academy			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
				Year 0 (Most Recent Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Brevard	PCCA- Palm Bay	6543	Active	1065/24.5%	A	$ 460,523.00	5%	No
Brevard	PCCA- West Melbourne	6554	Active	832/30.2%	A	$ 453,033.00	4.40%	No
Brevard	PCCA- Lockmar	6529	Active	724/24.9%	B	$ 85,118.00	1%	No

Pineapple Cove Classical Academy			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
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District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Brevard	PCCA- Palm Bay	6543	1067/24.9%	A	$ 614,460.00	6%	No
Brevard	PCCA- West Melbourne	6554	799/27%	A	$ 844,094.00	8%	No
Brevard	PCCA- Lockmar	6529	692/26%	B	$ 75,896.00	1%	No

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			Year -2				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Brevard	PCCA- Palm Bay	6543	1044/22.4%	A	$ 754,685.00	6.80%	No
Brevard	PCCA- West Melbourne	6554	796/31.3%	A	$ 744,665.00	8.40%	No
Brevard	PCCA- Lockmar	6529	562/26.9%	B	$ 139,304.00	2.30%	No

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Brevard	PCCA- Palm Bay	6543	1027/11.6%	B	$ 454,804.00	4.20%	No
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MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and effective as of the last date set forth below, by and between Pineapple Cove Classical Academy at Brooksville, Inc., a Florida non-profit corporation ("SCHOOL") and Classical Education Management, L.L.C. a Florida limited liability company ("MANAGER").

RECITALS

A. SCHOOL is an existing charter school which has been approved by the Hernando County School District (the "Authorizing District" or "Sponsor") to operate a charter school pursuant to a Charter School Contract ("Charter Contract") in accordance with the Florida Statutes Section 1002.33 et. seq. and other laws applicable to Florida Charter Schools ("Applicable Laws") in Hernando County, Florida, under the name of "Pineapple Cove Classical Academy at Brooksville" ("Charter School").

B. After conducting all appropriate due diligence, including review of the experience of MANAGER'S staff, verification that the management fee is reasonable and consistent with the market for such services, and review of the need for educational management services, the SCHOOL agrees that it is in the best interest of SCHOOL to enter into this Agreement with MANAGER.

THEREFORE, the parties mutually agree as follows:

CONTRACTING RELATIONSHIP

1. **Recitals-**The forgoing recitals are true, correct and incorporated herein by reference.

2. **Authority and Compliance with Charter Contract and Applicable Laws-**The Charter School represents that it is authorized by law to contract with Manager and for Manager to provide management services to the Charter School. The parties acknowledge that all such services must be provided in accordance with the Charter Contract and all State and Federal laws governing public charter schools (referred to collectively herein as "Applicable Laws"). The Parties acknowledge that this Agreement is contingent on approval of the Charter Contract by the Sponsor. In the event the Sponsor expresses concerns regarding any of the provisions in this Agreement, the Parties agree to work together and with the Sponsor to resolve such concerns.

2.1 **Tax Exempt Bonds Compliance**– The Manager and the Charter School acknowledge that this Agreement is intended to be a service agreement in which the Manager operates the Facility (as hereinafter defined). Accordingly, the Manager does not bear the risk of loss upon damage or destruction of the managed property (for example, due to force majeure). The Manager further agrees that it will not claim on any filing with the Internal Revenue Service any depreciation or amortization deduction, investment tax credit, or deduction for any payment as rent with respect to the facilities, or take any other position in any filing with the Internal Revenue Service that is inconsistent with its role as a service provider to the Charter School under this Agreement.

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3. **Agreement-**Manager's obligations to the Charter School and rights with respect to the operation of the Charter School shall be only as expressly set forth in this Agreement. Duties required to be carried out for the operation of the Charter School which are not expressly set forth herein as being Manager's responsibility shall remain the sole responsibility of the Charter School's Governing Board. Notwithstanding the foregoing, Manager acknowledges that it shall be engaged by the Board to perform the services set forth in this Agreement on the basis of the knowledge and expertise of the Manager. Each party represents and warrants to the other that it has disclosed all matters relevant to the services Manager might provide to the Charter School.

4. **Designation of Agents-**The Board designates the employees of Manager as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA") and other applicable law. The Board hereby authorizes Manager to communicate with and negotiate on the Board's behalf with all Federal, state and local government agencies and the Sponsor unless specifically instructed otherwise by the Charter School. Manager shall communicate with the Charter School prior to its communication and negotiation with any Federal, state and local governmental agency on behalf of the Board to ensure no duplication of efforts.

5. **Status of the Parties-**Manager is a Florida limited liability company and is not a division or a part of the Charter School. The Charter School is a Florida non-profit corporation, authorized by the Charter to operate a charter school and is not a division or part of Manager. Neither members nor employees of Manager, nor members of the families of the members and employees of Manager, as those relationships are defined by Florida Statutes, §1002.33, shall sit on the Board or serve as officers of the Charter School. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and does not create an employer-employee relationship. Except as expressly provided in this Agreement, no agent or employee of Manager shall be deemed to be an agent or employee of the Charter School. Manager shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between Manager and the Charter School is based solely on the terms of this Agreement, and the terms of any other written agreements between Manager and the Charter School, which in all cases shall ensure an "arms-length" performance-based relationship exists between the Board and Manager.

6. **Background Screening-**Manager agrees that each of its owners, board members, officers, employees, and agents who will be accessing Charter School grounds when students are present or who have direct contact with students, will undergo and meet Level 2 screening and fingerprint requirements as described in Fla. Stat. §§ 1012.32 and 435.04 and as conducted by the Charter School or Sponsor. Manager also agrees that any of its employees or contractors handling funds or finances of the Charter School will be subjected to the screening and fingerprinting requirements required by law for such positions.

7. **No Related Parties or Common Control**–The Manager shall not have any role or relationship with the Charter School that, in effect, substantially limits the Charter School's ability to exercise its rights, including termination rights, under this Agreement. The Charter School and the Manager shall not be members of the same control group, as defined in Section 1.150-1(e) of the Treasury Regulations under the 1986 Applicable Laws, or related persons, as defined in Section 144(a)(3) of the 1986 Applicable Laws. The Charter School and the Manager agree to ensure that throughout the Term: (i) no voting power of the governing body of the

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Charter School is vested in the directors, officers, shareholders, partners, members, and employees of the Manager; (ii) the governing body of the Charter School does not include the chief executive officer (or a person with equivalent management responsibilities) of the Manager or the chairperson (or equivalent executive) of the Manager's governing body or any employee of the Manager; and (iii) the chief executive officer of the Manager is not the chief executive officer of the Charter School. For purposes of the preceding sentence, the phrase "Charter School" includes any of the Charter School's related parties (within the meaning of section 1.150-1(b) of the Treasury Regulations) and the term "Manager" includes any of Manager's related parties (within the meaning of section 1.150-1(b) of the Treasury Regulations).

8. **Proprietary Rights and Intellectual Property**-The Charter School will own all proprietary rights to curriculum or educational materials that are developed on its behalf or paid for by the Charter School. Manager shall own all proprietary rights to, and the Charter School's proprietary interest shall not include, systems, procedures and other intellectual property that are developed or copyrighted or similarly protected by Manager that are both directly developed and paid for by Manager.

9. **No Disparagement-**The parties agree that a good working relationship involves mutual respect and decorum. Therefore, during the Term of this Agreement, no party will make (or cause or encourage anyone else to make) any disparaging, untrue, or misleading written or oral statements about or relating to the other party or about or relating to any officer, director, shareholder, agent, employee, or other person acting on such party's behalf. This provision is not intended to prevent or curtail truthful and factual statements made in order to redress issues related to performance of duties under this Agreement by either Party.

RESPONSIBILITIES AND SERVICES OF MANAGER

10. **Attendance of Governing Board Meetings and Communication with Governing Board-**A representative of Manager shall attend all meetings of the Board. The Manager will coordinate with the chairperson of the Board and Charter School Principal as to items that need to be placed on the Agenda. The Manager will also coordinate with the Board as to its schedule and arrange for proper notice of Board meetings as such notice is required by the Charter Contract and Applicable Laws. The Manager will provide monthly financial reports to the Board, as described herein. The Manager will also provide back-up items to the Board a sufficient number of days prior to each Board Meeting to allow for review by Board Members to be prepared for the Board Meeting.

11. **Administrative Services-**Except as otherwise provided herein for the Planning Year, defined below, for the Term of this Agreement, subject to the Charter School Contract and the approval of the Board of Directors of SCHOOL (the "Board"), MANAGER will provide to SCHOOL for the Charter School the following administrative services (the "Administrative Services"):

11.1 **Personnel Management-**Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with this Agreement. All Charter School personnel shall be employees of SCHOOL. MANAGER will assist the SCHOOL Board in hiring and evaluation of all instructional and non-instructional personnel, including the School Leader. However, the final evaluation and hiring decisions will

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be made by the Board, and as appropriate, the School Leader. MANAGER will also make recommendations regarding firing and disciplinary decisions, but responsibility for final decisions on such matters shall be for the School Leader and SCHOOL Board, as appropriate.

11.2 **Facility Operation and Maintenance-**Coordination with entities with which MANAGER contracts on behalf of SCHOOL for the Charter School for the provision of operation and maintenance services for the Charter School's facility (the "Facility") to the extent consistent with any and all documents pertaining to the Facility, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

11.3 **Business Administration**-Administration of all business aspects of SCHOOL operation, including by way of example and not limitation, financial management, compliance management, and management of equipment/furniture/property. Administration of business by MANAGER will only be conducted as allowed by the Charter Contract.

11.4 **Public Relations**-Coordination and assistance with any and all advertising, media and public relations efforts, including outreach programs. All public relations will be subject to the mutual approval by SCHOOL and MANAGER, which approval may not be unreasonably withheld.

11.5 **Budgeting, Budgeting Process, Financial and Other Reporting–** Preparation of a proposed annual budget ("Charter School Budget") for each School Year, subject to the reasonable approval of the Board acting in its fiduciary capacity. For purposes of this Agreement, the term "School Year" shall have the meaning as provided in the application for the Charter School Contract submitted to and approved by the Authorizing District. The projected Charter School Budget shall include, but is not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement, any proposed capital expenditures with respect to the Facility, each disposition of property with respect to the Facility, and any rates or fees charged for use of the Facility.

11.5.1 MANAGER shall deliver a draft of the Charter School Budget for each School Year to the Board not less than forty-five (45) days prior to the date on which the Charter School Budget for any School Year must be submitted to Authorizing District and/or any State governmental agency. The Board shall review the Charter School Budget within ten (10) business days following the receipt thereof (the "Budget Review Period") which review may include an independent evaluation of the Charter School Budget by such accountants, attorneys, and other financial advisors that the Board deems necessary or desirable. The Board shall deliver any comments or objections to the Charter School Budget prior to the expiration of the Budget Review Period. Within five (5) business days following the expiration of the Budget Review Period, the President of SCHOOL and the Chief Executive Officer of MANAGER shall reconcile any comments or objections made by the Board during the Budget Review Period. MANAGER and SCHOOL shall agree to a final Charter School Budget for each such year not later than two (2) business days prior to the date on which the Charter School Budget must be submitted to the Authorizing District and/or any other State governmental agency.

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11.5.2 Working in cooperation with the Board, MANAGER shall prepare, for Board approval, modifications or amendments to the Charter School Budget which may be necessitated by changes in projections or circumstances or the occurrence of unexpected events, which impact projected revenue and/or expense items contained in the approved Charter School Budget.

11.5.3 MANAGER shall provide the Board with an enrollment report stating the number of actual students enrolled at the Charter School (an "Enrollment Report"). If an Enrollment Report indicates that enrollment is lower than that which was projected in the Charter School Budget and such lower enrollment number shall materially adversely impact the Charter School Budget for such School Year, MANAGER shall propose a student recruitment plan to restore the enrollment level to the projected enrollment reported to the Authorizing District and or any other governmental agency prior to the commencement of the next following School Year.

11.6 **Employment of Directors of Operations, Facilities and Education-** Charter School and Manager recognize that the employment of a Director of Operations, a Director of Facilities, and a Director of Education is critical to the successful management of Charter School by Manager. Manager may give notice to Charter School at any time to hire one or more such positions, not to exceed one of each type of such positions referenced herein. The job descriptions for such positions shall be based on mutual agreement of Charter School and Manager. Upon receiving such notice, Charter School shall judiciously pursue the hiring of such positions, giving great deference to any individuals recommended by Manager for the positions. Manager shall retain the authority to require that Charter School terminate any such individual hired at any time, with or without cause. These individuals shall be employees of Charter School and shall in no respect be considered employees, officers, directors, or agents of Manager. While such employees are employed by the Charter School, Manager shall reimburse Charter School for 100% of the Salaries and Benefits of the Director of Facilities and Director of Education, and 50% of the Salaries and Benefits of the Director of Operations. "Salaries" shall mean the annual salaries of the Directors, including withholding and payroll taxes. "Benefits" shall mean the actual cost to Charter School of providing benefits to these employees. The Salaries and Benefits of each such employee, and any change to the Salaries and Benefits of each such employee, must be mutually agreed upon by Charter School and Manager in writing. Each month during the Term of this Agreement, Charter School shall invoice to Manager the costs of any Salaries and Benefits for such employees incurred by Charter School during the previous month. Upon receipt of such an invoice, Manager shall have ten (10) business days to pay the amounts owing to Charter School as reimbursement for Salaries and Benefits. Manager reserves the right at any time to provide notice to the Charter School of its intent to employ one or more of such individuals directly as part of its Administrative Services. In such event, such individual(s) will no longer be employees of the Charter School, and Manager will no longer reimburse Charter School for the Salaries and Benefits of such individuals.

11.7 Other information on a periodic basis reasonably necessary to enable SCHOOL to monitor MANAGER's performance under this and related agreements including the effectiveness and efficiency of its operations at SCHOOL.

12. **Maintenance of Financial and Student Records-**MANAGER will maintain accurate financial and student records pertaining to its operation of SCHOOL, together with all SCHOOL

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financial records prepared by MANAGER. Such records will be the property of SCHOOL. Such records shall be maintained by MANAGER at SCHOOL in physical or electronic form and will be made available to the Authorizing District and the SCHOOL Governing Board's Auditor within no more than 48 hours of a request. Such records shall otherwise be made available and retained in accordance with Florida's Public Records Act.

12.1 MANAGER will maintain accurate student records pertaining to the students enrolled at the Charter School as is required and in the manner provided by the Charter School Contract, the Applicable Laws and applicable laws and regulations and retain such records permanently on behalf of SCHOOL or until this Agreement or its successor (if any) is terminated, at which time such records will be transferred to SCHOOL and become the sole responsibility of the Board. MANAGER and SCHOOL will maintain the proper confidentiality of personnel, students and other records as required by law and the Charter Contract.

12.2 SCHOOL shall be entitled at any time upon reasonable written notice to MANAGER to audit the books and records of MANAGER pertaining to its operation of the Charter School pursuant to this Agreement (including, without limitation, the financial records relating thereto), provided that any such audit shall be at the sole expense of SCHOOL.

13. **Provision of Administrative Services during the Planning Year and School Operational Years**-The Administrative Services will be provided in a manner consistent with the Educational Program, the Applicable Laws and the Charter School Contract with the Sponsor. The parties acknowledge that the 2017-18 School Year will be a Planning Year for the SCHOOL, and the SCHOOL will begin its operations in the 2018-19 School Year. During the Planning Year, Manager will provide assistance to the SCHOOL with respect to school site location and development, actions necessary for school start-up and will work with the SCHOOL to provide reporting that may be due during the Planning Year and after the effective date of the Charter Contract.

14. **Budgeting for Administrative Services**-MANAGER will be responsible and accountable to the Board for the provision of all Administrative Services, provided, that such obligations, duties and responsibilities are expressly limited by the Charter School Budget. MANAGER will not be required to expend funds on such services in excess of the amounts set forth in such Charter School Budget.

15. **Place of Performance; Subcontracting**. MANAGER may provide administrative services either at the Charter School Facility or elsewhere, or through subcontracts at its own expense and with Board approval, unless prohibited by the Charter School Contract, the Applicable Laws and other applicable laws and regulations.

16. **Other Charter Schools-**The Charter School acknowledges that Manager may enter into similar management agreements with other charter schools and/or charter school-related entities. The performance of Manager's duties for any other charter school shall not interfere with the performance of Manager's duties under this Agreement, and Manager shall be sufficiently staffed to accommodate all charter schools with which it has contracted to manage at no additional cost or expense to Charter School. Manager shall maintain separate accounts for expenses incurred by and behalf of the Charter School and such other charter schools, and shall only charge the Charter School for expenses incurred by or on behalf of the Charter School.

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17. **Authority**-By this Agreement, SCHOOL provides MANAGER such authority and power as is reasonably necessary or proper for MANAGER to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Applicable Laws and other applicable laws and regulations.

RESPONSIBILITIES OF SCHOOL

18. **Good Faith Obligation**-The Board shall be responsible for its fiscal and academic policy of the Charter School. The Board shall exercise good faith in considering the recommendations of Manager, including but not limited to, Manager's recommendations concerning policies, rules, regulations and budgets. The Board remains ultimately responsible for fiduciary oversight and management for the operations of the Charter School.

19. **Assistance to Manager-**The Charter School and Board shall cooperate with Manager in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Charter School shall timely furnish Manager all documents and records necessary for Manager to properly perform its responsibilities under this Agreement. The Board will provide to Manager access to all account information for Charter School, as well as all information related to revenues received by the Charter School from any source.

20. **Unusual Events and Potential Charter Violations-**The Charter School agrees to timely notify Manager of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect Manager in complying with its responsibilities hereunder or compliance with the Charter Contract.

21. **Retained Authority-**The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School. The Board shall also retain all authority that cannot be delegated pursuant to Applicable Laws, including, without limitation, adoption of the budget, budget amendments and policies; hiring of independent financial auditor; and approval of contracts.

22. **Annual Review and Feedback to Manager**. The Board will annually review the Manager's performance and provide feedback on such performance to Manager at a publicly noticed meeting. Notwithstanding the foregoing, the parties recognize the importance of ongoing communication of expectations and feedback is critical to a successful working relationship. The Board will strive to communicate any concerns it may have throughout the year rather than reserve such comments for the Annual Review. The annual and continual feedback and review of Manager will be based, at a minimum, on the following: (1) Student academic performance and growth as measured by goals set forth in the Charter and any School Improvement Plan, as applicable; (2) Student enrollment and retention trends (3) Financial performance (based on budget reports and the annual audit); (4) Achievement of mission and vision; (6) Compliance with Sponsor, state, and local laws and regulations; and (7) Performance

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of all responsibilities in this Agreement. Inadequate performance as reported in an Annual Review shall be a basis for termination as set forth herein.

TERM, FEES, FEE PAYMENT AND REIMBURSEMENT

23. **Term**-This Agreement will be effective on the last date set forth below and shall remain in effect through the last day of the Charter Contract, as that term may be amended from time to time (the "Term"). This Agreement may be terminated by the SCHOOL prior to the expiration of the term as set forth in this Agreement.

24. **Renewal**-The Term of this Agreement will be renewed upon renewal of the Charter Contract and extend through the length of such renewed Charter Contract, unless, (i) written notice of intent to terminate or renegotiate is given by either party not less than 180 days prior to the expiration of the Term, or (ii) this Agreement is earlier terminated.

25. **Management Fee-** For the Term of this Agreement, Charter School shall pay Manager a management fee ("Management Fee") of $397 per full-time equivalent ("FTE") student enrolled at Charter School per year, payable in monthly installments. The number of full-time equivalent students enrolled at Charter School for purpose of this Agreement shall be the same as the unweighted FTE used for purposes of the Florida Education Finance Program ("FEFP") funding for the Charter School. Monthly installments shall be adjusted throughout the year based on adjustments made to the Charter School's FTE for FEFP funding purposes. The Management Fee may be adjusted for any school year upon the mutual, written agreement of the parties based on the percentage change in per student full-time equivalent funding provided to Charter School.

26. **Management Fee**-Beginning of the Effective Date, or July 2018, whichever is later, SCHOOL will pay MANAGER an annual fee equal to six percent (6%) of SCHOOL's Gross Revenue for each School Year ("Management Fee") in which the SCHOOL is in operation, payable in twelve monthly installments. The monthly payments shall be adjusted throughout the year to reflect actual Gross Revenue. For purposes of this Agreement the term "Gross Revenue" shall mean all receipts of SCHOOL of whatsoever kind or nature, excluding any proceeds from borrowings undertaken by SCHOOL.

27. **Order of Payment of Expenses and Fee Deferral and Forgiveness.** Expenses of the Charter School shall be paid each month in accordance with the approved Charter School Budget and in the following order of priority: (1) Facility Lease or any amounts due and payable by the Charter School pursuant to a loan agreement entered into with respect to bonds, (2) Salaries and Benefits, (3) other operating expenses, and (4) monthly prorated Management Fee. In the event there are insufficient funds to pay the monthly prorated Management Fee, such Fees shall be deferred and accrue (plus reasonable late interest charges) as an account payable until such time as there are sufficient funds to make payment. Such repayment shall occur no later than the end of five years after the original due date of the deferred payment.

28. **Order of Payment of Expenses and Fee Deferral and Forgiveness**. Expenses of the Charter School shall be paid each month in accordance with the approved Budget and in the following order of priority: (1) Facility Lease, (2) Salaries and Benefits, (3) other operating expenses, and (4) monthly prorated Management Fee for Services. In the event there are insufficient funds to pay Management Fees in a month to pay the monthly prorated Management

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Fee, such Fees will be deferred and accrue as an account payable until such time as there are sufficient funds to make payment. In the event that there are insufficient funds at the end of any fiscal year of the Charter School to pay the monthly or deferred Management Fees, such outstanding Management Fees shall be forgiven in full by Manager.

29. **Reimbursements**-In addition to the Management Fee, SCHOOL will reimburse MANAGER for all commercially reasonable costs incurred and paid by MANAGER in providing the Administrative Services to SCHOOL for the Charter School. MANAGER will not add any fees or charges to the costs of equipment, services, materials, or supplies that MANAGER purchases with SCHOOL funds, on behalf of SCHOOL or as SCHOOL's agent, from a third party vendor.

30. **Payments to MANAGER**-MANAGER will receive the monthly installment of its Management Fee on or before the fifteenth (15th) day of each month (but in no event later than the date that SCHOOL receives payments from the State of Florida through the Authorizing District).

31. **No Transfer of Assets-N**o Charter School assets will be transferred to the Manager except for payment of the fee for services set forth herein, reimbursement of expenses as allowed by this Agreement and other assets transferred upon approval of Charter School Board and Manager and payment by Manager to Charter School of a fair market value for such assets.

32. **Other Revenue Sources**-SCHOOL and MANAGER may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission of the SCHOOL and in the name of the SCHOOL; provided, however, that (i) any solicitation of such grants by MANAGER that are in excess of One Hundred Thousand Dollars ($100,000) shall be subject to the prior approval of the Board, (ii) all such funds received by MANAGER or SCHOOL from such other revenue sources shall be deemed to be SCHOOL funds, and (iii) MANAGER shall not be required to administer any grants that are not specifically approved, in writing, by MANAGER, in advance.

SCHOOL EMPLOYEES AND TRAINING

33. **Personnel Responsibility**-Subject to the limitations of this Agreement, the Charter School Contract, the Applicable Laws and other applicable laws and regulations, MANAGER will partner with the charter board to assist in determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage, transfer and terminate personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement, all within the financial constraints of the Charter School Budget approved by the Board.

34. **Employment Status**-The Principal, teachers and support staff/non-instructional personnel selected by MANAGER and the Board pursuant to this Agreement ("Employees") will be employees of SCHOOL. MANAGER will be responsible for conducting all reference, employment checks, criminal background checks and unprofessional conduct checks on all employees and other personnel working or providing services at SCHOOL to the extent required under the Applicable Laws and other applicable laws and regulations. Upon request, MANAGER will provide or cause to be provided to SCHOOL documentary evidence of such

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background checks. In the event that SCHOOL and MANAGER agree in the future to an arrangement in which MANAGER leases employees to the School, the leasing company must accept full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for employees leased to SCHOOL or working on SCHOOL operations.

35. **Employee Benefits**-MANAGER will work with the Principal to develop a package of employee benefits that will be provided to SCHOOL Employees.

36. **Principal**-SCHOOL and MANAGER acknowledge and agree that the accountability of MANAGER to SCHOOL is an essential foundation of this Agreement, and the responsibility of the administrator of SCHOOL (the "Principal") is critical to the success of SCHOOL. The charter board and MANAGER will work together to select and supervise the Principal and hold the Principal accountable for the success of SCHOOL. MANAGER will recommend the employment contract with the Principal to the SCHOOL's Governing Board for its approval, including the proposed duties and compensation of the Principal. MANAGER will conduct an annual evaluation of the Principal for presentation to the Board. The Principal and MANAGER, in turn, will have similar authority to select and hold accountable the teachers and non-instructional staff who will be employed by the SCHOOL.

37. **Teachers**-MANAGER will work with the Principal to select the teachers for employment by SCHOOL. MANAGER and the Principal will determine the number and assignments of such teachers. Such teachers may work at SCHOOL on a full or part time basis. Each teacher assigned to SCHOOL will be qualified in his or her grade levels and subject areas, hold a valid teaching certificate issued by the Florida Department of Education under the Applicable Laws, to the extent required under the Applicable Laws and other applicable laws and regulations. The Principal will not make any hiring offers or terminate any teachers without prior consultation with the MANAGER. All teacher evaluations will be coordinated and conducted jointly with the MANAGER.

38. **Support Staff**-MANAGER will work with the Principal to select the support staff/non-instructional personnel for employment by SCHOOL. MANAGER and the Principal will determine the number and assignments of the support staff. Such support staff may include, among others, teachers' aides, clerical staff and administrative assistants to the Principal, bookkeepers and maintenance personnel. Such support staff may work at SCHOOL on a full or part time basis. The Principal will not make any hiring offers or terminate any support staff/non-instructional personnel without prior consultation with the MANAGER. All evaluations of such staff will be coordinated and conducted jointly with the MANAGER.

39. **Termination for Cause-** This Agreement may be terminated for cause by either party at any time upon the occurrence of ~~the~~ any of the reasons for Default following the requisite notice and time period for opportunity for cure, if applicable, as set forth in this Agreement, and provision of written notice of such termination of same to the other party. Notwithstanding anything herein to the contrary, the Manager shall continue to serve the Charter School hereunder for a minimum of ninety (90) days after a failure by the Charter School to make a Management Fee payment hereunder and the Manager shall not discontinue any services provided in connection with its management or administration of the Charter School due to the nonpayment of any Management Payments for such ninety (90) day period.

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DEFAULT AND TERMINATION

40. **Termination for Cause**-This Agreement may be terminated for cause by either party at any time upon the occurrence of the any of the reasons for Default, following the requisite notice and time period for opportunity for cure, if applicable, as set forth in this Agreement, and provision of written notice of such termination of same to the other party.

41. **Default**-In addition to the events of default ("Material Default") described above, the following shall be the only other events of Material Default under this Agreement:

41.1 The SCHOOL fails to make any payment due hereunder to the MANAGER within ten (10) days after the date such payment was due.

41.2 The SCHOOL materially breaches any of its other obligations under this Agreement and fails to cure such material breach within thirty (30) days after receipt of written notice of such breach.

41.3 MANAGER or SCHOOL commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or apply to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain un-dismissed for more than sixty (60) days.

41.4 MANAGER is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license which is required for Manager to carry on its business and perform its obligations and functions under this Agreement.

41.5 MANAGER materially breaches this Agreement, which Material Breach would include, without limitation: (i) failure to account for the MANAGER's or SCHOOL's expenditures or pay the SCHOOL's operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules and curriculum duly adopted by the Board which is not in violation of this Agreement or Applicable Laws, (iii) receipt by the Board of unsatisfactory reports concerning MANAGER's performance or the performance of the staff which are not adequately corrected or explained to the satisfaction of the SCHOOL, (iv) failure of MANAGER to perform its duties and obligations under this Agreement as set forth in an Annual Review or as determined, in the discretion of the Board, including but not limited to MANAGER's failure to adequately advise the Board of its obligations to operate the Charter School, or (v) there is a going concern finding in an independent financial audit of the SCHOOL. In the event of a Material Breach, MANAGER shall have thirty (30) days after receipt of written notice from SCHOOL to remedy said breach, unless the SCHOOL approves a longer time to cure such breach.

42. **Termination or Non-Renewal of Charter**-If the Sponsor cancels, non-renews or otherwise revokes the Charter for the Charter School, MANAGER and SCHOOL agree that such cancellation, non-renewal or revocation shall result in termination of this Agreement.

Duties Upon Termination or Expiration-

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42.1 **Personal Property**-Upon termination or expiration of this Agreement, the MANAGER shall have the right to: (a) remove equipment and other assets owned or leased by MANAGER; or (b) the SCHOOL may retain such equipment or assets if it reimburses MANAGER for the actual cost, less depreciation, of any equipment purchased by Manager with MANAGER funds and used for purposes of the SCHOOL. Equipment and other assets purchased with SCHOOL or other public funds is owned by the SCHOOL and shall remain the property of the SCHOOL upon termination or expiration of this Agreement. Such equipment and other assets shall not be removed from the Charter School site.

42.2 **Proprietary Interests and Intellectual Property-**Ownership of intellectual property shall be as set forth in Paragraph 8. Upon termination or expiration of this Agreement for any reason, each party shall, within fifteen (15) days of the effective date of such termination, return, or at the request of the other party destroy, all curriculums, educational materials, and other legally protected intellectual property of such other party.

42.3 **No Disparagement**-In the event of any termination or notice of termination of this Agreement, the parties agree that no party will make (or cause or encourage anyone else to make) any disparaging, untrue, or misleading written or oral statements about or relating to the other party or about or relating to any officer, director, shareholder, agent, employee, or other person acting on such party's behalf. This provision is not intended to prevent or curtail truthful and factual statements made in order to redress issues related to performance of duties under this Agreement by either Party.

43. **Change in Law**-If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion, including any change in law or appropriations relating to charter schools (a "Change in Law") has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and may include the use of a third party mediator for voluntary mediation, under the terms set forth in Paragraph 55, below. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a School Year, whichever is earlier.

INDEMNIFICATION AND INSURANCE

44. **Indemnification**- Each party to this Agreement does hereby indemnify, defend and hold harmless the other, and the Sponsor, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards, including attorneys' fees and costs, which arise out of (i) the negligence or intentional acts or omissions of the other party, (ii) any action taken or not taken by the other party, or (iii) any noncompliance or breach by the other party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such

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other means as the parties may mutually agree. This duty to indemnify shall survive termination of this Agreement. Nothing herein is intended as a waiver of sovereign immunity.

45. **Insurance Coverage-SCHOOL-**The SCHOOL shall maintain such insurance in the coverage amounts as may be required by the Charter Contract and such additional insurance as is commercially reasonable, with the Manager listed as an additional insured. Insurance for the building and related capital facilities remain the financial responsibility of the Board of the SCHOOL, and the Board shall cover its property with insurance.

46. **Insurance-MANAGER**-The MANAGER will maintain general liability insurance, including directors and officer's liability coverage with respect to performance of its duties pursuant to this Agreement, with the SCHOOL listed as an additional insured.

47. **Workers' Compensation Insurance**-Each party will maintain and pay for workers' compensation insurance as required by law, covering their respective employees.

48. **Notices of Insurance Coverage**-At the beginning of this Agreement, and no later than June 1 each year thereafter, each party shall provide to the other certificates of insurance evidencing the insurance required by this Agreement. Each party shall also, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Agreement. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

WARRANTIES AND REPRESENTATIONS

49. **Representations and Warranties of MANAGER**-MANAGER hereby represents and warrants to SCHOOL:

49.1 MANAGER is a duly organized limited liability company in good standing and is authorized to conduct business in the State of Florida, Manager will continue compliance with all registration and licensing requirements relating to conducting its business as required by this Agreement.

49.2 MANAGER has the authority under the Applicable Laws and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.

50. **Representations and Warranties of SCHOOL**-SCHOOL hereby represents and warrants to MANAGER:

50.1 SCHOOL is a duly organized non-profit corporation in good standing and is authorized to conduct business in the State of Florida, and that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement.

50.2 SCHOOL'S actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

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51. **Mutual Warranties**-Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

MISCELLANEOUS

52. **Dispute Resolution**-

52.1 In the event of any dispute between the parties hereto, the parties shall first attempt to settle the dispute through direct negotiation or informal mediation.

52.2 The parties may agree to voluntary mediation, with the cost of the mediator shared between the parties and each party paying the cost of its own attorney(s).

52.3 If the parties are unable to settle a dispute through direct negotiation or informal or formal voluntary mediation, the parties will be permitted to pursue their remedies in a court of competent jurisdiction.

53. **Costs and Attorneys' Fees**-If a party hereto fails to proceed with mediation or arbitration as provided herein or unsuccessfully seeks to stay such mediation or arbitration, or fails to comply with any arbitration award, or is unsuccessful in vacating or modifying the award pursuant to a petition or application for judicial review, the other party shall be entitled to be awarded costs, including reasonable attorneys' fees, paid or incurred by such other party in successfully compelling such arbitration or defending against the attempt to stay, vacate or modify such arbitration award and/or successfully defending or enforcing the award.

54. **Sole Agreement**-This Agreement supersedes and replaces any and all prior agreements and understandings between SCHOOL and MANAGER regarding the Charter School.

55. **Force Majeure**-Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control, provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination

56. **Governing Law and Venue**-The laws of the State of Florida will govern this Agreement, its construction and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement with venue lying solely in the county where the School is located.

57. **Agreement in Entirety**-This Agreement constitutes the entire agreement of the parties regarding the Charter School.

58. **Official Notices**-All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given

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by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the parties are:

To SCHOOL:	To MANAGER
Pineapple Cove Classical Academy at Brooksville, Inc. 3455 Norfolk Pkwy West Melbourne, FL, 32904 Attention: Governing Board Chair Tel: 321-499-2585	Classical Education Management, L.L.C. 1785 Eldron Blvd. Palm Bay, FL 32909 Attention: John Moran Tel: (321) 890-6050

59. **Assignment**- This Agreement shall not be assigned by either party without the prior written consent of the other party.

60. **Amendment**-This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board, signed by authorized officers of both SCHOOL and of MANAGER and provided to the Sponsor for review and approval, as applicable and as required in the Charter Contract.

61. **Waiver**-No waiver of any provision of this Agreement will be deemed to be, nor will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

62. **No Third Party Rights**-This Agreement is made for the sole benefit of SCHOOL and MANAGER, and their affiliates, successors and assigns. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

63. **Capitalized Terms**- Capitalized terms shall have the meanings defined in the Contract unless otherwise defined herein.

64. **Survival of Termination**-All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

65. **Binding Effect; Counterparts**-This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument.

66. **Compliance with Florida's Public Records Act ("Act")**-In accordance with Section 119.0701, Florida Statutes, Manager will comply with the following requirements and the Act

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(Chapter 119, Florida Statutes) with respect to any records maintained by the Manager relating to the School and any other records maintained by Manager which are subject to such Act:

66.1 Provide the public with access to such records on the same terms and conditions that the School would be required to provide the records and at a cost that does not exceed the cost provided in the Act or as otherwise provided by Florida law.

66.2 Ensure that such public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by Florida law

66.3 Meet all requirements for retaining public records and transfer, at no cost, to the School all public records in possession of the Manager upon termination of the Agreement and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the School in a format that is compatible with the information technology systems of the School.

IN WITNESS WHEREOF, the undersigned have executed this Agreement, effective as of the last date set forth below.

"SCHOOL" Pineapple Cove Classical Academy at Brooksville, Inc.	"MANAGER" Classical Education Management, L.L.C.
By: _____ Printed Name: _____ Its: _____ Date: _____	By: _____ Printed Name: _____ Its: _____ Date: _____

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Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 13. 26-3783 5/26/2026

Title and Board Action Requested

Approve an out of state field trip for Robin Paselio, HHS Class of 2027 Senior Trip Sponsor to Washington, DC to attend the 2027 Senior Class trip with a date range of March 28, 2027 through April 16, 2027 in order to get the best airline rates. Our ideal dates to travel are April 4, 2027 through April 9, 2027.

Executive Summary

The Principal, Mrs. Leechele Booker, on behalf of the Superintendent of Schools, hereby requests the Board to approve a field trip to Washington, DC for the Senior Class of 2027. If permitted, this will be the school's fourth trip to the Nation's Capital. Students will visit the following sites: Arlington National Cemetery, John F. Kennedy's grave site, Robert E. Lee's home, US Capital Building, Washington Monument, Lincoln Memorial, World War II Memorial, Vietnam Memorial, Korean War Memorial, Jefferson Memorial, and the Martin Luther King Memorial. Students will also have the opportunity to visit the Air and Space Museum, Natural History Museum, US National Holocaust Museum, National Museum of African American History and Culture, and tour the Library of Congress, where they are able to obtain an actual library card.

My Contact

Robin Paselio, Educator and
Class of 2027 Senior Trip Sponsor
(352) 797-7015, ext. 15331

2023-28 Strategic Focus Area

Priority 1: Student Success

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Complete Section A or B; and C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source: Payments and Fundraising activities from students

Account Name: HHS Senior Class of 2027

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
8020Q	0000	0000	0051	92200	20270

Amount $ 37,920.00

Funding Source _____

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ☐
New for Current Year: ☑

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 14. 26-3794 5/26/2026

Title and Board Action Requested
Approve an overnight trip for Weeki Wachee High School teacher, Patrick Skipper to attend the Certiport Educator Conference from June 14-17, 2026 in Nashville, TN.

Executive Summary
The principal of WWHS, Edward LaRose, on behalf of the Superintendent of Schools, hereby requests the Board approval for Patrick Skipper to attend the Certiport Certified Educator Conference in Nashville, TN..

My Contact
Patrick Skipper
352-797-7029
skipper_p@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Sunday, June 14, 2026

TIME	EVENT
7:00 p.m. - 9:00 p.m.	Registration check-in
7:45 p.m. - 9:00 p.m.	Certification lab

Monday, June 15, 2026

TIME	EVENT
7:00 a.m. - 5:00 p.m.	Registration and help desk
7:00 a.m. - 5:00 p.m.	Teacher's lounge and headshots
7:00 a.m. - 9:00 a.m.	Coffee and light breakfast
9:00 a.m. - 10:30 a.m.	Opening general session
10:30 a.m. - 11:00 a.m.	*Break*
11:00 a.m. - 4:00 p.m.	Certification lab
11:00 a.m. - 12:00 p.m.	Breakout sessions
12:00 p.m. - 1:30 p.m.	Lunch/Ask the experts
1:30 p.m. - 3:00 p.m.	Workshops
3:00 p.m. - 3:30 p.m.	*Break*
3:30 p.m. - 4:30 p.m.	Breakout sessions
4:30 p.m. - 6:00 p.m.	*Break*
6:00 p.m. - 8:00 p.m.	Opening party

Tuesday, June 16, 2026

TIME	EVENT
7:00 a.m. - 5:00 p.m.	Registration and help desk
7:00 a.m. - 5:00 p.m.	Teacher's lounge and headshots

9:00 a.m. - 10:30 a.m.	General session
10:30 a.m. - 11:00 a.m.	*Break*
11:00 a.m. - 4:00 p.m.	Certification lab
11:00 a.m. - 12:00 p.m.	Breakout sessions
12:00 p.m. - 1:30 p.m.	Lunch/Ask the experts
1:30 p.m. - 3:00 p.m.	Workshops
3:00 p.m.- 3:30 p.m.	*Break*
3:30 p.m. - 4:30 p.m.	Breakout sessions
4:30 p.m. - 6:00 p.m.	*Break*
6:00 p.m. - 8:00 p.m.	Off-site dinner

Wednesday, June 17, 2026

TIME	EVENT
7:00 a.m. - 9:00 a.m.	Breakfast/Ask the experts
9:00 a.m. - 10:00 a.m.	Closing general session
10:30 a.m. - 11:30 a.m.	Adobe Certified Professional US National Championship *Presented by Certiport, award ceremony*
11:30 a.m. - 12:00 p.m.	*Break*
12:00 p.m. - 1:30 p.m.	Microsoft Office Specialist US National Championship award ceremony

Breakouts and workshops

Classroom innovation on the conference stage. Discover what sessions we'll be sharing at the 2026 CERTIFIED Educator Conference.

Breakouts

Workshops

2026 Speakers

Check out our inspiring 2026 speakers!



Ty Kenworthy, Emcee

Ty Kenworthy serves as the Director of Business Development, leading efforts to expand the company's portfolio with high-value certification programs. Since joining the company in 2010, Ty has held various roles, including content developer for the Microsoft Office Specialist exams and account executive. Beyond his professional endeavors, he enjoys spending quality time with his three daughters, embracing their ever-evolving interests and activities.



See the impact of certification… Live!

As a CERTIFIED attendee, you'll see certification in action. The Microsoft Office Specialist U.S. National Championship tests top students on their Microsoft Office Word, Excel, and PowerPoint skills. The Adobe Certified Professional U.S. National Championship challenges students' design skills using Adobe Photoshop, Illustrator, and InDesign.

Since CERTIFIED and the student competitions take place at the same time, in the same location, you can attend the awards ceremony and watch each state champion compete for gold and a chance to represent the U.S. at the World Championship!

Meet the CERTIFIED Educator of the Year

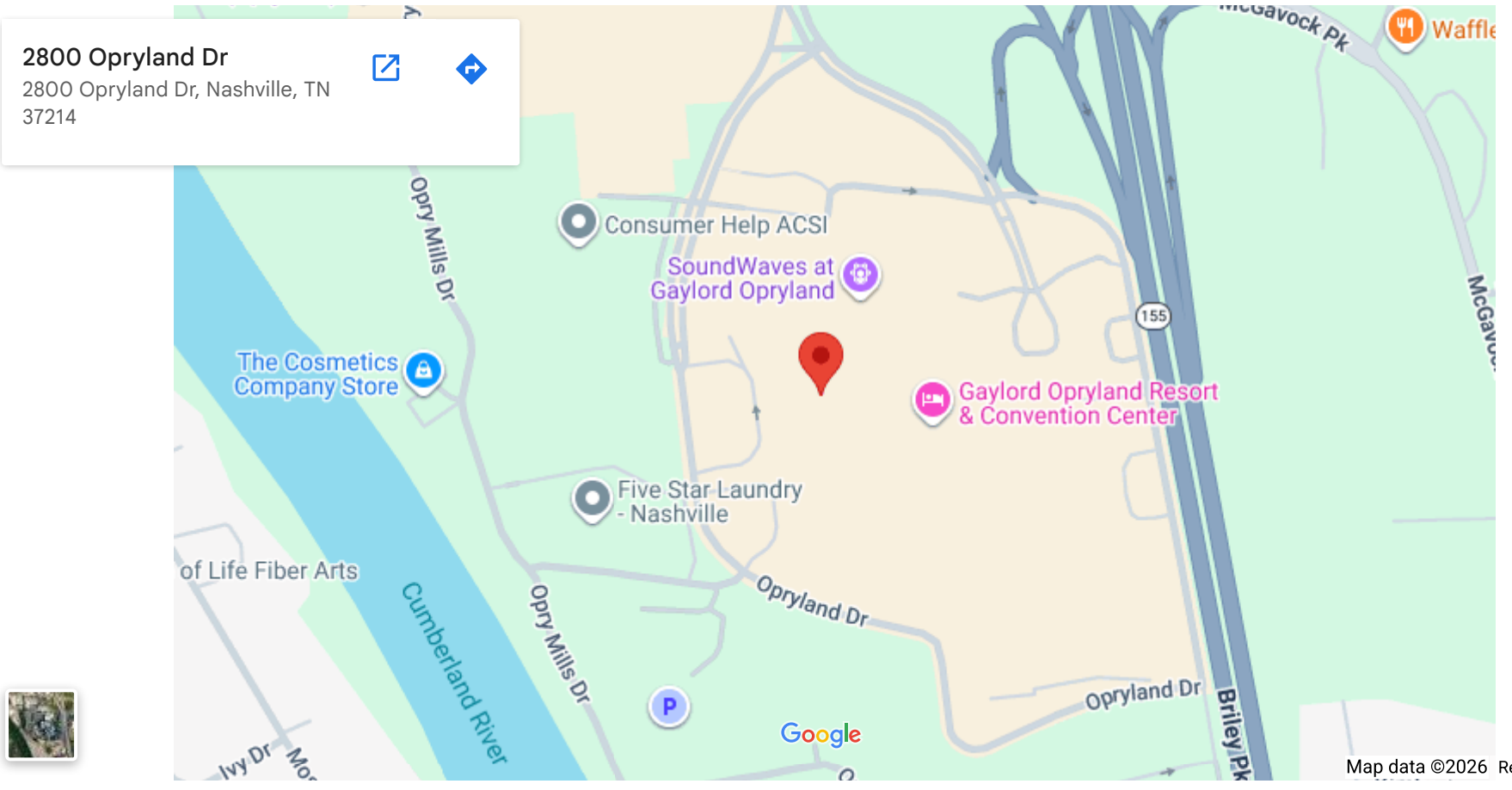
Recognizing an educator for their impact, dedication, and commitment to student success.



Congrats!

We're so pleased to announce that Kim Kayser, career and technical education (CTE) instructor at Woodlawn Beach Middle School in Florida, is our CERTIFIED Educator of the Year!

CERTIFIED venue location



CERTIFIED 2026 will take place the Gaylord Opryland Resort and Convention Center in Nashville, Tennessee.

Address: 2800 Opryland Dr, Nashville, TN 37214

Special Rate for Attendees: $284 + Resort Fees and Tax

The conference rate can be secured through a special link posted in the conference registration.

To secure discounted rate, attendees must book by May 29, 2026. Payment, management of date modifications, or cancelations are your responsibilities.

Registration for CERTIFIED 2026 does not guarantee room availability at the Gaylord Opryland Resort and Convention Center. Once the room block for the conference is full, you may have to find lodging at another hotel nearby.

Thank you to our sponsors

Our generous sponsors make our CERTIFIED Educator Conference possible. If you are interested in sponsoring our 2026 event, please contact certifiedconf@pearson.com.

Contact us

For any questions, or to inquire about exhibiting or sponsoring at CERTIFIED, please contact the event team at certifiedconf@pearson.com.

Privacy and cookies policy
Terms of service
SMS terms and conditions
Accessibility statement
Responsible AI statement
Health Data Policy
Do not sell my personal information and cookies
Modern Slavery Act
Cookies preferences

© 1996 – 2026 Pearson. All rights reserved, including those for text and data mining and training of artificial intelligence and similar technologies.

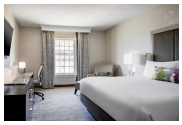
Back to room list

Upgrade Your Room



Run Of House Room

2026-06-14 - 2026-06-17 , 1 Guests



Upsell Standard King

Max Guests: 2

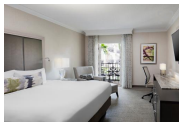
Relax in the tasteful, recently renovated decor of our traditional guest rooms, with an exterior view. Tastefully appointed and featuring contemporary colors, our traditional guest rooms create a warm, inviting atmosphere. Unwind and enjoy Gaylord Opryland's luxurious accommodations, enticing

Show more

+USD 25.00
per night
+Taxes & Fees

Select

View policies



Upsell Atrium King

Max Guests: 2

Our premium guest rooms offer all the amenities of our traditional guest rooms, with a dash of splendor that comes from the beautiful garden view for which Gaylord Opryland is known. Similar in layout to the Traditional Room, the Premium Garden View rooms overlook one of three stunning gardens

Show more

+USD 75.00
per night
+Taxes & Fees

Select

View policies



Unlock an Extraordinary Stay with...

As a Marriott Bonvoy® member, your upcoming stay will be even better. Before you arrive,...

Show details



SOUNDWAVES

Compose your perfect getaway at the nation's firs truly upscale indoor/outdoor resort water...

Show details

Reservation Summary

Check-in	Sun, Jun 14, 2026
Checkout	Wed, Jun 17, 2026
Rooms	1
Guests per room	1

GAYLORD OPRYLAND RESORT & CONVENTION CENTER

RUN OF HOUSE ROOM 1 adult, 3 nights Change rooms	USD 852.00
Subtotal	**USD 852.00**

ADDITIONAL TAXES

Hotel Tax (7.0% per night)	USD 59.64
State Tax (9.75% per night)	USD 83.07
City Tax (USD 2.50 per night)	USD 7.50
Grand Total	**USD 1,002.21**

Edit reservation Next

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HERNANDO COUNTY SCHOOL DISTRICT

Leave of Absence Form

Each Leave of Absence request must be approved by Site Administrator/Supervisor and submitted with the regular payroll.

LAST NAME (Print or Type)	FIRST	INITIAL	EMPLOYEE I.D. NUMBER
Skipper	James	P	8265
POSITION			SCHOOL/COST CENTER
CTE Teacher			WWHS

Except in the case of an emergency, all leave, other than sick leave, must be approved in advance. If the request for sick leave is pre-planned (i.e. doctor's appointment), it must be pre-approved. For sick leave absences that are not pre-planned, this form must be completed upon return within five (5) working days.

TO BE COMPLETED BY APPLICANT:

I hereby apply for:

This leave is requested: ☐ With Pay ☐ Without Pay ☐ Substitute Needed

- ☐ Sick Leave
- ☐ Personal Leave (charged to Sick Lv.)
- ☐ Personal Leave (Without Pay)
- ☐ Professional Leave
- ☐ Other_____
- ☐ Worker's Comp
- ☐ Military Leave
- ☐ Vacation Leave
- ☒ Temporary Duty (Attach documentation)
- ☐ Compensatory Time (non-exempt employees only)

*Note: This leave does not constitute any salary in addition to that which the individual would normally receive for the dates indicated herein.

- ☐ Per Diem
- ☒ Registration
- ☐ Mileage
- ☒ Meals
- ☒ Hotel Expense (Single Room Rate)

Number of Hours Requested _____

Purpose/Benefit (DO NOT use acronyms) Certipart Certified Conference

Destination Nashville, TN.

BEGINNING	ENDING
Time 9 AM _____ PM	Time _____ AM 6 PM
Day of Week Sunday Date June 14, 2026	Day of Week Wed Date June 17, 2026

SOURCE OF FUNDS

SUBSTITUTE CHARGED TO:				
FUND	FUNCTION	OBJECT	CENTER	PROJECT

TRAVEL EXPENSE CHARGED TO:				
FUND	FUNCTION	OBJECT	CENTER	PROJECT

✗ Signature of Applicant _____ Date 4/16/26

FOR OFFICE USE ONLY: ☒ APPROVED ☐ NOT APPROVED

Site Administrator/Supervisor _____ Date 4/29/26

Project Director (if applicable) _____ Date _____

TO BE COMPLETED BY PRINCIPAL OR SUPERVISOR AND SUBMITTED WITH THE REGULAR PAYROLL.

This leave constitutes _____ hour(s) for the regular employee listed above.

Name of substitute(s) (if any): Amount of Time substituting:

_____ _____ hours: _____ days.

_____ _____ hours: _____ days.

5/1

DISTRIBUTION:
White : Payroll
Yellow : Applicant (Attach to Travel Reimbursement form)
Pink : Applicant
Gold : Site Administrator

SO-Per-025
November 2020
Reorder from Printing

Certiport Certified Educator Conference:

Gaylord Opryland Hotel

Nashville, TN

July 14-17

Registration	$ 795.00
Rental Car	$ 425.00

(Rental Car Price is same cost as Flight – I will be responsible for gas).

Lodging	$ 1000.00
Meals	$ 100.00
Misc.	$ 100.00
Total	$ 2420.00

Complete Section A or B; and C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: District CTE

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	1100E	5300	3340	9415	13300	87070

Original Approved Budget (+/-)	Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$	$	$	$ 52,643.00	$ 2,420.00	$ 50,223.00

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget (+/-)	Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$	$	$	$	$	$

B. Item Currently Not Budgeted -**

Funding Source: _____

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

Funding Source: _____

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ☐
New for Current Year: ☐

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 15. 26-3804 5/26/2026

Title and Board Action Requested

Approve the agreement between Hernando County School District and Tampa Bay Area Regional Career Pathways Consortium for postsecondary articulation.

Executive Summary

The Director of Adult and Technical Education, on behalf of the Superintendent of Schools, hereby requests the Board approve the MOU with the Tampa Bay Regional Career Pathways Consortium for awarding for postsecondary credit to graduates that complete programs of study leading to an articulation program with the consortium postsecondary institutions.

My Contact

Dr. Radiah Dent
Director of Adult & Technical Programs
352-797-7018

2023-28 Strategic Focus Area

Priority 1: Student Success

Financial Impact

The cost for this agenda item is $0, see attached budget sheet. The cost for the previous fiscal year was $0.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Tampa Bay Area Regional Career Pathways Consortium
(Hernando, Hillsborough, Manatee, Pasco, Pinellas, Polk and Sarasota Counties)

MEMORANDUM OF AGREEMENT

This Agreement, dated July 1, 2026, is between Hillsborough Career Pathway Consortium (Hillsborough Community College and The School Board of Hillsborough County, Florida), Pasco-Hernando Career Pathway Consortium (Pasco-Hernando State College, Hernando County School District and District School Board of Pasco County), Pinellas County Career Pathway Consortium (St. Petersburg College and Pinellas County School Board), Polk Career Pathway Consortium (Polk State College and the School District of Polk County) and the Suncoast Career Pathways Consortium (State College of Florida, Manatee-Sarasota, Manatee County School Board and Sarasota County School Board) is a collaborative effort to provide a seamless articulation system for Tampa Bay Area high school and adult technical students to continue their education at the technical center and state college level.

I. **Consortium Agreement Purpose:** To serve the needs of Tampa Bay Area students in Career, Technical and Adult Technical Education programs, Consortium members noted above agree to extend postsecondary credit to graduates of the above-named institutions (secondary and technical center) that complete programs of study leading to an articulated program within the consortium postsecondary institutions.

II. **Provisions:** This Agreement makes it possible for a graduating student who completed courses from a consortium high school or adult technical education center to receive articulated credit at a consortium member's postsecondary institutions and be awarded the appropriate number of credits noted in the local agreement provided the student meets the receiving institution's entrance and program requirements.

III. **Term:** This Agreement commences on July 1, 2026, and terminates on June 30, 2030, with provision for review at least once every two years to certify the standards of the articulation. It is further resolved that this Agreement will continue in full force and effect unless terminated by written notice of any party to the other parties at least 180 days in advance of the termination date. The withdrawal of one party does not affect the validity of the Agreement among the remaining institutions.

IV. **Local Agreements:** The local articulation agreements are subject to annual review and revision by each consortium member's designee. Consortium members agree to provide each school district with copies of the local articulation agreements annually. The most current local agreements can be found at the following website links:

HCC: www.hccfl.edu/academics/articulation-agreements.aspx
PSC: www.polk.edu/career-pathways
SCF: www.scf.edu/Academics/CareerTechnicalEducation/Career_Pthwys.asp
SPC: www.spcollege.edu/connect
PHSC: phsc.smartcatalogiq.com/Career-Pathways

With the exception of fundamental changes to the agreement, the respective Presidents and Superintendents shall have the authority to modify the agreement to carry out its intent and such modifications shall be documented through letters of agreement or other appropriate instruments. This Agreement may be executed in counterparts, each of which shall be deemed an original but all of which shall constitute one and the same instrument.

Approved as to Legal Sufficiency
Caroline I. Mockler, Esq.
Staff Counsel, HCSD
3:01 pm, 05/06/2026

Board of Trustees of St. Petersburg College

_____

President
Date:_____

The School Board of Pinellas County, Florida

_____

Superintendent
Date:_____

_____

School Board Chairperson
Date:_____

Hillsborough Community College

_____

President
Date:_____

_____

Chair, Board of Trustees
Date:_____

The School Board of Hillsborough County, Florida

_____

Superintendent
Date:_____

_____

School Board Chairperson
Date:_____

Polk State College

_____

President
Date:_____

School District of Polk County

_____

Superintendent
Date:_____

_____

School Board Chairperson
Date:_____

Pasco-Hernando State College

_____

President
Date:_____

District School Board of Pasco County

_____

Superintendent
Date:_____

_____

School Board Chairperson
Date:_____

Hernando County School District

_____

Superintendent
Date:_____

_____

School Board Chairperson
Date:_____

State College of Florida, Manatee-Sarasota

_____

President
Date:_____

_____

Chair, Board of Trustees
Date:_____

School District of Manatee County

_____

Superintendent
Date:_____

_____

School Board Chairperson
Date:_____

Sarasota County School Board

_____

Superintendent
Date:_____

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 16. 26-3806 5/26/2026

Title and Board Action Requested
Approve an overnight/out of state field trip for Weeki Wachee High School TV Production students to attend the All American HS Film Festival from October 13-19, 2026 in New York City, NY.

Executive Summary
The principal of WWHS, Edward LaRose, on behalf of the Superintendent of Schools, hereby requests the Board approval for WWHS TV Production to attend the All American HS Film Festival in New York City from Oct 13-19, 2026.

My Contact
Hunter Schwefringhaus
352-797-7029
schwefringhaus_h@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Weeki Wachee High School
12150 Vespa Way
Weeki Wachee, FL 34614

Ed LaRose
Principal

Phone (352) 797-7029
Fax (352) 797-7129
Website:
www.hernandoschools.org/schools/weeki-wachee-high-school

HERNANDO SCHOOL DISTRICT
Learn it. Love it. Live it.

Kevin Bittinger
Assistant Principal

Mildred Murrman-Dudley
Assistant Principal

Brandy Sladek
Assistant Principal

To Whom It May Concern,

We are requesting approval for the Digital Video Technology (DVT) program to travel to New York City from October 13th to October 19th, 2026 to participate in the All American High School Film Festival and Film Invitational—the nation's largest and most prestigious high school film event.

This marks our second year representing our school at this national competition. The Film Invitational offers an unparalleled real-world filmmaking experience, allowing students to function as a professional production team. Our journey begins August 12th when our team receives the official onboarding packet and begins ten weeks of intensive pre-production—writing scripts, planning shoots, and securing actors and locations.

The in-person competition culminates in New York City. From 8:00 A.M. on Wednesday, October 14th through 4:00 P.M. on Friday, October 16th, our team will have 56 hours to film, edit, and submit a completed short film. Students work collaboratively under real-world pressure, reflecting industry standards and expectations.

On Sunday, October 18th, our film will be screened at the AMC Theatre in Times Square. That evening, the 2026 Teen Indie Awards will be held at the historic Kings Theatre in Brooklyn, where winners will be announced in a red-carpet ceremony.

Our 2026 itinerary is attached for review. We plan to fly round-trip from Tampa to LaGuardia Airport. Upon arrival, we will use a shuttle service to reach our accommodations and will rely on New York's subway system for transportation during our stay. Students and chaperones will stay at the New York Hilton Midtown Hotel, which is centrally located near festival venues, public transportation, and discounted through the festival program.

The estimated cost per student is approximately $1,000, which includes airfare, hotel, select meals (some meals are provided through the festival), a MetroCard for subway travel, full festival access, and tickets to special events. Students will be responsible for meals not included in the itinerary. Affordable dining options are readily available throughout the city.

In preparation for the trip, students will participate in fundraising efforts and our program will actively pursue sponsorships to reduce individual costs.

This trip is considered an educational and professional opportunity for our student filmmakers, as participation is invitation-only and based on program merit. While our primary focus is filmmaking, we also plan to explore culturally and historically significant landmarks that may support our creative process and provide additional enrichment, including

- 9/11 Memorial and Museum
- Central Park
- Times Square
- AMC Times Square Theatre
- Additional iconic NYC locations that may be used as film locations

Thank you for considering this request. We believe this opportunity will not only elevate our students' skills in digital media and storytelling but also provide them with invaluable life experiences that align with our program's mission of preparing future professionals in the film and television industry.

Sincerely,
Hunter Schwefringhaus

Hunter Schwefringhaus

2026 All American High School Film Festival
Itinerary [Mr. Schwef: 352-610-0117]

TUESDAY 10/13/26

- TBD: Arrive at Tampa International Airport
- TBD: Tampa International Airport to Atlanta International Airport
- TBD: Arrive, collect bags, shuttle to New York Hilton Midtown Square Hotel
    - ETS Airport Shuttle (718-221-5341) @ TBD
- TBD: Check-in New York Hilton Midtown Square Hotel, tour Manhattan/Brooklyn Bridge Park
    - Address: 1335 6th Ave. (212) 586-7000

- TBD: Dinner
    - Ferry to Dumbo, Pier 3, Walk Brooklyn Bridge back

WEDNESDAY 10/14/26 DAY 1 OF Comp.

Film Invitational production

THURSDAY 10/15/26 - DAY 2 OF Comp.

- Film Invitational production

FRIDAY 10/16/26 - DAY 3 OF Comp.

- Film Invitational post-production
    - 4:00: Submission deadline
- 5:00: High Line Photo Walk
- 6:30-10:00: Opening Night Hudson River Dinner Cruise (Dressy Casual attire)

SATURDAY 10/17/26

- *Screenings @ AMC Times Square*
- *Tour Times Square (day)*
- 12:00-4:00: College Fair@ AMC Times Square
- 4:00: Dinner w/ Patsy's pizza in Central Park (picnic-style)
    - Tour Central Park (Bow Bridge, Bethesda Terrace)
- 8:00-10:00: Best of Fest Screenings and Networking Event @AMC Times Square (Casual attire)

SUNDAY 10/18/26

- *Screenings @ AMC Times Square*
- 12:00-2:00: Pizza & Professionals Networking Event @AMC Times Square
- 3:30: Dinner@ TBD
- 6:00: Red Carpet
- 8:00-11 :00: Teen Indie Awards @ Kings Theatre (Dressy attire)

MONDAY 10/19/26

- TBD: Shuttle to airport
- TBD: LaGuardia Airport to Tampa International Airport

Complete Section A or B; and C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name _____

Account Number _____ Fund _____ Function _____ Object _____ Cost Center _____ Project _____ Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name _____

Account Number _____ Fund _____ Function _____ Object _____ Cost Center _____ Project _____ Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source: Student Self Pay

Account Name: WWHS CTE - TV Production

Account Number: 8020E (Fund) 9800 (Function) 3310 (Object) 0391 (Cost Center) 92200 (Project) 23000 (Sub Project)

Amount $ 20,472.00

Funding Source _____

Account Name _____

Account Number _____ Fund _____ Function _____ Object _____ Cost Center _____ Project _____ Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ☐
New for Current Year: ☐

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT**

Hernando School District

School Board Regular Meeting

Agenda Item # 17. 26-3807 5/26/2026

Title and Board Action Requested
Approve an overnight field trip for D.S. Parrott Middle School Cheer students to attend the UCA Cheer Camp from June 22-25, 2026 in Orlando, Florida.

Executive Summary
The Principal of D.S. Parrott Middle School, on behalf of the Superintendent of Schools, hereby requests the Board approve the overnight field trip for D.S. Parrott Middle School Cheer students to attend the UCA Cheer Camp from June 22-25, 2026 in Orlando, Florida.

My Contact
Shana Felten, Cheer Coach
felten_S@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Camp Budget

	Cost	Qnt.	Total
Coaches	$500.00	2	$1,000.00
Cheerleaders	$500.00	39	$19,500.00
Chaperones	$400.00	7	$2,800.00
Total Due			$23,300.00
Deposit			$4,952.00
Balance			$18,348.00

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: Parrott Athletics/Cheerleaders

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	8020Q0000	0000	0241	92000	01300	00000

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$ 10,279.68		$ 10,279.68		$ 0

Account Name:

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source: Cheerleader Parents

Account Name: Parrott Athletics/Cheerleaders

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	8020Q0000	0000	0241	92000	01300	00000

Amount $ 13,020.32

Funding Source:

Account Name:

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ☐
New for Current Year: ☐

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Agenda Item # 18. 26-3809 5/26/2026

Title and Board Action Requested

Approve the apprenticeship training program agreement between Hernando County School Board and Associated Builders and Contractors, Inc.

Executive Summary

The Director of Adult and Technical Education, on behalf of the Superintendent of Schools, hereby requests the Board approve the agreement between ABC Institute Apprenticeship College, Inc. To re-establish an apprenticeship program partnership and establish how funding will be divided.

The apprenticeship program provides opportunities with hands-on training, industry-recognized credentials, and real-world experience in high-demand skilled trades. Through this program, apprentices develop valuable technical skills while earning income as they learn. By combining practical experience with career-focused education, the program creates a direct pathway to long-term employment opportunities within the construction industry.

Funding for this initiative is provided through funds generated by full-time equivalent students enrolled in the apprenticeship program. No General Fund dollars will be used for this initiative.

My Contact

Dr. Radiah Dent
Director of Adult & Technical Programs
352-797-7018

2023-28 Strategic Focus Area

Priority 1: Student Success

Financial Impact

The cost for this agenda item is $0, see attached budget sheet. The cost for the previous fiscal year was $0.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

PARTNERSHIP AGREEMENT BETWEEN
ABC INSTITUTE APPRENTICESHIP COLLEGE, INC.
AND
THE HERNANDO COUNTY SCHOOL BOARD

I. PARTIES

A. Local Educational Agency (LEA): Hernando County School Board
LEA Name: Hernando County School District – Wilton Simpson Technical College
LEA Main Address: 919 North Broad Street, Brooksville, FL 34601
LEA Contact: Radiah Dent, Wilton Simpson Technical College
Contact Title: Director of Adult and Technical Education
Contact Address: 17050 Spring Hill Drive, Brooksville, FL 34604
Contact Phone: 352-797-7018
Contact Email: dent_r@hcsb.k12.fl.us

B. Registered Program Sponsor:
Sponsor Name: ABC Institute Apprenticeship College Inc.
Sponsor Address: 3730 Coconut Creek Parkway, Suite 200, Coconut Creek, FL 33066
Sponsor Contact: Alberto Altamiranda
Contact Title: Director of Education
Contact Phone: 954-580-2950
Contact Email: aaltamiranda@wetrain.org

II. PURPOSE AND SCOPE

This Agreement governs the partnership between the LEA, Hernando County School District, and the apprenticeship or preapprenticeship provider, Registered Program Sponsor ABC Institute Apprenticeship College, Inc., to define each entity's roles in the partnership and to establish how funding will be divided. Division of funds must be based on the responsibilities that the LEA and the apprenticeship or preapprenticeship program provider hold in the partnership.

To the extent that this Agreement is funded by funds appropriated by the State of Florida, the LEA's performance and obligation to pay under this Agreement is contingent upon an annual appropriation by the Legislature.

Availability of Funds. The payment obligation of the LEA (if applicable) is conditioned upon the availability of funds that are appropriated or allocated for the payment of services or products. If such funds are not allocated and available, this Agreement may be terminated by the LEA at the end of the period for which funds are available. The LEA shall notify the Sponsor at the earliest possible time before such termination. No penalty shall accrue to the LEA in the event this provision is exercised, and the LEA shall not be obligated or liable for any future payments due or for any damages as a result of such termination.

III. TERM OF AGREEMENT, TERMINATION AND RENEWAL

A. Term. The effective date of this Agreement is July 1, 2026, or the date upon which it is signed by both parties, whichever is later. This Agreement shall remain in effect for three (3) years from the date of execution.

B. Termination. This Agreement may be terminated at any time upon the mutual consent of both parties, or unilaterally by either party upon ninety (90) calendar days' written notice during the one (1) year period of the Agreement. Such notice must be provided to the contacts named in Section I of this Agreement.

C. Multi-year Funding Termination. If this Agreement requires the expenditure of funds for more than one fiscal year, the LEA may terminate without cause upon thirty (30) days' notice. The program sponsor must also notify their local Apprenticeship Training Representative (ATR) that the partnership is terminated. Such notice must state whether the apprenticeship or preapprenticeship program will continue training apprentices or preapprentices and must explain how requirements previously handled by the LEA will be provided.

D. Amendment and Renewal. Amendments to this Agreement must be in writing and signed by both parties. The parties may agree in writing to renew this Agreement for an additional one (1) year term, with ninety (90) prior written notice to the other party. With the written consent of both parties, this Agreement may be renewed for up to two (2) additional one-year periods.

IV. DESCRIPTION OF PARTNERSHIP

A. Program Coordination/Supervision. The responsibility for day-to-day coordination and supervision of this educational program is vested in Sponsor. Sponsor shall provide a training director, who, along with Sponsor, will oversee the day-to-day, on-the-job training of the student(s) in cooperation with the designated Industrial Education Coordinator. This person will maintain all Florida Division of Workforce Development Office of Apprenticeship (DWDA) and Department of Education (DOE) required training records for the program, including on-the-job training (OTJ) reports, official instructor credential files, classroom or virtual attendance, grades, and registered apprenticeship records.

B. Program Instructors. Sponsor will recruit and employ instructors that meet the certification requirements of instructors who have appropriate credentials and as set for in School Board Policy 2421 (Career and Technical Education). The official credentials must be evaluated and maintained by Sponsor for auditing purposes. Sponsor agrees to supply curriculum and provide equipment in laboratories and classrooms provided for the program by the Board. The instructor must also meet all of the LEA's requirements for employment. An official interview between Sponsor, Wilton Simpson Technical College (STC), and the applicant will be conducted for final approval by STC. Approved candidates will be checked against the sexual predator database per STC before a final offer is made to a candidate by Sponsor.

V. INDIVIDUAL PARTNER PROGRAM RESPONSIBILITIES

A. SPONSOR agrees to:

1. Be responsible for recruiting and assigning students to the Board's instructional program.

2. Conducting annual program reviews to assess progress and make necessary adjustments to improve program quality, and upon completion of the same, shall provide all such reviews, assessments and adjustments to the LEA.

3. Work to identify and pursue funding opportunities to support program sustainability and growth.

4. Provide all appropriate and required DWDA registration forms, documentation, and data for each class, use College registration forms, attendance rosters, and provide other information necessary to meet Florida Statutes and Department of Education Rules. Sponsor shall provide all paperwork necessary for documentation of occupational points (OCPs) for each apprentice as they progress from year to year. In accordance with section 1002.22, Florida Statutes, Sponsors shall maintain the confidential nature of any student and education records.

5. Arrange a teaching schedule and training program that will meet the requirements for the Board's program.

6. Assume responsibility for the placement of all student work assignments in conformance with its collective bargaining agreements and save harmless LEA from any and all liability for the apprentices while they are training on the worksite.

7. Provide written assurance to the Board that (1) Sponsor does not discriminate against its members or applicants for membership on the basis of race, color, national origin, sex or disability; and (2) apprentice training will be offered and conducted for its membership free of such discrimination. Such written assurance shall be submitted to the Board each term to comply with Section 504 of the Rehabilitation Act of 1973.

8. Be responsible for the placement of all student work assignments for accomplishment of OJT in conformance with participating employer agreements.

9. Allow the LEA to recommend students for the Apprenticeship program if they meet Sponsor's requirements.

10. Provide the required curriculum and provide all necessary equipment for use in the classroom(s) and lab(s).

11. Furnish to LEA a copy of each program’s registered standards as required by the Florida Department of Education for operation.

12. Sponsor employees understand that, by coordinating the apprenticeship program, they will have access to records that contain individually identifiable information. The Family Educational Rights and Privacy Act of 1974, better known as the Buckley Amendment or "FERPA," prohibits the disclosure of such information. Sponsor’s employees acknowledge that they fully understand that intentional disclosure of this

information to any unauthorized person could result in criminal and civil penalties imposed by law. Sponsor's employees further acknowledge that such willful or unauthorized disclosure also violates with provisions of this Agreement and could constitute just cause for termination of this Agreement.

B. LEA agrees to:

1. Provide a liaison to coordinate the activities of this program between Sponsor and the LEA.

2. Provide Sponsor with all the forms and letters necessary to support the OJT portion of the apprenticeship program.

3. Provide dedicated lab space, appropriate classrooms (classrooms with tables), facilities offices, and office equipment agreed upon by both parties.

4. Furnish required college forms and letters necessary to support this program.

5. Compensate Sponsor as follows during the term of this contract, unless the provisions of paragraph one under section, "Both parties" concerning adjustments modify the following provisions:

    a. Compensate Sponsor in the amount of 90 percent (90%) of the weighted per unit cost in accordance with the current FDOE "District Workforce Education Funding Summary" as shown in Exhibit A.

    b. Authorize Sponsor to maintain the official records and files as required by the Division of Workforce Development, Office of Apprenticeship. Sponsor will maintain all DWDA required records and files as well as all education records for students.

C. Both Parties agree that:

1. This Agreement shall be reviewed at the conclusion of each academic year for program adjustments. Any state legislative recommendations mandated for LEA operations or funding of apprenticeship programs will be reviewed and incorporated, as necessary.

2. Through their designated representatives, both parties shall collaborate in the development of policies and operational procedures for the efficient management and operation of this program.

3. They will collaborate on curriculum development and updates to align training with industry standards and educational goals, and counties most recognized in construction apprenticeship curriculum from the National Center for Construction Education and Research (NCCER).

4. Both Parties will perform their obligations hereunder in accordance with all applicable federal, state, and local laws.

5. No amendment to this Agreement shall be valid or in force unless submitted in writing and executed by a duly authorized representative of both parties executed and entering into this Agreement.

D. To ensure that Sponsor is offering and reporting apprenticeship-related instruction and coordinated activities in accordance with prescribed program review standards, the following provisions shall be met:

1. The apprenticeship program and all participants reported for FTE have been registered with the Division of Jobs & Benefits, Department of Labor, an Employment Security of Federal Bureau of Apprenticeship Training through RAPIDS.

2. The classroom related or virtual-related instruction and on-the-job training for apprentices are reported as job preparatory under the post-secondary occupational program title appropriated for instruction being given.

3. The related classroom instructors and apprenticeship coordinators are approved by Sponsor and the LEA as referred in Section IV.C.

4. Supervised related classroom instruction in a classroom or virtual setting is provided to each apprentice for not less than 144 hours per year and has been approved by Sponsor.

5. The capability exists in the instructional setting to accomplish the apprenticeship program objectives as evidenced by adequate facilities, equipment supplies, and instructional materials.

6. The records are available documenting coordination of related instruction with job experience and will be maintained by Sponsor.

7. The administration of the "Apprenticeship" program and the general welfare of the apprentices is the responsibility of Sponsor.

E. Sponsor and LEA will work in good faith and make an effort to develop strategies and proposals to pursue and secure a mutually beneficial state funding formula/ mechanism for the apprenticeship program.

F. Apprenticeship program enrollees are exempt from fees in accordance with section 1009.25, Florida Statutes.

VI. PAYMENTS

A. Payments to Sponsor shall be from funds generated through Workforce Education Program, as reported to the Florida Department of Education. There is no additional financial impact to LEA through this Agreement.

B. Compensation Rate.

1. Related Classroom Training Sponsor shall only be funded for the actual number of classroom training hours as specified in its apprenticeship standards. (This option is only available to vendors having their own classroom/lab facilities.)

2. ON-THE-JOB TRAINING - RTI and OJT reimbursement will be made three (3) times per year in accordance with the academic semesters and based on actual RTI and OJT hours completed each semester, in accordance with "Apprenticeship Funding Spreadsheet" attached as Exhibit B.

3. These funds will be used to pay for: instructors' salaries/benefits, program promotion; instructional materials and supplies, equipment, replacement, and repair; other supervisory and administrative costs to include, but not limited to, lease expenses for classroom facilities and equipment, travel and mileage expenses, and expenses to attend conferences and professional meetings. Sponsor shall assure LEA that all funds generated under this Agreement shall be maintained in a separate account and that all expenditures shall be used to support the instructional programs that generated the funds. The financial compensation rate of this Agreement shall be reviewed and adjusted if needed on an ongoing basis per legislative action. An increase or decrease to the base rate per hour may also be made dependent on state funding.

C. Financial Reports. Sponsor shall provide an annual budget/financial status report of program expenditures and balances as outlined in Paragraph "Compensation Rate" to the Superintendent's designee within thirty (30) days after the close of each school year.

D. Payments Schedule. Payments to Sponsor will be based upon funds generated by full-time equivalent students enrolled and counted in Sponsor's educational program. If, at any time during the term of this Agreement, the Florida Department of Education or LEA adjusts the LEA formula allocation of funds, said increase or decrease will be passed along to Sponsor on a pro-rata basis. LEA shall make each payment to Sponsor by invoice received, three times per calendar year based on qualifying student enrollment in the Fall, Winter, and Spring survey periods. The dates of these survey periods are established each year by the Workforce Education Information Management Department and specified in the LEA Apprenticeship Handbook.

E. Funding Surveys. Sponsor 's full-time equivalent student membership will be counted during the official survey periods (Semesters A, B, and C) as established by the Workforce Education Information Management Department of LEA. All registered apprentices submitted for funding shall have a current apprenticeship agreement on file with the State of Florida. Students shall be enrolled and in attendance by the last date of eligibility of each survey period to qualify for funding for that period of time.

VII. PROPERTY

A. It is understood that all equipment supplies and materials purchased under this Agreement by the LEA remain the property of LEA. Any and all capital improvements to LEA facilities as approved by the site director, funded by Sponsor, remain the property of the LEA.

B. It is further understood that all equipment, supplies, and materials provided by Sponsor under this Agreement shall remain the property of Sponsor. However, any and all capital improvements to LEA facilities as approved by the site director, funded by Sponsor, remain the property of the LEA.

VIII. DIVISION OF APPRENTICESHIP FUNDING

A. Funding Division per Section 446.032(5)(b), F.S.: Each party shall contribute the following percentages of the total Program costs: LEA:10%; Sponsor: 90%. LEA's contribution shall not exceed 10%.

B. Documentation. The Sponsor shall maintain accurate records of all expenses incurred under the Program. The LEA shall have the right to inspect and audit the Sponsor's records upon reasonable notice during the term of these Agreement, including up to three (3) years following the expiration of the Agreement.

C. Reimbursements. The LEA shall reimburse the Sponsor for eligible expenses within forty-five (45) days of receipt of a valid invoice and in accordance with Chapter 218. Reimbursements shall be subject to the availability of funds and compliance with all applicable laws and regulations.

D. Fees/Withholding Conditions.

1. Any fees associated with late or incorrect invoicing shall be the responsibility of the Sponsor.

2. Notwithstanding any provision to the contrary, if Sponsor fails to comply with any material term, condition, or obligation of this Agreement, LEA may withhold payment of any amounts then due and payable that relate to, arise from, or are impacted by such non-compliance until the same is cured. LEA shall provide Sponsor with written notice reasonably describing the nature of the non-compliance and, where practicable, the amounts subject to withholding. Sponsor shall have thirty (30) days from receipt of such notice to cure the non-compliance; provided, however, that if the non-compliance is not reasonably capable of cure within such period, Sponsor shall commence cure within such period and diligently pursue cure to completion within an additional fifteen (15) days. If Sponsor fails to cure within the applicable cure period, LEA may continue to withhold the affected payments, offset documented damages, costs, or expenses incurred as a result of the non-compliance against any amounts otherwise payable to Sponsor under this Agreement, and exercise any other rights or remedies available under this Agreement. Any amounts

properly withheld shall be paid within thirty (30) days after Sponsor's cure of the non-compliance.

IX. COMPLIANCE WITH FEDERAL AND STATE LAWS, RULES, AND REGULATIONS

A. The Parties agree that all apprenticeship and preapprenticeship programs must be operated in accordance with federal and state laws, rules, and regulations governing apprenticeship and preapprenticeship, including 29 C.F.R. Part 29, Chapter 446, Florida Statutes, and Chapter 6A-23, F.A.C.

B. Compliance with Laws. The Parties further agree to comply with all applicable Florida and Federal laws, ordinances, rules and regulations in the performance of this Agreement.

X. MONITORING COMPLIANCE

A. LEA reserves the right to monitor compliance with applicable Florida Statutes or Department of Education Rule(s) regarding the assignment of students to the instructional program and to ensure that LEA is offering and reporting apprenticeship-related instruction and coordinating activities in accordance with prescribed program review standards the following requirements shall be met:

1. The apprenticeship program and all participants reported for funding shall be registered with the Florida Department of Education (apprenticeship section) and the U.S. Department of Labor's Office of Apprenticeship, if required.

2. The classroom-related instruction and OJT for apprentices are reported under the postsecondary occupational program title appropriate for the instruction being given. A minimum enrollment (or eighteen (18) registered apprentices)) is required in both related classroom instruction and OJT.

3. The funding reported per student for OJT shall not exceed forty (40) hours per week for a maximum of two thousand (2,000) hours per year.

4. The OJT services provided should be consistent with the Apprenticeship Teacher/Coordinator's job description.

5. Supervised related classroom instruction, in a formal setting, must be provided to each apprentice for not less than one hundred forty-four (144) hours per year and approved by Sponsor and LEA.

6. Sponsor shall ensure that the capability exists in the instructional setting to accomplish the apprenticeship program objectives as evidenced by adequate facilities, equipment, supplies, and instructional materials.

7. The ratio of each Apprenticeship Coordinator/instructor to apprentices enables the effective delivery of OJT training and other services to the apprentices.

8. Sponsor shall maintain all records that document coordination or related instruction with OJT training for each apprentice.

9. The administration of the program and the general welfare of the apprentices are the responsibility of Sponsor.

XI. INSURANCE COVERAGE

The Parties agree that insurance and liability coverage will be maintained as specified below, in accordance with Florida law. The Sponsor, being an independent Sponsor, agrees to carry public liability and other forms of insurance as may be identified by the LEA, and to pay all taxes incident to this Agreement. The Sponsor will name the LEA as additional insured on such policies and shall provide the LEA with proof of such coverage. The parties agree that this Agreement is for their mutual benefit and is not intended to create any third-party beneficiaries.

A. Insurance. Sponsor shall comply with the following insurance requirements throughout the Term of this Agreement:

1. General Liability. Sponsor shall maintain General Liability insurance during the term of this Agreement with limits not less than $1,000,000 per occurrence for Bodily Injury/ Property Damage; $2,000,000 General Aggregate; and limits not less than $1,000,000 for Products/Completed Operations Aggregate.

2. Professional Liability/Errors & Omissions. Sponsor shall maintain Professional Liability/Errors & Omissions insurance during the term of this Agreement with a limit of not less than $1,000,000 per occurrence covering services provided under this Agreement. If such policy is written on a “claims-made” basis, coverage shall remain in effect for three (3) years after the expiration or termination of this Agreement and any of its extensions.

3. Workers' Compensation. Sponsor shall maintain Workers' Compensation insurance during the term of this Agreement in compliance with the limits specified in Chapter 440, Florida Statutes, and Employer's Liability limits shall not be less than $1,000,000 (each accident/disease-each employee/disease-policy limit).

4. Auto Liability. Sponsor shall maintain Owned, Non-Owned, and Hired Auto Liability insurance with Bodily Injury and Property Damage, including death, in an amount not less than $1,000,000 each accident. This policy must include the Hernando County School Board, Florida, its board members, employees and representatives as an additional insured.

5. Acceptability of Insurance Carriers. The insurance policies required under this Agreement shall be issued by companies qualified to do business in the State of Florida and has a rating of at least A (VI) by AM Best.

6. Verification of Coverage. Proof of the required insurance must be furnished by Sponsor to LEA's Risk Management Department by Certificate of Insurance within fifteen (15) days of the effective date of this Agreement. All certificates (and any

required documents) must be received and approved by LEA before any work commences to permit Sponsor to remedy any deficiencies. Sponsor must verify its account information and provide contact details for its Insurance Agent via the link provided to it by email.

7. Required Conditions. Liability policies must include the following terms on the Certificate of Insurance:

    a. The Hernando County School Board, Florida, its members, officers, employees, and agents are added as additional insured.

    b. All liability policies are primary of all other valid and collectible coverage maintained by the Hernando County School Board, Florida.

    c. Certificate Holder: The Hernando County School Board, Florida.

8. Cancellation of Insurance. Sponsor is prohibited from providing services under this Agreement with LEA without the minimum required insurance coverage and must notify LEA within two (2) business days if required insurance is canceled.

9. LEA reserves the right to review, reject, or accept any required policies of insurance, including limits, coverage, or endorsements, herein throughout the term of this Agreement.

B. Liability. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding until such time as any proceeding brought on account of this Agreement is barred by any applicable statute of limitations.

1. LEA agrees to be fully responsible up to the limits of Section 768.28, Florida Statutes, for its acts of negligence, or its employees' acts of negligence when acting within the scope of their employment and agrees to be liable, up to the limits of Section 768.28, Florida Statutes, for any damages resulting from said negligence.

2. By Sponsor. Sponsor agrees to indemnify, hold harmless and defend LEA, its agents, servants and employees from any and all claims, judgments, costs, and expenses including, but not limited to, reasonable attorney's fees, reasonable investigative and discovery costs, court costs and all other sums which LEA, its agents, servants and employees may pay or become obligated to pay on account of any, all and every claim or demand, or assertion of liability, or any claim or action founded thereon, arising or alleged to have arisen out of the products, goods or services furnished by Sponsor, its agents, servants or employees; the equipment of Sponsor, its agents, servants or employees while such equipment is on premises owned or controlled by LEA; or the negligence of Sponsor or the negligence of Sponsor's agents when acting within the scope of their employment, whether such claims, judgments, costs and expenses be for damages, damage to property including LEA's property, and injury or death of any person whether employed by Sponsor, LEA, or otherwise.

XII. RECORDS RETENTION, ACCESS AND MANAGEMENT

A. Records Retention. The parties agree to comply with records retention requirements as mandated by federal, state and local law, and LEA policies. In addition, the Sponsor will maintain documentation for all charges against the LEA under this Agreement. The books, records, and documents of the Sponsor, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of three (3) full years from the date of payment, and shall be subject to audit, at any reasonable time upon reasonable notice by the LEA or Office of the Auditor General for the State of Florida, or their duly appointed representative. These records shall be maintained in accordance with generally accepted accounting principles.

B. Public Records

1. Public records compliance provisions. Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. The parties recognize that the School Board is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law shall be considered confidential under the Term of this agreement and any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. To the extent Sponsor provides School Board any information which it believes is confidential or exempt, Sponsor shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that the Sponsor has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that Sponsor has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), Fla. Stat.), the Sponsor agrees to use reasonable measures to maintain the confidentiality of such information.

2. To the extent Sponsor maintains information that is subject to a public record request, it shall provide the public access to such records in accordance with, and subject to the applicable statutory terms and fees. Failure to do so will be considered a material breach of the Agreement resulting in immediate termination with no penalty to School Board, and Sponsor will indemnify and hold the School Board harmless for any and all damages and expenses suffered as a result of the material breach and contract termination. Sponsor must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

a. Keep and maintain public records required by the School Board in order to perform the service under this Agreement; and

b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the Sponsor does not transfer the records to the School Board; and

d. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of the Sponsor or keep and maintain public records required by the School Board to perform the service. If the Sponsor transfers all public records to the School Board upon completion of the contract, the Sponsor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the Sponsor keeps and maintains public records upon completion of the contract, the Sponsor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

IF THE SPONSOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE SPONSOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 919 N. BROAD STREET, BROOKSVILLE, FL 34601, ELLERMAN_A@HCSB.K12.FL.US or (352) 797-7009.

Notwithstanding any other provisions of law or statutory interpretation, failure of the Sponsor to abide by the terms of these public records provisions shall be deemed a material breach of this agreement and the School Board may enforce the terms of this provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the contract.

3. If the Sponsor receives any student information / records as a result of this agreement, it will maintain any such information / records as confidential and will not release same to any third parties without the express written approval of the School Board, except third parties who are essential to Sponsor's delivery of its services to the School Board and who are bound to maintain the confidentiality of student information/records, and prohibited from unauthorized redisclosure of such information. Furthermore, Sponsor agrees to maintain and utilize all such student information/records in accordance with the FERPA regulations and only as provided for in the Agreement. If student information/records are requested by way of subpoena or court order, Sponsor shall notify the School Board

of such request in writing including a copy of the subpoena or order and shall otherwise comply with the FERPA regulations.

C. Disclosure of Education Records

1. LEA shall provide the education records listed in this section to Sponsor, for the purpose of Sponsor and Sponsor's support staff's registration of students, verification of Full-time Equivalent (FTE) status for state funding, completion of an Occupational Completion Point (OCP) form to follow student progress and advancement toward completion, and for student information system to record attendance.

2. LEA shall provide Sponsor and Sponsor's support staff with access to the LEA's student information database, which contains the student's name, Florida Student Identification (FSI) number, and dates of class(es) for attendance purposes. Sponsor's access to student information on student information system shall be limited to the students served pursuant to this Agreement. Sponsor and Sponsor's support staff will be provided with a verification report three (3) times per fiscal year for each class to verify FTE and provide feedback of registered students.

3. Annually, each student will complete and sign a registration packet which contains the following documents:

    a. Career, Technical Adult & Community Education Workforce Registration Application

    b. Career Technical Adult & Community Education Workforce Registration Application Addendum

4. Career Technical Adult & Community Education Workforce - Hernando County Public Schools Conduct and Discipline Code for Adult Students

5. State of Florida Department of Education, Division of Career and Adult Education Apprenticeship Section- Annual Voluntary Disability Disclosure Form

6. LEA will provide the registration packet to Sponsor electronically or via hard copy.

7. LEA shall obtain written consent from each student age 18 years or older prior to disclosing education records to Sponsor and Sponsor's support staff. Consent form shall list the types of educational records to be disclosed, purpose(s), and recipient.

C. FERPA / Student Records

1. The LEA is required to comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), its implementing regulations (34 C.F.R. Part 99), and related state statutes and rules governing education records.

2. Notwithstanding any provision to the contrary within this Agreement, Sponsor shall:

a. fully comply with the requirements of Sections 1002.22, 1002.221, and 1002.222, Florida Statutes; the Family Educational Rights and Privacy Act, 20 U.S.C § 1232g (FERPA) and its implementing regulations (34 C.F.R. Part 99), and any other state or federal law or regulation regarding the confidentiality of student information and records;

b. hold any education records in strict confidence and not use or re-disclose same except as required by this Agreement or as required or permitted by law unless the parent of each student or a student age 18 years or older whose education records are to be shared provides prior written consent for their release;

c. ensure that, at all times, all of its employees who have access to any education records during the term of their employment shall abide strictly be its obligations under this Agreement, and that access to education records is limited only to its employees that require the information to carry out the responsibilities under this Agreement and shall provide said list of employees to LEA upon request;

d. safeguard each education record through administrative, physical and technological standards to ensure that adequate controls are in place to protect the education records and information in accordance with FERPA's privacy requirements;

e. utilize the education records solely for the purposes of providing products and services as contemplated under this Agreement; and shall not share, publish, sell, distribute, target advertise, or display education records to any third party;

f. notify LEA immediately upon discovery of a breach of confidentiality of education records by telephone at 352-797-7006 Ext. 70102 at amato_j1@hcsb.k12.fl.us (Director, Technology & Information Services), and take all necessary notification steps as may be required by federal and Florida law, including, but not limited to, those required by Section 501.171, Florida Statutes;

g. fully cooperate with appropriate LEA staff and/or Information Technology staff, to resolve any privacy investigations and concerns in a timely manner;

h. prepare and distribute, at its own cost, any and all required breach notifications, under federal and Florida Law, or reimburse LEA any direct costs incurred by LEA for doing so, including, but not limited to, those required by Section 501.171, Florida Statutes;

i. be responsible for any fines or penalties for failure to meet breach notice requirements pursuant to federal and/or Florida law;

j. provide LEA with the name and contact information of its employee who shall serve as LEA' s primary security contact and shall be available to assist LEA in resolving obligations associated with a security breach of confidentiality of education records; and

k. securely erase education records from any media once that media equipment is no longer in use or is to be disposed; secure erasure shall be deemed the deletion of the education records using a single pass overwrite Secure Erase (Windows) or Wipe (Unix).

3. All education records shall remain the property of LEA, and any party contracting with LEA serves solely as custodian of such information pursuant to this Agreement and claims no ownership or property rights thereto and, upon termination of this Agreement shall, at LEA's request, return to LEA or dispose of the education records in compliance with the applicable Florida Retention Schedules and provide LEA with a written acknowledgment of said disposition.

4. Sponsor shall, for itself, its officers, employees, agents, representatives, Sponsors or subcontractors, fully indemnify and hold harmless LEA and its officers and employees for any violation of this section, including, without limitation, defending LEA and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon LEA, or payment of any and all costs, damages, judgments or losses incurred by or imposed upon LEA arising out of a breach of this covenant by the party, or an officer, employee, agent, representative, Sponsor, or sub-Sponsor of the party to the extent that the party or an officer, employee, agent, representative, Sponsor, or sub-Sponsor of the party shall either intentionally or negligently violate the provisions of this section or of Sections 1002.22 and/or 1002.221, Florida Statutes. This section shall survive the termination of all performance required or conclusion of all obligations existing under this Agreement.

D. Inspection of Sponsor’s Records by LEA.

1. Sponsor shall establish and maintain books, records, and documents (including electronic storage media) sufficient to reflect all income and expenditures of funds provided by LEA under this Agreement. All Sponsor's applicable records, regardless of the form in which they are kept, shall be open to inspection and subject to audit, inspection, examination, evaluation, and/or reproduction, during normal working hours, by LEA's agent or its authorized representative to permit LEA to evaluate, analyze and verify the satisfactory performance of the terms and conditions of this Agreement and to evaluate, analyze and verify the applicable business records of Sponsor directly relating to this Agreement in order to verify the accuracy of invoices provided to LEA. Such audit shall be no more than one (1) time per calendar year.

2. Duration of Right to Inspect. For the purpose of such audits, inspections, examinations, evaluations and/or reproductions, LEA's agent or authorized representative shall have access to Sponsor's records from the effective date of this Agreement, for the duration of the term of this Agreement, and until the later of five

(5) years after the termination of this Agreement or five (5) years after the date of final payment by LEA to Sponsor pursuant to this Agreement.

3. Notice of Inspection. LEA's agent or its authorized representative shall provide Sponsor reasonable advance written notice (not to exceed two (2) weeks) of any intended audit, inspection, examination, evaluation, and or reproduction.

4. Audit Site Conditions. LEA's agent or its authorized representative shall have access to SPONSOR's facilities and to any and all records related to this Agreement, and shall be provided adequate and appropriate workspace in order to exercise the rights permitted under this section.

5. Failure to Permit Inspection. Failure by Sponsor to permit audit, inspection, examination, evaluation and/or reproduction as permitted under this section shall constitute grounds for termination of this Agreement by LEA for cause and shall be grounds for LEA's denial of some or all of any Sponsor 's claims for payment.

6. Overcharges and Unauthorized Charges. If an audit conducted in accordance with this section discloses overcharges or unauthorized charges to LEA by Sponsor in excess of two percent (2%) of the total billings under this Agreement, the actual cost of LEA's audit shall be paid by Sponsor. If the audit discloses billings or charges to which Sponsor is not contractually entitled, Sponsor shall pay said sum to LEA within twenty (20) days of receipt of written demand unless otherwise agreed to in writing by both parties.

7. Inspection of Subcontractor's Records. If applicable, Sponsor shall require any and all subcontractors, insurance agents, and material suppliers (hereafter referred to as "Payees") providing services or goods with regard to this Agreement to comply with the requirements of this section by insertion of such requirements in any written subcontract. Failure by Sponsor to include such requirements in any subcontract shall constitute grounds for termination of this Agreement by LEA for cause and shall be grounds for the exclusion of some or all of any Payees' costs from amounts payable by LEA to Sponsor pursuant to this Agreement, and such excluded costs shall become the liability of Sponsor.

8. Inspector General Audits. Sponsor shall comply and cooperate immediately with any inspections, reviews, investigations, or audits deemed necessary by the Florida Office of the Inspector General or by any other state or federal officials.

XIII. NOTICE

When any of the parties desire to give notice to the other, such notice must be in writing sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specific; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of this paragraph. For the present, the parties designate the following as the respective places for giving notice:

To LEA: Superintendent of Schools

Hernando County School Board, Florida
919 North Broad Street
Brooksville, FL 34601

With a Copy to: Director of Adult and Technical Education

Wilton Simpson Technical College
17050 Spring Hill Dr.
Brooksville, FL 34604

To Sponsor: Director of Education
ABC Institute Apprenticeship College Inc.
3730 Coconut Creek Parkway, Suite 200, Coconut Creek, FL 33066

XIV. OTHER CONDITIONS

The following standard terms are incorporated into and made part of this Agreement. In the event of any conflict between these terms and any other provisions of this Agreement, these terms control.

A. Background Screening. Sponsor shall comply with all requirements of Sections 1012.32, 1012.465, 1012.467, and 1012.468 Florida Statutes, and all of its personnel who (1) are to be permitted access to school grounds when students are present, (2) will have direct contact with students, or (3) have access or control of school funds, will successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes. This background screening will be conducted by LEA in advance of SPONSOR or its personnel providing any services under the conditions described in the previous sentence. Sponsor shall bear the cost of acquiring the background screening required by Section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to Sponsor and its personnel. The parties agree that the failure of Sponsor to perform any of the duties described in this section shall constitute a material breach of this Agreement entitling LEA to terminate immediately with no further responsibilities or duties to perfo1m under this Agreement. Sponsor agrees to indemnify and hold harmless LEA, its officers and employees from any liability in the form of physical or mental injury, death or property damage resulting from Sponsor's failure to comply with the requirements of this section or with Sections 1012.32, 1012.465, 1012.467, and I 012.468, Florida Statutes.

B. The parties agree to each pay their own attorneys' fees and costs relating to the negotiation of the Agreement and this Addendum and in relation to any action to enforce the terms of either document.

C. As may be applicable, all persons providing goods or services to the School Board pursuant the Agreement shall undergo the necessary background screening described in section 1012.465, Florida Statutes at their own cost before coming onto School Board property.

D. Equal Opportunity Provision. The parties agree that no person shall be subjected to discrimination because of age, race, color, disability, gender identity, gender expression, marital status, national origin, religion, sex or sexual orientation in the performance of the parties' respective duties, responsibilities and obligations under this Agreement.

E. Place of Performance. All obligations of LEA under the terms of this Agreement are reasonably susceptible of being performed in Hernando County, Florida, and shall be payable and performable in Hernando County, Florida.

F. Non-discrimination. Sponsor shall not discriminate on the basis of race, color, religion, ancestry or national origin, sex, age, marital status, sexual orientation, or on the basis of disability or other unlawful forms of discrimination in the solicitation, selection, hiring, or commercial treatment of subcontractors, providers, suppliers, or commercial customers, nor shall Sponsor retaliate against any person for reporting instances of such discrimination. Sponsor shall provide equal opportunity for subcontractors, providers, and suppliers to participate in all of its public sector and private sector subcontracting and supply opportunities, provided that nothing contained in this clause shall prohibit or limit otherwise lawful efforts to remedy the effects of marketplace discrimination that have occurred or are occurring in the LEA's relevant marketplace. Sponsor understands and agrees that a material violation of this clause shall be considered a material breach of this Agreement and may result in termination of this Agreement, disqualification of the company from participating in LEA Agreements, or other sanctions. This clause is not enforceable by or for the benefit of, and creates no obligation to, any third party.

G. Excess Funds. Any party receiving funds paid by LEA under this Agreement agrees to promptly notify LEA of any funds erroneously received from LEA upon the discovery of such erroneous payment or overpayment. Any such excess funds shall be refunded to LEA.

H. No Waiver of Sovereign Immunity. Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding until such time as any proceeding brought on account of this Agreement is barred by any applicable statute of limitations.

I. No Third-Party Beneficiaries. The parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this Agreement. None of the parties intend to directly or substantially benefit a third party by this Agreement. The parties agree that there are no third-party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any Agreement.

J. Independent Contractor. The parties to this Agreement shall at all times be acting in the capacity of independent Contractor and not as an officer, employee, or agent of one another. Neither party nor its respective agents, employees, subcontractors, or assignees shall

represent to others that it has the authority to bind the other party unless specifically authorized in writing to do so. No right to LEA retirement, leave benefits, or any other benefits of LEA employees shall exist as a result of the performance of any duties or responsibilities under this Agreement. LEA shall not be responsible for social security, withholding taxes, contributions to unemployment compensation funds, or insurance for the other party or the other party's officers, employees, agents, subcontractors, or assignees.

K. Default. The parties agree that, in the event that either party is in default of its obligations under this Agreement, the non-defaulting party shall provide to the defaulting party thirty (30) calendar days' written notice to cure the default. However, in the event said default cannot be cured within said thirty (30) calendar day period, and the defaulting party is diligently attempting in good faith to cure the same, the time period shall be reasonably extended to allow the defaulting party additional cure time. Upon the occurrence of a default that is not cured during the applicable cure period, this Agreement may be terminated by the non-defaulting party upon thirty (30) calendar days' notice. This remedy is not intended to be exclusive of any other remedy, and each and every such remedy shall be cumulative and shall be in addition to every other remedy now or hereafter existing at law or in equity or by statute or otherwise. No single or partial exercise by any party of any right, power, or remedy hereunder shall preclude any other or future exercise thereof. Nothing in this section shall be construed to preclude termination for convenience pursuant to Section XIV L. Termination for Convenience (below).

L. Termination for Convenience. This Agreement may be canceled with or without cause by LEA during the term hereof upon thirty (30) calendar days' written notice to the other parties of its desire to terminate this Agreement. In the event of such termination, LEA shall be entitled to a pro-rata refund of any pre-paid amounts for any services scheduled to be delivered after the effective date of such termination. LEA shall have no liability for any property left on LEA's property by any party to this Agreement after the termination of this Agreement. Any party contracting with LEA under this Agreement agrees that any of its property placed upon LEA's facilities pursuant to this Agreement shall be removed within ten (10) business days following the termination, conclusion, or cancellation of this Agreement and that any such property remaining upon LEA's facilities after that time shall be deemed to be abandoned, title to such property shall pass to LEA, and LEA may use or dispose of such property as LEA deems fit and appropriate.

M. If, and to the extent the agreement provides for the payment of any applicable sales taxes, the Parties acknowledge that the School Board is an entity which is exempt from the same as provided by 212.08(6), Florida Statutes.

N. The Parties agree that in the event Sponsor files for bankruptcy, insolvency or receivership during the term of this agreement, the LEA may, at its option, terminate and cancel said Agreement, in which event all rights hereunder shall immediately cease and terminate.

O. Neither party shall be liable to the other, nor deemed in default under this Agreement to the extent that such party’s performance under this Agreement is rendered impossible, impractical, or prevented by reason of force majeure. For purposes of this Agreement, the term “force majeure” means an occurrence that is beyond the control of

the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the term of the Agreement.

P. Notwithstanding any provision to the contrary in the Agreement, all payments due from the LEA shall be governed by the provisions of Chapter 218, Florida Statutes.

Q. If, and to the extent that the agreement provides for reimbursement of travel and related expenses, the Parties agree that such reimbursements shall be subject to the reimbursement schedules contained in Section 112.061, Florida Statutes.

R. Debarment. Sponsor confirms that neither it nor its principals are suspended, debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes this agreement. If it is later determined that Sponsor knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by Sponsor.

S. E-Verify. Pursuant to Fla. Stat. § 448.095, Sponsor shall use the U.S. Department of Homeland Security's E-Verify system https://e-verify.gov, to verify the employment eligibility of all employees hired during the term of this Agreement. If Sponsor enters into a contract with a subcontractor, the subcontractor must provide Sponsor with an affidavit stating the sub does not employ, contract with, or subcontract with an unauthorized alien and the Sponsor shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, Sponsor affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with §448.095, Fla. Stat., and acknowledges that it is required to maintain such compliance throughout the term of any Contract entered between the parties.

T. Sponsor agrees to execute an Affidavit Regarding the Use of Coercion for Labor and Services as required by section 787.06(14), Florida Statutes.

U. If the Sponsor receives access to an individual s personal identifying information as a result of this agreement, Sponsor agrees to provide the School Board with an affidavit signed by an officer or representative of the Sponsor under penalty of perjury attesting that the Sponsor does not meet any of the criteria in section 287.138(2)(a) to (c), Florida Statutes.

V. Entirety of Agreement. This document incorporates and includes all prior negotiations, correspondence, conversations, agreements, and understandings applicable to the matters contained herein and the parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in

this document. Accordingly, the parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.

W. Binding Effect. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

X. Governing Law and Venue. The Agreement and this Addendum are to be construed in accordance with the laws of the State of Florida, and the parties hereby agree that performance of the terms and provisions of the Agreement are to be performed solely within the State of Florida. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Hernando County, Florida (hereinafter "Court"), shall have sole and exclusive jurisdiction to enforce the terms of this Agreement, notwithstanding any provisions in the Agreement to the contrary, and the Parties further agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court.

Y. Assignment. Neither this Agreement nor any interest herein may be assigned, transferred or encumbered by any party without the prior written consent of the other party. There shall be no partial assignments of this Agreement, including, without limitation, the partial assignment of any right to receive payments from LEA.

Z. The captions, section designations, section numbers, article numbers, titles and headings appearing in this Agreement are inserted only as a matter of convenience, have no substantive meaning, and in no way define, limit, construe or describe the scope or intent of such articles or sections of this Agreement, nor in any way affect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.

AA. Severability. In the event that any one or more of the sections, paragraphs, sentences, clauses or provisions contained in this Agreement is held by a court of competent jurisdiction to be invalid, illegal, unlawful, unenforceable or void in any respect, such shall not affect the remaining portions of this Agreement and the same shall remain in full force and effect as if such invalid, illegal, unlawful, unenforceable or void sections, paragraphs, sentences, clauses or provisions had never been included herein.

BB. Preparation of Agreement. The parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agreed to herein expresses their mutual intent, and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the parties than the other.

CC. Amendments. No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each party hereto.

DD. Waiver. The parties agree that each requirement, duty, and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any party's failure to enforce any provision of this Agreement shall not be

deemed a waiver of such provision or modification of this Agreement unless the waiver is in writing and signed by the party waiving such provision. A written waiver shall only be effective as to the specific instance for which it is obtained and shall not be deemed a continuing or future waiver.

EE. Survival. All representations and warranties made herein, indemnification obligations, obligations to reimburse LEA, obligations to maintain and allow inspection and audit of records and property, obligations to maintain the confidentiality of records, reporting requirements, and obligations to return public funds shall survive the termination of this Agreement.

FF. Counterparts and Multiple Originals. This Agreement may be executed in multiple originals and may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same Agreement.

GG. Authority. Each person signing this Agreement on behalf of either party individually warrants that he or she has full legal power to execute this Agreement on behalf of the party for whom he or she is signing and to bind and obligate such party with respect to all provisions contained in this Agreement.

XII. APPROVAL

The undersigned authorized officials of the LEA and the Program Sponsor commit their respective organizations to the terms of this Agreement.

Local Educational Agency

_____
Name: Kayce Hawkins
Title: Board Chair
Date:
Attest:

_____
Name: Ray Pinder
Title: Superintendent
Date:

_____
Program Sponsor
Name:
Title:
Date:

Approved as to Legal Sufficiency
Caroline I. Mockler, Esq.
Staff Counsel, HCSD
11:23 am, 05/05/2026

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Agenda Item # 19. 26-3753 5/26/2026

Title and Board Action Requested

Approve the agreement and authorize the purchase of virtual curriculum from Florida Virtual School (FLVS) and authorize the issuance of Purchase Orders on an as needed basis for an estimated annual amount of $123,045.00.

Executive Summary

The Principal of Hernando eSchool, on behalf of the Superintendent of Schools, hereby requests the Board to approve the agreement with Florida Virtual School and authorize the purchase of virtual curriculum from FLVS and multiple vendors. Florida Statute 1002.45 requires school districts to make online and distance learning programs available to establish a Distant Virtual Program - Hernando eSchool - through the Florida Virtual School (FLVS) Franchise program and multiple vendors of curriculum.

My Contact

Zana Wiseman, Principal
Hernando eSchool
352-797-7073 Ext. 70-453

2023-28 Strategic Focus Area

Priority 1: Student Success

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Florida Virtual SCHOOL

FLORIDA DISTRICT FRANCHISE AGREEMENT
by and between
FLORIDA VIRTUAL SCHOOL
and
THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

This Florida District Franchise Agreement ("Agreement") is entered into by and between Florida Virtual School ("FLVS") and The School Board of Hernando County, Florida ("District"), collectively referred to hereinafter as the "Parties" or "Party."

WHEREAS, FLVS is a corporate body and political subdivision of the State of Florida which serves a component of Florida's Early Learning-20 Education System; and

WHEREAS, the District is a corporate body and political subdivision of the State of Florida which governs and controls the above-named School District; and

WHEREAS, Section 1002.37(2)(i), Florida Statutes, authorizes FLVS to enter into Franchise Agreements with Florida school districts; and

WHEREAS, the Parties find the terms of this Agreement mutually beneficial and in the best interests of the students and families which they both serve.

NOW, THEREFORE, in consideration of the mutual covenants, terms, and conditions set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

INCORPORATION OF RECITALS

The foregoing recitals are true, correct, and incorporated herein by reference.

1. DEFINITIONS

a) "Affiliate" means any person or entity directly or indirectly controlling, controlled by, or under common control of another person or entity. "Control" as used here means the legal, beneficial, or equitable ownership, directly or indirectly, of more than fifty percent (50%) of the aggregate of all voting interest in such entity.

b) "Authorized Third Parties" means any non-employee agent, representative, independent contractor, sub-contractor, or consultant of the District whose duties or services require or include access to or use of the Licensed Materials

Florida Virtual SCHOOL

on behalf of or at the direction of the District.

c) "Authorized Users" means District personnel directly employed by the District whose duties require or include access to or use of the Licensed Materials.

d) "Billable Enrollment" means any student enrollments designated as "Active" status in the FLVS Virtual School Administrator ("VSA") for a minimum of thirty (30) consecutive days or who achieves twenty percent (20%) completion in any status.

e) "Business Days" means Monday through Friday excluding any day which is a nationally observed holiday in both the United States of America and Canada.

f) "Course Fees" means the license fees to be paid by the District to FLVS, which are described in Section 6, "Fees and Payment" and Appendix A –Course List and Fees of this Agreement.

g) "Confidential Information" means (i) all information of either Party or its Affiliates or of third persons to whom the Party owes a duty of confidence that is marked confidential, restricted, or proprietary, or that may reasonably be considered as confidential from its nature or from the circumstances surrounding its disclosure; and (ii) the Licensed Materials.

h) "Data" means District information entered into the LMS or VSA to include, but not limited to, student, staff, school, and parent information.

i) "Intellectual Property" means proprietary commercial, industrial, and intellectual products and property (both tangible and intangible) as well as proprietary designs, information, processes, ideas, inventions, copyrights, trademarks, service marks, patents, trade secrets, and other legal rights and privileges held by FLVS, including those associated with and/or arising from the Licensed Materials.

j) "Intellectual Property Rights" includes all worldwide intellectual and industrial property rights including all rights in each country to copyrights, trademarks, service marks, patents, inventions, industrial designs, trade secrets, trade dress, and all other proprietary rights.

k) "Learning Management Systems" or "LMS" means the software-based system

Florida Virtual SCHOOL

that must be utilized to access the Licensed Course Content.

l) "Licensed Course Content" means the courses and course components of the FLVS Course Content in object code format licensed to District hereunder and described in Appendix A of this Agreement and such additional third-party components required as part of the Licensed Course Content.

m) "Licensed Materials" means the Licensed Course Content, LMS, and Virtual School Administrator.

n) "Virtual School Administrator (VSA) License" means the licenses and associated restrictions with respect to the Licensed Virtual School Administrator.

2. LICENSE GRANT

FLVS grants to the District a restricted, non-exclusive, non-transferable license to use the Licensed Materials beginning as of the date upon which the Agreement is fully executed by both Parties and terminating pursuant to Section 3, "Term" of this Agreement. The District acknowledges and agrees that the Licensed Materials may only be accessed and used by Authorized Users and Authorized Third Parties for purposes of academic instruction and assessment of District students in accordance with this Agreement. Any other access or use of the Licensed Materials is strictly prohibited.

3. TERM

The term of this Agreement commences as of the date upon which it is fully executed by both Parties and ends on the term checked below (the "Term"). The District acknowledges that the pricing and course list is subject to modification at the sole discretion of FLVS prior to the start of each academic school year. FLVS shall provide the updated Appendix A - Course List and Fees of this Agreement on or before April 1 prior to the start of each academic school year.

District hereby agrees to the Agreement Term selected below:

_x___ one (1) academic school year term, July 1, 2026 through June 30, 2027

____ three (3) academic school year terms, July 1, 2026 through June 30, 2029

4. DISTRICT OBLIGATIONS

Florida Virtual SCHOOL

The District shall:

a) Designate a person or persons who shall serve as point(s) of contact as follows: i) District level leader; ii) District virtual school (franchise) leader or administrator; and iii) Franchise leader whose primary duty is to supervise, monitor, and evaluate the Franchise teachers and its program. The District level leader and District virtual school (franchise) leader shall be listed in Section 40, "Notice" of this Agreement. The District must update FLVS of all District point-of-contact changes within thirty (30) days.

b) Adhere to all branding policies as outlined in the FLVS Branding and Media Policy in Appendix E of this Agreement.

c) Use the FLVS Learning Management System and Student Information System for students enrolled in the Franchise program.

d) Report only Florida Virtual School courses within the Franchise program for Florida Education Finance Program (FEFP) funding.

e) Have approved and processed by FLVS all student transfers between the Parties.

f) Comply with the Academic Integrity policies and ensure teachers complete the online acknowledgement form (a link is provided in Appendix B) established by FLVS.

g) Provide accurate rosters of teachers participating in the Franchise, including contact information and subjects they teach, on July 1 and December 1 of each academic year, and provide FLVS with an updated roster whenever the District hires new teachers or teachers leave employment with the District.

h) District virtual school (franchise) leaders or administrators are responsible for submitting a yearly instructional quality ("IQ") roster that includes the identification of special cases within their district franchise. The special cases must be approved by the FLVS Senior Director of Partner Services.

i) Require that all teachers complete the teacher training set forth in Appendix C before being placed with students.

j) Require all teachers of new or updated courses complete training on the new

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or updated course within two (2) weeks of training being made available.

k) Record a course as completed only if a student has taken the final segment exams or the District has documented adherence to local District policy regarding course completion.

l) Maintain all teacher and student email communications within the FLVS LMS.

m) Provide certified teachers in the subject they are teaching or otherwise comply with Section 1012.42, Florida Statutes, regarding out-of-field instructors. Certification numbers shall be entered and maintained by the District in the FLVS Student Information Management System (VSA) account.

n) Maintain VSA records, keeping them up to date. Teachers with no course assigned, nor active students, should be set to inactive status accordingly (and timely). Maintenance shall include a formal VSA records "clean-up process" semi-annually (February & August).

o) Have sole responsibility to comply with all College Board AP regulations and audits. Franchise AP courses not authorized by the College Board may not be offered with the AP label.

p) Have sole responsibility to comply with all AICE regulations and audits. Franchise AICE courses not authorized by Cambridge may not be offered with the AICE label.

q) Participate in Annual Franchise Management Training.

r) Require each teacher teaching FLVS courses to sign the "Teacher Acknowledgement Form" (link located in Appendix B) and submit all signed forms to FLVS by October 1st of each academic year or within thirty (30) days of the teacher's employment.

s) Achieve an eighty-five percent (85%) or better satisfaction rating or higher as measured by Annual Customer Satisfaction Surveys conducted by FLVS's external vendor.

t) Provide FLVS with notice of any public records request received regarding this Agreement or any services provided thereunder within twenty-four (24) hours of receipt by the District.

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u) Apply appropriate corrective or disciplinary action to any teachers providing services pursuant to this Agreement that FLVS identifies as failing to properly deliver the curriculum.

v) Provide a high-resolution vector logo to FLVS by July 30th of each academic year.

w) Encourage instructors and staff to attend FLVS Professional Development offerings and award professional development in-service points upon completion.

x) Utilize the Salesforce application to access quality assurance documents and submit concern resolutions.

y) Regularly monitor the program and the provision of services under the program for compliance with Florida law and the terms of this Agreement. The scope of monitoring includes, but is not limited to, verifying the following: 1) that the curriculum plan is followed; 2) that students have met graduation requirements set forth in Sections 1002.3105(5), 1003.4281, and/or 1003.4282 (if applicable), Florida Statutes; 3) that FLVS maintains the confidentiality of all education records and the information contained within as per Section 10, "Confidential Information" of this Agreement.

z) District's failure to fulfill the obligations in this Agreement shall result in the action outlined in Appendix D "Steps for Enforcement."

5. FLVS OBLIGATIONS

FLVS shall:

a) Provide a Franchise Operations Manager assigned to support the District.

b) Provide access to the LMS platform.

c) Provide systems training during the academic year terms for Districts, inclusive of VSA, LMS, Web Collaboration Tool, and other systems utilized for student instruction.

d) Provide hosting of courses on the LMS platform.

e) Provide course updates.

f) Provide Student Information Management System (VSA).

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g) Provide IQ services that include one comprehensive audit per instructor. Footprints are available upon request

h) Conduct Academic Integrity investigations pursuant to FLVS policy as set forth in Appendix B "Teacher Acknowledgement Form" of this Agreement for referral to the District and any subsequent disciplinary action upon conclusion of the investigation which the District may undertake.

i) Provide monthly parent/student survey results.

j) Provide an Annual Customer Satisfaction Report.

k) Provide Instructor Training for all new course releases.

l) Provide new Instructor Training.

m) Provide Training to the District leader.

n) Provide College Board AP Audit instructions.

o) Provide access to FLVS video course tours.

p) Provide the Salesforce platform to access IQ documents and submit concern resolutions.

6. FEES AND PAYMENT

The District shall pay to FLVS the Course Fees described in Appendix A "Course List and Fees" of this Agreement, for each Billable Enrollment. The District shall pay for each Billable Enrollment regardless of the student's status upon receipt of invoice. The Course Fees will be invoiced according to the Invoicing Schedule in the table set forth herein and paid pursuant to the provisions of the Local Government Prompt Payment Act after receipt of FLVS's invoice. The Local Government Prompt Payment Act requires the District to pay correct and undisputed invoices within forty-five (45) days of the District's Accounts Payable Department's receipt of said invoice. The District shall issue a Purchase Order to FLVS prior to the enrollment of students under this Agreement. The District shall not incur any obligation for payment prior to the issuance of a Purchase Order to FLVS. Failure to pay the franchise fees when due shall be grounds for the immediate termination or suspension of all services due by FLVS hereunder.

All overdue (ninety (90)-plus days) accounts are subject to the late fees set forth in

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the Local Government Prompt Payment Act, Sections 218.70-218.80, Florida Statutes, and may be denied access to FLVS content at the sole discretion of FLVS. Performance of this Agreement will be suspended until payment is received by FLVS.

FLVS Invoicing Schedule for Agreement Billable Enrollments:

Cycle	Enrollment Data Date Range	Invoice Sent to District on or before
Cycle 1	July - Oct	November 30th
Cycle 2	Nov - Feb	March 31st
Cycle 3	Mar - Jun	June 30th
Cycle 4	True-up / Enrollments not captured in previous cycles	July 31st

Billing Contact Personnel:

District	Florida Virtual School
Name: Zana Wiseman	**Name:** Valerie Trammel
Address of School/District:919 N. Broad Street Brooksville, Fl 34601	**Address**: 5422 Carrier Drive, Suite 201 Orlando, Florida 32819
Email:wiseman_z@hcsb.k12.fl.us	**Email:** vtrammel@flvs.net
Telephone No.:352-797-7072	**Telephone No.:** 352-432-8610

7. SOFTWARE SECURITY

The District will ensure all reasonable measures are taken to protect the Licensed Materials from any unauthorized use. The District shall strictly limit access to the Licensed Materials to Authorized Users and Authorized Third Parties. FLVS will ensure all reasonable measures are taken to protect the District Data while in use at the FLVS site. Reasonable measures are defined as the District Data being stored on a secure server in a secured building behind an internet firewall with role-based level password protection for all access to such Data. Further, Data shall be backed up on a schedule no less stringent than what is used by FLVS.

8. BACKGROUND SCREENING

FLVS agrees to comply with all requirements of Sections 1012.32 and 1012.465, Florida Statutes. All FLVS personnel who, (1) are to be permitted access to the District's school grounds when students are present, (2) will have direct contact with the District's students, or (3) have access or control of District's funds, shall successfully complete the background screening required by the referenced statutes

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and meet the standards established by the statutes. FLVS shall bear the cost of acquiring the background screening required by Section 1012.32, Florida Statutes, and any fee imposed to maintain the fingerprints provided with respect to FLVS and its personnel. The Parties agree that the failure of FLVS to perform any of the duties described in this Section shall constitute a material breach of this Agreement entitling the District to terminate immediately with no further responsibilities or duties to perform under this Agreement. To the extent permitted by law, FLVS agrees to indemnify and hold harmless the District, its officers, and employees from any liability in the form of physical or mental injury, death or property damage resulting in FLVS's failure to comply with the requirements of this Section or with Sections 1012.32 and 1012.465, Florida Statutes. Nothing herein shall be construed as a waiver by the District's or FLVS of sovereign immunity or of any rights or limits to liability or damages existing under Section 768.28, Florida Statutes.

9. INTELLECTUAL PROPERTY RIGHTS

The District acknowledges and agrees that all FLVS content, software, courses, graphics, pictures, documents, licenses, designs, and materials, and any and all derivatives thereof (collectively, "Works") made available to the District pursuant to this Agreement are protected via copyrights, trademarks, service marks, patents, trade secrets, and/or other proprietary laws and/or regulations, and FLVS retains all right, title, and interest in and to the Works. The District further acknowledges that it has no ownership of or interest in the Works except as expressly granted in this Agreement.

Absent the express written authorization by and consent of FLVS, the District will not sell, license, sublicense, lease, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create the Works or any other component of the Licensed Materials. Further, the District will not take or knowingly permit any action or omission that jeopardizes or impairs FLVS's rights in the Works or Licensed Materials. For instance, the District will not: (a) disassemble, reverse compile, reverse engineer, or otherwise attempt to discover the source code of or trade secrets embodied in the Works; (b) transfer, assign, distribute, rent, sell, or grant

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sublicenses to or otherwise make available the Works or any element thereof to any third parties; (c) embed or incorporate in any manner the Works or any element thereof into other applications or products belonging to and/or utilized by the District; (d) use or transmit the Works in violation of this any state or federal law or regulation applicable to the terms of this Agreement or the Licensed Materials; (e) access, use, or copy any portion of the Works (including any component of its logic, structure, and architecture) to develop, promote, distribute, sell, or support any other product or service; or (f) remove, obscure, or alter any FLVS symbol, copyright notice, mark, name, logo, tagline, or other similar designation displayed on or through any portion of the Works.

10. CONFIDENTIAL INFORMATION

To the extent permitted by law, each Party agrees to maintain the Confidential Information of the other Party. Each Party shall fully comply with the applicable requirements of Family Education Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g and the federal regulations set forth in 34 C.F.R Part 99, and Sections 1002.22, 1002.221, and 1006.1494, Florida Statutes, and State Board of Education rules 6A-1.0955 and 6A-1.09550, and all applicable laws and regulations regarding the confidentiality of personally identifiable student information and records.. This provision shall survive the termination of or completion of all performance or obligations under this Agreement and shall remain fully binding upon both Parties.

For the limited purposes of auditing the implementation of the Agreement and accessing student information, FLVS is hereby designated a school official for the purposes of receiving this limited confidential student information and FLVS shall remain under the direct control of the District with respect to the use and maintenance of the confidential student information. FLVS acknowledges and agrees that it will not disclose the confidential student information to any other person or entity and will only use the confidential student information for the purposes listed above and for no other purpose.

11. CHILDREN'S ONLINE PRIVACY PROTECTION ACT ("COPPA")

The District shall comply with COPPA and all rules promulgated thereunder.

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12. E-VERIFY

In accordance with Section 448.095, Florida Statutes, the Parties shall utilize the U.S. Agency of Homeland Security's E-Verify system, https://e-verify.gov/, to verify the employment eligibility of all employees hired during the term of this Agreement.

13. NCAA

The National Collegiate Athletic Association ("NCAA") has specific guidelines regarding the acceptance of distance learning or credit recovery courses for student-athletes. The District accepts responsibility for these criteria to the extent that it uses the Licensed Materials for students who desire to meet NCAA eligibility criteria.

14. DATA/SECURITY BREACH

The Parties acknowledge their respective obligations to comply with all data privacy laws, including Section 501.171, Florida Statutes. Upon knowledge of a data security breach, the breached Party shall notify the other Party immediately, and in no event later than thirty (30) calendar days following a determination of a breach of data security involving the other Party's data. Additionally, each Party shall fully cooperate with the other regarding their respective statutory obligations with respect to security breaches, including all statutory and regulatory notification requirements.

15. WARRANTIES OF FLVS

Limit of Liability

a) For any breach or default by FLVS of any of the provisions of this Agreement, or respect to any claim arising here from or related hereto, FLVS's entire liability, regardless of the form of action, whether based on contract or tort, including negligence, shall in no event exceed (I) the amount paid by the District hereunder for the licensed materials; (II) the amount paid by the District for the renewal service that is the subject of the claim, if the claim relates to a breach or default by FLVS of the provisions of Section 7, "Software Security" of this Agreement; (III) the amount paid by the District for installation service that is the subject of the claim if the claim relates to a breach or default by FLVS by the provisions of this Agreement pertaining to installation service; or (IV) in the aggregate with respect to all claims under or related to this Agreement, the

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amount paid by the District under this Agreement.

b) FLVS shall in no event be liable for special, incidental, indirect, or consequential loss or damage, lost business revenue, loss of profits, loss of data, failure to realize expected profits or savings, or any claim against the District by another person (even if FLVS has been advised of the possibility of such damage) unless required by law.

c) FLVS shall be liable to the District only as expressly provided in this Agreement, and shall have no other obligation, duty, or liability whatsoever in contract, tort, or otherwise to the District or a third party for any claim, including, not limited to, any liability for negligence. The limitations, exclusions, and disclaimers in this Agreement shall apply irrespective of the nature of the cause of action, demand, or action by the District, including but not limited to, breach of contract, negligence, tort, or any other legal theory and shall survive a fundamental breach or breaches or the failure of the essential purpose of this Agreement or of any remedy contained herein.

16. INDEMNIFICATION. To the extent permitted by law, FLVS and the District hereby acknowledge their respective entitlement to sovereign immunity and the limited waiver of sovereign immunity as to certain tort and negligence claims pursuant to Section 768.28, Florida Statutes. Nothing herein shall be construed as a waiver of any such immunity nor as an agreement by either Party to indemnify or defend the other. Furthermore, nothing herein shall be construed as an obligation of either Party to defend, sue, or consent to be sued by a third party. Rather, FLVS and the District agree to be responsible only for such claims and damages caused by the tortious or otherwise negligent action or inaction of their own officers and employees while functioning within the scope of their official duties, and their respective liability for such damages shall be limited to the amounts set forth in Section 768.28, Florida Statutes.

17. INTELLECTUAL PROPERTY CLAIMS

Notwithstanding the foregoing, FLVS shall have no liability for any claim that is based on (i) the use of other than the latest release and version of the Licensed Materials, if such infringement could have been avoided by the use of the latest versions and

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release and such version or release had been available to the District for use, (ii) the unauthorized combination of the Licensed Materials with the software, hardware or any other product not specifically provided by FLVS, or (iii) any unauthorized modification to the Licensed Materials or unauthorized use of the Licensed Materials other than as expressly authorized herein or as expressly described or recommended in writing by FLVS.

18. TERMINATION

This Agreement may be terminated by:

a) either Party without cause upon delivery of written notice of intent to terminate this Agreement provided to the other Party not less than thirty (30) days prior to the effective date of such termination, subject to Section 19, "Termination for Convenience" of this Agreement; or

b) written agreement executed by both Parties; or

c) FLVS at any time if the District, upon notice by FLVS and the expiration of a ten (10)-day opportunity to cure period, fails to perform any duties or covenants of this Agreement; or

d) the District at any time if FLVS, upon notice by the District and expiration of a ten (10) day opportunity to cure period, fails to perform any duties or covenants of this Agreement.

19. TERMINATION FOR CONVENIENCE

Anything to the contrary notwithstanding, the District may terminate this Agreement without cause and for convenience with thirty (30) days prior written notice to FLVS. In the event of a termination for convenience, the District shall pay FLVS for all Billable Enrollments for all service dates up to and including to the date of termination. In the event of such termination, the Parties--by mutual written agreement--may extend the notice of termination period to a time period beyond the thirty (30) day notice period prescribed herein to ensure completion of services and/or to prevent any interruption of instruction and disruption of the delivery of services to the students.

20. RELATIONSHIP OF THE PARTIES

At all times during the term of this Agreement, the Parties shall be considered

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independent contractors and not employees of each other, and nothing herein shall be deemed to create a joint venture or principal-agent relationship between the Parties. Neither Party is authorized to, nor shall either Party act toward third persons or the public in any manner that would indicate anything other than an independent contractor relationship with the other Party.

21. DISPUTE RESOLUTION

The Parties agree that they will use their best efforts to settle any and all disputes arising out of or in connection with this Agreement, including disputes as to its validity, interpretation, performance, and alleged breach, prior to initiating any legal proceeding, whether judicial or administrative in nature.

22. NO PRESUMED CONSTRUCTION AGAINST DRAFTER(S)

The Parties acknowledge that they have both had an opportunity to craft the terms and scope of this Agreement. Accordingly, each and every term of this Agreement shall be construed in accordance with the fair meaning of such term and there shall be no presumption against either Party for having drafted or participated in the drafting of this Agreement.

23. SEVERABILITY

The terms of this Agreement shall be severable such that, if any term herein is deemed unlawful, invalid, or unenforceable, such term shall not affect the validity and enforceability of any other terms of the Agreement.

24. DISCLAIMER OF OTHER WARRANTIES AND CONDITIONS.

EXCEPT AS EXPRESSLY SET FORTH HEREIN, THERE ARE NO EXPRESS OR IMPLIED WARRANTIES OR CONDITIONS IN RELATION TO THE LICENSED MATERIALS, SUPPORT, OR SERVICES THAT ARE THE SUBJECT MATTER OF THE AGREEMENT, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OR CONDITIONS OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, OR ANY OTHER IMPLIED WARRANTIES OR CONDITIONS ARISING BY LAW, OR FROM A COURSE OF DEALING OR USAGE OF TRADE. THE LIMITED WARRANTIES SET FORTH ABOVE GIVE THE DISTRICT SPECIFIC LEGAL RIGHTS. THE DISTRICT MAY HAVE OTHER

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RIGHTS, WHICH VARY FROM JURISDICTION TO JURISDICTION.

25. PUBLIC RECORDS NOTICE

The Parties are required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance of their duties under this Agreement. Each Party shall maintain its own respective records and documents associated with this Agreement in accordance with the records retention requirements applicable to public records. Each Party shall be responsible for compliance with any public documents request served upon it pursuant to Section 119.07, Florida Statutes, and any resultant award of attorney's fees for non-compliance with that law. Accordingly, the Parties shall:

a. Keep, maintain, and produce upon request and within a reasonable period of time all data created or collected in the performance of its duties under this Agreement ("Agreement Data") which come within the definition of a "public record" under Chapter 119, Florida Statutes.

b. Provide to each other, upon request and free of charge, a copy of each record which either Party seeks to produce in response to a public records request.

c. Ensure that Agreement Data that are considered exempt under Chapter 119, Florida Statutes, are not disclosed except as authorized by law.

d. Upon completion of their obligations under the Agreement, transfer to each other, at no cost, all Agreement Data in their possession or otherwise keep and maintain such data/records as required by law.

Either Party's failure to comply with the provisions set forth in this Section shall constitute a default and material breach of this Agreement, which may result in immediate termination by the non-breaching Party without penalty to them.

IF THE DISTRICT HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR THE DISTRICT'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, THE DISTRICT SHALL CONTACT FLVS's CUSTODIAN OF PUBLIC RECORDS AT 5422 CARRIER DRIVE, SUITE 201, ORLANDO,

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FLORIDA 32819, OR AT 407-490-2879, OR AT: custodianofrecords@flvs.net. IN TURN, IF FLVS HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR ITS DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, FLVS SHALL CONTACT THE DISTRICT'S CUSTODIAN OF PUBLIC RECORDS AT 919. N Broad Street Brooksville, Florida, 34601 OR AT :352-797-7000_____ OR AT :ellerman_a@hcsb.k12.fl.us.

26. **FORCE MAJEURE**

Neither Party to this Agreement shall be liable for delays or failures in performance under this Agreement resulting from acts or events beyond the reasonable control of such Party ("Force Majeure Event"), including acts of war, terrorism, acts of God, epidemic or pandemic, any police action of the federal, state, or local government, an earthquake, flood, embargo, riot, sabotage, labor dispute, governmental act, failure of the internet, power failure, or energy, utility, or telecommunications interruptions. The Party so affected, upon giving prompt notice to the other Party, shall be excused from such performance to the extent of such prevention, restriction, or interference; provided however, that the Party so affected shall take all reasonable steps to avoid or remove such cause of nonperformance and shall resume performance hereunder with dispatch whenever such causes are removed.

27. **NO WAIVER**

No delay or failure to act on the part of either Party in exercising any right, power, or privilege under this Agreement shall impair any such right, power, or privilege or constitute a legal waiver or acquiescence regarding any such right, power, or privilege. Nor shall any single or partial exercise of any right, power, or privilege arising from this Agreement preclude any other or further exercise thereof or the exercise of any other right, power, or privilege. No waiver shall be valid and enforceable against either Party unless it is agreed upon in writing that is authorized and signed by the Party

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against whom enforcement of such waiver is sought.

28. AUDIT RIGHTS

FLVS may audit the use of their Licensed Materials and enrollment at any time while providing service hereunder. FLVS will conduct continuous audits for instructional quality. The results of this audit will be provided to the District and the Florida Department of Education.

29. EMAIL ACCESS

The District is responsible for providing FLVS, upon request, all email correspondence between teacher and student relevant to this Agreement.

30. NON-SOLICITATION AGREEMENT

FLVS and the District agree that during the term of this Agreement, except as provided elsewhere in this Agreement or through mutual consent of both organizations, they shall not directly or indirectly engage, hire, employ, or solicit any employee of the other, or any subsidiary or Affiliate of the other or otherwise induce or attempt to induce any employee of the other to leave employment of the other or alter the employment relationship of any employee with the other.

31. NO WAIVER OF SOVEREIGN IMMUNITY

Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes.

32. NON-DISCRIMINATION

The Parties shall not discriminate against any employee or participant in the performance of the duties, responsibilities, and obligations under this Agreement because of race, age, political or religious beliefs, color, gender, gender identity or expression, national origin, marital status, disability, or sexual orientation.

33. ACCOMMODATIONS FOR STUDENTS WITH EXCEPTIONALITIES

The District is responsible for complying with all federal and state requirements, including IDEA and Section 504 in connection with its use and implementation of the Licensed Materials. Furthermore, the District is responsible for providing any required services to support and accommodate students with special needs. The District

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acknowledges that virtual learning programs are not appropriate for all students, and it is the District's responsibility to ensure that its delivery and implementation of the Licensed Materials is appropriate for each participating student. FLVS will not be responsible to make such a determination and is not required to make any associated modifications to the Licensed Materials.

34. ENGLISH LANGUAGE LEARNER STUDENTS

The District is responsible for providing appropriate equal access to all students, including ELL students. It is also responsible for ensuring compliance with the Florida META Consent Decree and other federal and state laws and regulations in connection with its use and implementation of the Licensed Materials.

35. ENTIRE AGREEMENT

This document incorporates and includes all prior negotiations, correspondence, conversations, agreements, and understandings applicable to the matters contained herein, and the Parties agree that there are no commitments, agreements, or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the Parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.

36. AMENDMENTS

With the exception of the annual update to the FLVS Course Offerings and Price List (Appendix A), no modification or alternation in the terms or conditions contained herein shall be effective unless contained in a written Amendment executed by both Parties.

37. COMPLIANCE WITH LAWS

Each Party shall comply with all applicable federal and state laws, codes, rules and regulations in performing its duties, responsibilities, and obligations pursuant to this Agreement.

38. GOVERNING LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of Florida without regard to any choice of law provisions.

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39. PARTICIPATION IN SIMILAR ACTIVITIES

This Agreement in no way restricts FLVS or the District from participating in similar activities with other public or private agencies, organizations, and individuals.

40. NOTICE

All notices, demands, and other communications required or permitted pursuant to this Agreement shall be provided in writing and directed to the following contacts:

As to FLVS:

Larry Banks, Sr. Director of Partner Services, Florida
Florida Virtual School
5422 Carrier Drive, Suite 201
Orlando, FL 32819
Email: lbanks@flvs.net and procurement@flvs.net

With a copy to:
Office of General Counsel
Florida Virtual School
5422 Carrier Drive, Suite 201
Orlando, FL 32819
Email: ogc@flvs.net

As to the District:

Ray Piner, Superintendent of Schools
Schools District Name Hernando County
Address:919 N. Broad Street
City/State: Brooksville, Florida
Email:pinder_r@hcsb.k12.fl.us

With a copy to: Zana Wiseman
Name/Title: Principal of Hernando ESchool
Address:1070 Varsity Dr
City/State: Brooksville Florida
Email:wiseman_z@hcsb.k12.fl.us

41. AUTHORITY

Each person signing this Agreement on behalf of either Party individually warrants that each has full legal power to execute this Agreement on behalf of the Party for whom each is signing and to bind and obligate such Party with respect to all provisions

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contained in this Agreement.

42. NO THIRD-PARTY BENEFICIARIES

There are no third-party beneficiaries created or entitled by this Agreement, and only the specific Parties hereto shall have any rights or standing to enforce this Agreement or any provision thereof.

43. NO ASSIGNMENT

This Agreement may not be assigned, transferred, or conveyed in whole or in part by either Party.

44. NO PARTNERSHIP OR JOINT VENTURE

It is understood and agreed that nothing contained in this Agreement shall be deemed or construed as creating a partnership or joint venture between the District and FLVS or any other Party or cause either Party to be responsible in any way for the debts and obligations of the other Party.

(Signatures to follow on next page)

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[Signature page to Franchise Agreement between Florida Virtual School and The School Board of Hernando County, Florida Dated Upon Full Execution]

WHEREFORE, the Parties agree upon the foregoing terms and conditions of this Agreement and bind themselves to each other and to the covenants and promises herein stated through each of their authorized representatives/signatories below:

FLORIDA VIRTUAL SCHOOL

By *(Authorized Signature)* Louis Algaze Digitally signed by Louis Algaze Date: 2026.05.01 16:08:13 -04'00' | Date

Printed Name and Title of Person Signing: Louis J. Algaze, Ph.D. – President and CEO

Address: 5422 Carrier Drive, Suite 201, Orlando, FL 32819.

Approved as to legal form and sufficiency by: Karen M. Chastain Digitally signed by Karen M. Chastain Date: 2026.05.01 14:03:29 -04'00'

FLVS Office of General Counsel

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

By *(Authorized Signature)* | Date

Printed Name and Title of Person Signing:

Address:

Approved as to legal form and sufficiency by:

School Board Attorney/Legal Counsel for School Board

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APPENDIX A - Course List and Fees
Effective July 1, 2026, to June 30, 2027

The Licensed Materials, which are the subject of the Florida Virtual School (FLVS) Franchise Agreement, including Licensed Course Content, Third Party Components, FLVS Virtual School Administrator, Registration, Student Information System, and the FLVS Learning Management System granted to the District and the fees payable to FLVS are outlined in the following table, "FLVS Course Offerings".

This list includes the most current version of all FLVS courses available for public release, except those still in a pilot or BETA phase of development.

FLVS reserves the right to discontinue the availability of any course listed herein with reasonable notice to the District. In so doing, FLVS will ensure that the students currently in the course are permitted to matriculate and complete the course in which they are currently enrolled.

1. **Fees**

This Course Offering list may be altered based on any additional course releases or enhancements during the year. The Course Catalog may be found at: https://www.flvs.net/high-school-courses.

FLVS Course Offerings	
Course Name *(*Franchise only offering)*	**Price per segment**
ELEMENTARY	
Art - Grade Kindergarten	50.00
Art - Grade 1	50.00
Art - Grade 2	50.00
Art - Grade 3	50.00
Art - Grade 4	50.00
Art - Grade 5	50.00
Elementary Spanish Introductory Level	50.00
Elementary Spanish 1	50.00
Elementary Spanish 2	50.00
Elementary Spanish 3	50.00
Elementary Spanish 4	50.00
Elementary Spanish 5	50.00

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Elementary Physical Education K	50.00
Elementary Physical Education 1	50.00
Elementary Physical Education 2	50.00
Elementary Physical Education 3	50.00
Elementary Physical Education 4	50.00
Elementary Physical Education 5	50.00
Elementary Computer Science K	50.00
Elementary Computer Science 1	50.00
Elementary Computer Science 2	50.00
Elementary Computer Science 3	50.00
Elementary Computer Science 4	50.00
Elementary Computer Science 5	50.00
Language Arts - Kindergarten	50.00
Language Arts - Grade One	50.00
Language Arts - Grade Two	50.00
Language Arts - Grade Three	50.00
Language Arts - Grade Four	50.00
Language Arts - Grade Five	50.00
Mathematics - Kindergarten	50.00
Mathematics – Grade One	50.00
Mathematics - Grade Two	50.00
Mathematics - Grade Three	50.00
Mathematics - Grade Four	50.00
Mathematics - Grade Five	50.00
Music - Grade Kindergarten	50.00
Music - Grade 1	50.00
Music - Grade 2	50.00
Music - Grade 3	50.00
Music - Grade 4	50.00
Music - Grade 5	50.00
Science - Kindergarten	50.00
Science – Grade One	50.00
Science – Grade Two	50.00
Science – Grade Three	50.00
Science – Grade Four	50.00
Science – Grade Five	50.00

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Social Studies - Kindergarten	50.00
Social Studies – Grade One	50.00
Social Studies – Grade Two	50.00
Social Studies - Grade Three	50.00
Social Studies – Grade Four	50.00
Social Studies – Grade Five	50.00
ENGLISH/LANGUAGE ARTS	
English 1	50.00
English 1 for Credit Recovery*	50.00
English 2	50.00
English 2 for Credit Recovery*	50.00
English 3	50.00
English 3 for Credit Recovery*	50.00
English 4	50.00
English 4 for Credit Recovery*	50.00
English 4: Florida College Prep	50.00
M/J Language Arts 1	50.00
M/J Language Arts 2	50.00
M/J Language Arts 3	50.00
MATHEMATICS	
Algebra 1	50.00
Algebra 1 for Credit Recovery*	50.00
Algebra 1-A	50.00
Algebra 1-A for Credit Recovery	50.00
Algebra 1-B	50.00
Algebra 1-B for Credit Recovery	50.00
Algebra 2	50.00
Calculus Honors	60.00
Geometry	50.00
Geometry for Credit Recovery	50.00
M/J Accelerated Mathematics Grade 7	50.00
M/J Grade 6 Mathematics	50.00
M/J Grade 7 Mathematics	50.00
M/J Grade 8 Pre-Algebra	50.00
Mathematics for College Algebra	60.00
Mathematics for College Liberal Arts	50.00

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Mathematics for Data and Financial Literacy	50.00
Pre-Calculus Honors	50.00
Probability & Statistics with Applications Honors	50.00
SCIENCE	
Anatomy and Physiology	50.00
Biology 1	50.00
Biology 1 for Credit Recovery*	50.00
Chemistry 1	50.00
Chemistry 1 for Credit Recovery*	50.00
Earth/Space Science	50.00
Environmental Science (Guy Harvey)	50.00
Forensic Science 1	50.00
Marine Science	50.00
M/J Comprehensive Science 1	50.00
M/J Comprehensive Science 2	50.00
M/J Comprehensive Science 3	50.00
M/J Computer Science Discoveries 1	50.00
M/J Computer Science Discoveries 2	50.00
M/J Earth/Space Science	50.00
M/J Life Science	50.00
M/J Physical Science	50.00
Physical Science	50.00
Physics 1	50.00
SOCIAL STUDIES	
Economics	50.00
Economics for Credit Recovery	50.00
Economics with Financial Literacy	50.00
Holocaust Studies	50.00
M/J Civics	50.00
M/J Civics & Career Planning	50.00
M/J United States History	50.00
M/J United States History & Career Planning	50.00
M/J World History	50.00
M/J World History & Career Planning	50.00
United States Government	50.00
United States Government for Credit Recovery*	50.00

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United States History	50.00
United States History for Credit Recovery*	50.00
World History	50.00
World History for Credit Recovery*	50.00
ART/VISUAL ART/MUSIC	
M/J Digital Art and Design 1	50.00
M/J Exploring Music	50.00
M/J Exploring Two-Dimensional Art	50.00
M/J Guitar 1	70.00
M/J Visual Art 1	50.00
M/J Visual Art 2	50.00
CAREER TECHNICAL EDUCATION**	
Accounting Applications 1	90.00
Agriscience Foundations 1	50.00
Agriculture Communications 2	50.00
Agriculture Communications 3	50.00
Allied Health Assisting 3	50.00
Applications of Artificial Intelligence	50.00
Artificial Intelligence in the World	50.00
Business Management and Law	50.00
Business Ownership	50.00
Computer & Network Security Fundamentals	80.00
Criminal Justice Operations 1	50.00
Cybersecurity Essentials	50.00
Data Analytics and Database Design	50.00
Digital Information Technology	50.00
Foundations of Curriculum and Instruction	50.00
Foundations of Machine Learning	50.00
Foundations of Programming	50.00
Foundations of Web Design	50.00
Hospitality and Tourism Marketing Management	50.00
Human Growth and Development	50.00
Introduction to Hospitality & Tourism	50.00
Introduction to the Teaching Profession	50.00
Machine Learning and Applications	50.00
M/J Business Keyboarding	50.00
M/J Career Research & Decision Making	50.00

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M/J Critical Thinking, Problem Solving, and Learning Strategies	50.00
Coding Fundamentals	50.00
Parenting Skills	50.00
Principles of Entrepreneurship	50.00
Procedural Programming	50.00
Technology for Hospitality and Tourism	50.00
HEALTH/PHYSICAL EDUCATION	
Fitness Lifestyle Design	50.00
Health Science Foundations	50.00
HOPE - Physical Education (Core)	50.00
M/J Comprehensive Physical Education Grade 6/7	50.00
M/J Comprehensive Physical Education Grade 7/8	50.00
M/J Fitness - Grade 6	50.00
Outdoor Education	95.00
Personal Fitness	50.00
WORLD LANGUAGE	
American Sign Language 1	50.00
American Sign Language 2	50.00
American Sign Language 3 Honors	50.00
Chinese 1	50.00
Chinese 2	50.00
Chinese 3 Honors	50.00
Chinese 4 Honors	50.00
French 1	50.00
French 2	50.00
French 3 honors	50.00
French 4 honors	50.00
Hebrew 1	50.00
Hebrew 2	50.00
Latin 1	50.00
Latin 2	50.00
Latin 3 Honors	50.00
Latin 4 Honors	50.00
M/J Spanish, Beginning	50.00
M/J Spanish, Intermediate	50.00
Spanish 1	50.00

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Spanish 2	50.00
Spanish 3 Honors	50.00
Spanish 4 Honors	50.00
ADVANCED PLACEMENT COURSES	
Advanced Placement Art History	75.00
Advanced Placement Biology	90.00
Advanced Placement Calculus AB	75.00
Advanced Placement Calculus BC	75.00
Advanced Placement Computer Science A	75.00
Advanced Placement Computer Science Principles	75.00
Advanced Placement English Language and Composition	75.00
Advanced Placement English Literature and Composition	75.00
Advanced Placement Environmental Science	75.00
Advanced Placement Human Geography	75.00
Advanced Placement Macroeconomics	75.00
Advanced Placement Microeconomics	75.00
Advanced Placement Physics 1	90.00
Advanced Placement Precalculus	75.00
Advanced Placement Psychology	90.00
Advanced Placement United States Government and Politics	90.00
Advanced Placement United States History	90.00
Advanced Placement World History: Modern	75.00
ELECTIVE COURSES	
Art History and Criticism 1 Honors	50.00
Astronomy / Solar Galactic	50.00
Career Research and Decision Making	50.00
Creative Writing 1	50.00
Critical Thinking and Study Skills	50.00
Digital Art Imaging 1	50.00
Driver Education/Traffic Safety - Classroom	75.00
Geometry for Credit Recovery*	50.00
Guitar 1	70.00
Journalism 1	50.00
Law Studies	50.00
Leadership Skills Development	50.00
Life Management Skills	50.00

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M/J Journalism 1	50.00
M/J Peer Counseling 1	75.00
Music of the World	50.00
Peer Counseling 1	50.00
Peer Counseling 2	50.00
Personal Finance and Money Management	50.00
Psychology 1	50.00
Social Media 1	50.00
Theatre, Cinema, & Film Production	50.00
Two-Dimensional Studio Art 1	50.00
CAMBRIDGE AICE COURSES	
Cambridge AICE English General Paper AS Level	95.00
Cambridge AICE Environmental Management AS Level	95.00
Cambridge AICE International History 1 AS Level	95.00
Cambridge AICE Marine Science 1 AS Level	95.00
Cambridge AICE Psychology 1 AS Level	95.00
Cambridge AICE Sociology 1 AS Level	95.00
Cambridge AICE United States History 1 AS Level	95.00

***The District CTE department is responsible for the administration and handling of any optional Industry certifications for CTE courses, including payment of any additional fees for the certification.*

[End of Course List]

Florida Virtual SCHOOL

APPENDIX B
Teacher Acknowledgement Form

FLVS Mission:
Equip students for success by developing and delivering highly effective digital learning through an intuitive online platform.

FLVS Vision:
Lead online education worldwide with innovative digital solutions that individualize learning for each student.

FLVS Values:
- Excellence – Deliver the best. Always.
- Innovation – Lead transformative learning.
- Community – Build meaningful connections.
- Balance – Embrace flexibility.
- Communication – Listen, share, and collaborate openly.

FLVS Commitment:
The Student is at the center of every decision we make.

FLVS Franchise Policy Guide:
Communication and interaction are at the heart of our success. Research continues to show that Student-Teacher interaction is the key to a successful educational experience. Frequent Student-Teacher communication in the virtual learning environment requires commitment above and beyond the traditional workday by staff, as communication is the critical element to the success of the program. Florida Virtual School's evaluation consistently shows an overwhelming need and appreciation for the frequent communication that is occurring between staff and Students. Voice-to-voice communication and email are considered essential and are expected on a regular basis. Teachers are expected to perform Discussion Based Assessments as scheduled and additional as needed.

Academic Integrity:
Academic Integrity, along with hiring the best and brightest instructional staff, is one of the core values at FLVS. It is one of the most important things we do as a learning organization. Done well, Students will make decisions based on values that will prepare them as productive, meaningful, and ethical citizens. All Franchise teachers will comply with the FLVS Academic Integrity policies and procedures, which can be found at:
https://www.flvs.net/docs/default-source/myflvs/academicintegrity.pdf?sfvrsn=6

Florida Virtual SCHOOL

Welcome Phone Call:

Prior to being granted access to their online course, students must have a Welcome Phone Call conversation with their instructors. During the initial Welcome Call, instructors will ask for a preferred method of contact. Instructors will make note of the preferred method and communicate student progress accordingly.

Grading Student Work:

1. A major component of proper communication is returning student work in a timely manner. It is the Florida Virtual School's policy that all communication be returned within twenty-four (24) hours. Responding within twenty-four (24) hours does not have to include the grading of all work that was submitted the previous day. It is the responsibility of the instructor to inform students about the expected turnaround time on grading work that has been submitted. All work should be graded within forty-eight (48) hours of submission.

2. Florida Virtual School uses the state-adopted grading scale. Per Section 1003.437, Florida Statutes, Middle and High School (grades 6-12) Grading System:
   a) Grade A equals ninety percent (90%) through one hundred percent (100%).
   b) Grade B equals eighty percent (80%) through eighty-nine percent (89%).
   c) Grade C equals seventy percent (70%) through seventy-nine percent (79%).
   d) Grade D equals sixty percent (60%) through sixty-nine percent (69%).
   e) Grade F equals zero percent (0%) through fifty-nine percent (59%).
   f) W – Student withdrawn during the grace period. No credit awarded.
   g) WF – Student withdraws past grace period with a failing grade at the time of withdrawal. No credit awarded.
   h) WP – Student withdraws past grace period with a passing grade at the time of withdrawal. No credit awarded.
   i) P – Indicates that credit was awarded based on the student passing a state-administered End of Course (EOC) assessment instead of completing one hundred percent (100%) of the course materials. Florida refers to this as a Credit Acceleration Program (CAP) credit. However, Florida has instituted EOC exams for select courses. A final grade issued by FLVS in one (1) of the EOC exam courses may be interpreted differently based on district policies in effect at the time of enrollment and/or completion, and specific requirements per Florida Statute.

Each Florida School District reserves the right to input FLVS statuses into their county transcript system based on their specific student progression plan and/or reporting capabilities.

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Final Exam Policy:
The purpose of the final exam is to assist in validating that Students have demonstrated mastery of key course concepts and standards. The final exam, unto itself, is not the sole determiner of Student achievement; however, students are required to take a final exam in all FLVS courses.

For Courses with state-required EOC exams, the District may act in accordance with District policy.

To maintain the integrity of all FLVS grades, instructors may choose to facilitate random oral assessments and/or face-to-face exams.

Minimum Length of Courses:
To ensure that Students are mastering content within their courses, it is important to remember that the fourteen (14) day minimum learning experience for all half-credit courses and a twenty-eight (28) day minimum for all full-credit courses remains in effect. For Students to successfully complete a skill-based course with specific course requirements, such as a time component (i.e., workout logs in Personal Fitness), a longer minimum learning experience may be required.

As noted in the statement above, skill-based courses with a time component require a longer minimum stay. PE courses fall into that category.

Personal Fitness (PF):	Twenty-one (21) Days
Fitness Lifestyle Design (FLD):	Twenty-four (24) Days
Health Opportunities in Physical Education	Twenty-one (21) Days

Documentation of Student Work:
All Student assessment records should be kept in the FLVS course management system. Primarily, Student work will be completed within the course management system. Keep digital documentation of any Student assessments given by phone or in the chat room. Create a system for storing work that would be logical to anyone. Record the assessment grade and comments in the LMS. All email communication with Students must be maintained within the LMS.

Please click this Link: Appendix B - Teacher Acknowledgement Form to fill out the Teacher Acknowledgment Form. This form must be completed within thirty (30) Business Days of Teacher employment with your Franchise School. The FLVS Franchise Teacher Handbook can be found here: The Handbook.

Florida Virtual SCHOOL

APPENDIX C
Required Teacher Training

1. **New Teacher Training**

   1.1 Complete New Teacher Training with the franchise training manager.

   1.2 The total number of hours to complete training is 12 hours.

   1.3 Teachers must complete all required training before students are assigned to courses, unless approved by FLVS.

   1.4 The training program consists of five (5) components: (a) a welcome call; (b) a self-paced textbook; (c) a live lesson (with recordings available); (d) a Discussion-Based Assessment (DBA); and (e) a multiple-choice end-of-course assessment.

   1.5 The IQ roster is used for comprehensive audits. It is the Franchise leader's discretion whether to include a first-year teacher on the IQ roster.

   1.6 Summer, teacher requirements are unique, based on prior experience with the franchise. Contact the Franchise Training Manager for details. You may also refer to the New Teacher Training link: HERE.

2. **Annual mandatory training for all active teachers** (new and veteran)

   2.1 Academic Integrity Training (live and recorded sessions will be available). Teachers will complete assessments for compliance verification.

   2.2 Back to School Training (live and recorded sessions will be available). Teachers will complete assessments for compliance verification.

   2.3 ADA Compliance Training. Verification will be required.

3. **Course-specific teacher training courses are available in Pathways** (new and veteran)

   3.1 Teachers are required to stay current with applicable teacher training recordings available in Pathways that correspond to the courses for which they expect students to enroll. The trainings are required to be completed one (1) time only.

Florida Virtual SCHOOL

APPENDIX D
Steps for Enforcement

To ensure that its products and services are properly presented, FLVS reserves the right to review both the individual and overall performance of the District. Based on defined expectations for performance and policy/procedure alignment, FLVS will notify the District representative of any discrepancies so that the representative may take immediate action to correct the issue(s). FLVS may assist in providing additional tools and/or training at the expense of the District. Should the discrepancies continue, either with or without remediation, FLVS reserves the right to have a non-performing individual removed from the District program and/or terminate the Agreement with the District.

Step One: Verbal Warning

1. Memo to file summarizing the discussion.
2. The District may file a written document outlining an opposing view with FLVS Franchise Manager, Director, and Chief.
3. Verbal communication with the District Franchise Leader to identify deficiencies with a plan for correction of identified deficiencies to bring the Franchise back into compliance within seven (7) Business Days.
4. If a deficiency is not corrected within seven (7) Business Days with the District back in compliance with the District Agreement, parties involved will attend mandatory training with costs being incurred by the District.

Step Two: Probation

1. Should the discrepancies continue, FLVS will place the District on probation for no longer than one (1) year. This probationary action shall not prevent students currently enrolled in FLVS courses to complete those courses.

Florida Virtual SCHOOL

APPENDIX E

Florida Virtual School Branding and Media Policy

FLVS Branding Policy:

- Include the registered trademark ® symbol after the first mention of Florida Virtual School or FLVS on all newly created marketing pieces, and include the following trademark statement:

Florida Virtual School and FLVS are registered trademarks of Florida Virtual School, a public school district of the State of Florida.

- "Florida Virtual School" and "FLVS" are the only approved school name and abbreviation. "The Florida Virtual School," "Florida Virtual," and "Florida Virtual Schools" are not approved for use.

- Never use FLVS or Florida Virtual School possessively.

- Provide the FLVS Senior Director of Partner Services with a copy of all new marketing/informational pieces that mention Florida Virtual School or FLVS.

FLVS Media Relations Policy:

- Notify the FLVS Communications Manager and the FLVS Senior Director of Partner Services upon receiving an inquiry from the media, or directly upon completion of an interview if prior notice is not possible.
  - Tania Clow, Communications Sr. Manager: 407-513-3627, tclow@flvs.net
  - Larry Banks, Senior Director of Partner Services: 407-484-4031, lbanks@flvs.net

- Media Resources Available:
  - FLVS Newsroom (flvs.net/news) – View news releases, annual reports, district enrollment summary, research documents, and FLVS leadership members.

- When speaking about enrollment numbers, we ask that you clarify that the numbers are for your franchise specifically. If you need current enrollment data for FLVS, please reach out to the FLVS Communications Manager or FLVS Senior Director of Partner Services.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source: General Funds-Form the to be approved General Funds for 26-27

Account Name: Fees for virtual instruction

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100	5100	3690	7004	00300	

Amount $ 123,045.00

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ☑
New for Current Year: ☐

Prior Year Approved Budget: $ 95,695.20

Prior Year Actual Spent: $ 84,005.10

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 20. 26-3769 5/26/2026

Title and Board Action Requested
Approve the renewal of Bid No. 22-770-44 RN, Roofing Repair & Installation, awarded to multiple vendors for Roofing Repair & Installation and Authorize the Purchase of services for an estimated annual spending of $200,000.00.

Executive Summary
The Director of Maintenance, on behalf of the Superintendent of Schools, hereby requests the Board approve the renewal of Bid No. 22-770-44 RN, for Roofing Repair & Installation and authorize the purchase of good and/or services for an estimated annual spending of $200,000.00. Purchases will be made on an as-needed basis.

This agenda item can be utilized District Wide on an as needed basis.

My Contact
Director of Maintenance
Joseph Rychcik
8008 Mobley Road
Brooksville, FL 34601

2023-28 Strategic Focus Area
Priority 5: Fiscal Transparency and Capital Planning

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: May 26, 2026

Bid No. 22-770-44 RN

Bid Title: Roofing Repair & Installation

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s)	☐Request for Proposal(s)	☐Low Bid(s) Meeting Specification	☐Rejection/Cancellation
☐Revised Award	☒Renewal of Contract	☐Sole Source	☐Re-Award (Partial/Whole)
☐Bid Termination	☐Revisions/Amendments to Bid	☐Bid Extension	☐Emergency
☐Reversed Auction	☐ Piggyback		

Bid Contract Period: 06/14/2026 through 06/13/2027 ☐ N/A – One Time Purchase

Contract Type:

☐ Estimated Dollar Amount	☐ Firm, Fixed Dollar Amount	☒ Firm, Fixed Unit Prices	☒ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options:

No. of Terms Remaining	☐ Length of Each Term (month)	☒ Length of Each Term (year)	☐ None
1		1	

Rationale/Reason: Renewal of Contract.

Bidders Electronically Downloaded From Bidnet Direct Website:	Bids Received:	No Bids:	Late Bids:	Rejected Bids:	☒ N/A – Bids Not Required: Renewal

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: Joseph Rychcik
Director of Maintenance

Department(s): Support Operations

Recommended award, description of items and prices: (See attached)

T/C CODE: 2244

This tabulation establishes a contract with experienced, qualified, bonded and licensed contractors to provide for Roofing Repair Services (all labor, personnel, supervision, equipment, supplies, materials, etc.), on designated work tasks, which cannot be handled in-house. Services will be required on an as needed basis, district wide. This contract establishes fixed hourly labor rate(s) and firm percentages for parts, supplies and materials (unless materials/parts designated to be provided by the district), and applicable per crew rates (if applicable).

Projects associated with this bid shall not exceed $200,000.00.

Advanced Roofing, Inc.

Description	Rate
1. Labor Rates (Straight Time) During Normal Or Regular Business Hours Monday - Friday, 7:00 AM to 4:00 PM:	
Foreman w/Truck	$ 60.00 Hour
Supervisor w/Truck	$ 60.00 Hour
Journeyman	$ 55.00 Hour
Helper	$ 45.00 Hour
2. Labor Rates Schools not in Session, Nights, Weekends & Holidays:	
Foreman w/Truck	$ 70.00 Hour
Supervisor w/Truck	$ 70.00 Hour
Journeyman	$ 65.00 Hour
Helper	$ 55.00 Hour
3. **Subcontractor - Percentage Mark-Up** Subcontractor services for a particular project or potion thereof, percentage mark-up to be added to cost. This cost mark-up will be included on quote and invoice for payment to the District. A copy of the subcontractor's invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *Note: Subcontractor's services are only allowed with prior written authorization from the Maintenance and/or Facilities Department (per project).*	10 %
4. **Materials & Supplies – Percentage Mark-Up** Percentage mark-up on manufacturer's list price for parts, supplies & materials, regardless of the manufacturer	10 %
5. **Equipment Rental – Percentage Mark-Up** Percentage mark-up on the cost of rental equipment that may be needed for particular projects. A copy of the rental invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *The use of rental equipment is only allowed with the authorization from the Maintenance and/or Facilities Department (per project).*	10 %

Contact Information:

Name: Bill Lester
Phone Number: 813-885-5811
Email Address: billl@advancedroofing.com

Precision Roofing Solutions, Inc.

Description	Rate
1. Labor Rates (Straight Time) During Normal Or Regular Business Hours Monday - Friday, 7:00 AM to 4:00 PM:	
Foreman w/Truck	$ 48.00 Hour
Supervisor w/Truck	$ 48.00 Hour
Journeyman	$ 41.00 Hour
Helper	$ 35.00 Hour
2. Labor Rates Schools not in Session, Nights, Weekends & Holidays:	
Foreman w/Truck	$ 69.00 Hour
Supervisor w/Truck	$ 57.00 Hour
Journeyman	$ 55.00 Hour
Helper	$ 50.00 Hour
3. **Subcontractor - Percentage Mark-Up** Subcontractor services for a particular project or potion thereof, percentage mark-up to be added to cost. This cost mark-up will be included on quote and invoice for payment to the District. A copy of the subcontractor's invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *Note: Subcontractor's services are only allowed with prior written authorization from the Maintenance and/or Facilities Department (per project).*	10 %
4. **Materials & Supplies – Percentage Mark-Up** Percentage mark-up on manufacturer's list price for parts, supplies & materials, regardless of the manufacturer	10 %
5. **Equipment Rental – Percentage Mark-Up** Percentage mark-up on the cost of rental equipment that may be needed for particular projects. A copy of the rental invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *The use of rental equipment is only allowed with the authorization from the Maintenance and/or Facilities Department (per project).*	10 %

Contact Information:

Name: Chris Knight
Phone Number: 813-764-4077
Email Address: cknight@prstampa.com

Protech Roofing Services, LLC

Description	Rate
1. Labor Rates (Straight Time) During Normal Or Regular Business Hours Monday - Friday, 7:00 AM to 4:00 PM:	
Foreman w/Truck	$ 55.00 Hour
Supervisor w/Truck	$ 55.00 Hour
Journeyman	$ 50.00 Hour
Helper	$ 45.00 Hour
2. Labor Rates Schools not in Session, Nights, Weekends & Holidays:	
Foreman w/Truck	$ 70.00 Hour
Supervisor w/Truck	$ 70.00 Hour
Journeyman	$ 65.00 Hour
Helper	$ 55.00 Hour
3. **Subcontractor - Percentage Mark-Up** Subcontractor services for a particular project or potion thereof, percentage mark-up to be added to cost. This cost mark-up will be included on quote and invoice for payment to the District. A copy of the subcontractor's invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *Note: Subcontractor's services are only allowed with prior written authorization from the Maintenance and/or Facilities Department (per project).*	10 %
4. **Materials & Supplies – Percentage Mark-Up** Percentage mark-up on manufacturer's list price for parts, supplies & materials, regardless of the manufacturer	10 %
5. **Equipment Rental – Percentage Mark-Up** Percentage mark-up on the cost of rental equipment that may be needed for particular projects. A copy of the rental invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *The use of rental equipment is only allowed with the authorization from the Maintenance and/or Facilities Department (per project).*	10 %

Contact Information:

Name: Joseph Mignoli
Phone Number: 352-601-0799
Email Address: jen.prs@outlook.com

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: 2025-2026 Various General Fund Repairs Accounts

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	1100 E	various	3500	various	various	

Original Approved Budget	+ - Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$	$	$	$	$ 150,000.00	$

Account Name: 2025-2026 1/2 Cent Maintenance Repairs & Renovations Account

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	3983 E	7400	6800	9500	M200	

Original Approved Budget	+ - Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$ 1,259,611.59	$	$ 1,162,335.90	$ 97,275.69	$ 50,000.00	$ 47,275.69

B. Item Currently Not Budgeted -**

Funding Source:
Account Name:

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

Funding Source:
Account Name:

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ☑
New for Current Year: ☐

Prior Year Approved Budget: $ 208,146.00
Prior Year Actual Spent: $ 208,146.00

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 21. 26-3784 5/26/2026

Title and Board Action Requested

Approve the renewal of Bid No. 24-725-27 RN, Motorola Mobile/Portable Radios: Installation and Repair Services, awarded to Bear Communications, Inc. (dba Bearcom), and Tri-Co Communications, Inc., for Motorola Mobile/Portable Radios Installation and Repair Services and authorize spending for an estimated annual amount of $55,000.00.

Executive Summary

The Fire Official-AHJ/Plans Examiner, William Hall, on behalf of the Superintendent of Schools, hereby requests the Board approve the renewal of Bid No. 24-725-27 RN, Motorola Mobile/Portable Radios: Installation and Repair Services, awarded to Bear Communications, Inc. (dba Bearcom), and Tri-Co Communications, Inc., for Motorola Mobile/Portable Radios Installation and Repair Services and authorize spending for an estimated annual amount of $55,000.00.

My Contact

William L Hall
Fire Official-AHJ/Plans Examiner
hall_b@hcsb.k12.fl.us
352-797-7050

2023-28 Strategic Focus Area

Priority 5: Fiscal Transparency and Capital Planning

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: May 26, 2026

Bid No. 24-725-27 RN

Bid Title: Motorola Mobile/Portable Radios: Installation and Repair Services

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s)	☐Request for Proposal(s)	☒Low Bid(s) Meeting Specification	☐Rejection/Cancellation
☐Revised Award	☒Renewal of Contract	☐Sole/Single Source	☐Re-Award (Partial/Whole)
☐Contract Termination	☐Amendments to Contract	☐Extension of Contract	☐Emergency
☐Reversed Auction	☐Piggyback Cooperative	☐Responsive/Responsible Bidders	

Bid Contract Period: 05/14/2026 through 05/13/2027 ☐ N/A – One Time Purchase

Contract Type:

☐ Estimated Dollar Amount	☐ Firm, Fixed Dollar Amount	☐ Firm, Fixed Unit Prices	☒ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options:

No. of Terms Remaining	☐ Length of Each Term (month)	☒ Length of Each Term (year)	☐ None
2		1	

Rationale/Reason: Renewal of Contract.

Bidders Electronically Downloaded From Bidnet Direct Website:	Bids Received:	No Bids:	Late Bids:	Rejected Bids:	☐ N/A – Bids Not Required: Renewal

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: William Hall
Fire Official/Plans Examiner

Department(s): Facilities & Construction

Recommended award, description of items and prices: (See attached)

T/C CODE: 2427

This tabulation establishes a contract(s) with vendor(s) as described herein, for the purchase, installation, and programming of new Motorola Portable Radios as well as maintenance and repair services, as needed district wide, securing firm, fixed, net unit pricing and hourly rates.

Bear Communications, Inc. (dba Bearcom)

Account Executive
David Gonzalez
(813)249-1605 (office)
(813)599-2096 (cell)
david.gonzalez@bearcom.com

Section I – Equipment

Item No.	Description	Unit Price
1.	AAM28JNC9RA1AN - Motorola XPR5350E Digital mobile 1-25 watts VHF 136-174 MHz with power cable, mounting bracket, microphone, and three years total warranty. *Only - No Substitutes*	$ 980.00
2.	AAM28JQC9RA1AN - Motorola XPR5350E Digital mobile 25-45 watts VHF 136-174 MHz with power cable, mounting bracket, microphone, and three-year total warranty. *Only - No Substitutes*	$ 1055.00
3.	AAH06JDN9RA1AN – Mototrbo R7 Digital portable with antenna, belt clip, IMPRESS battery/charging system, and three-year total warranty. *Only - No Substitutes*	$ 1,525.00
4.	AAR10JCGANQ1AN - Motorola SLR 5700 Digital Repeater 50 watts 136-174 MHz VHF. *Only - No Substitutes*	$ 3,699.00
5.	DSP1020MOVC5 P10 Series Amplifier, 136-174 MHz, 20-50W Input, 100-Watt Output. *Only - No Substitutes*	$ 2,255.00
6.	CDQRDN9900 – DURACOMM 30 AMP Power Supply. *Only - No Substitutes*	$ 299.00
7.	100-Watt Duplexer with Duplexer Cable Kit	$ 2,195.00
8.	HAD 4008 Antenna with Cable	$ 32.00
9.	Impress Keypad Microphone For XPR 5550E Base Unit, RMN5127	$ 162.00
10.	Motorola Base Unit 25 Watts XPR 5550E With Color Display And Power Supply, AAM28JNN9RA1AN	$ 1,499.00

Section II - Installation & Programming Services

Separate pricing for **on-site** removal of old bus radios (if applicable), installation and programming services. All removal, installation and/or programming to include all supervision, personnel, materials, supplies, equipment, etc., to provide services as requested. All fees, charges, service charges and expenses of any kind, (travel time, gas, fuel surcharge, etc.) shall be included in the pricing below. NO additional costs/expenses shall be permitted, except as stated in the bid documents. On-site installation of mobile radios would be performed at the Transportation Department, 3339 California St., Brooksville 34606.

Item No.	Description	Unit Price
11.	Installation Fee for 2-Way Mobile Radios in Buses	$239.00/Radio
12.	Programming Fee for Encoder	$0/Radio
13.	Removal of Existing, Old Radios	$50.00/Radio
14.	Installation Labor Rate – During Regular Business Hours 7:00 am to 4:00 pm – Monday-Friday	$130.00/Hour
15.	Installation Labor Rate – Overtime Hours Before 7:00 am or After 4:00 pm (if applicable)	$250.00/Hour
16.	Programming Labor Rate – During Regular Business Hours 7:00 am to 4:00 pm – Monday-Friday	$130.00/Hour
17.	Programming Labor Rate – Overtime Hours Before 7:00 am or After 4:00 pm (if applicable)	$250.00/Hour
18.	Minimum Shop Charge for Initial Service/Check-Out *	$75.00
19.	Time & Material Repairs/Adjustments Plus Parts	$130.00/Hour
20.	Manufacturer's Percentage (%) Discount (-) for ALL Motorola Accessories, Parts, Batteries, etc.	15%
21.	Balance of Line Percentage (%) Discount (-) for OTHER Equipment Not Listed Above	15%

* Note: If the option is to NOT repair the unit, the *Minimum Shop Charge Fee* must be refunded if a new unit is purchased in lieu of making authorized repairs.

Pick up & delivery to sites of mobile radio repairs: YES
Additional Charge for Delivery Service: NO

Standard Equipment that comes with the Radios: Portables are complete package with antenna, belt clip, battery charger & 5 years warranty. Mobile comes with mounting bracket, power cable mobile microphone & 5 years warranty.

Warranty information
New Equipment: 5 years for radios
Workmanship/Installation: 90 days
Repair Services: 90 days

Tri-Co Communications, Inc.

Manufacturer Representative:
Dee Maloy
(352)629-5357
(352)547-9108
dee.maloy@tri-co.us

Section I – Equipment

Item No.	Description	Unit Price
1.	AAM28JNC9RA1AN - Motorola XPR5350E Digital mobile 1-25 watts VHF 136-174 MHz with power cable, mounting bracket, microphone, and three years total warranty. *Only - No Substitutes*	$778.42
2.	AAM28JQC9RA1AN - Motorola XPR5350E Digital mobile 25-45 watts VHF 136-174 MHz with power cable, mounting bracket, microphone, and three-year total warranty. *Only - No Substitutes*	$841.52
3.	AAH06JDN9RA1AN – Mototrbo R7 Digital portable with antenna, belt clip, IMPRESS battery/charging system, and three-year total warranty. *Only - No Substitutes*	$1,382.00
4.	AAR10JCGANQ1AN - Motorola SLR 5700 Digital Repeater 50 watts 136-174 MHz VHF. *Only - No Substitutes*	$2,814.43
5.	DSP1020MOVC5 P10 Series Amplifier, 136-174 MHz, 20-50W Input, 100-Watt Output. *Only - No Substitutes*	$1,721.65
6.	CDQRDN9900 – DURACOMM 30 AMP Power Supply. *Only - No Substitutes*	$210.41
7.	100-Watt Duplexer with Duplexer Cable Kit	$1,305.91
8.	HAD 4008 Antenna with Cable	$18.93
9.	Impress Keypad Microphone For XPR 5550E Base Unit	$552.36
10.	Motorola Base Unit 25 Watts XPR 5550E With Color Display And Power Supply	$1,029.36

Section II - Installation & Programming Services

Separate pricing for **on-site** removal of old bus radios (if applicable), installation and programming services. All removal, installation and/or programming to include all supervision, personnel, materials, supplies, equipment, etc., to provide services as requested. All fees, charges, service charges and expenses of any kind, (travel time, gas, fuel surcharge, etc.) shall be included in the pricing below. NO additional costs/expenses shall be permitted, except as stated in the bid documents. On-site installation of mobile radios would be performed at the Transportation Department, 3339 California St., Brooksville 34606.

Item No.	Description	Unit Price
11.	Installation Fee for 2-Way Mobile Radios in Buses	$259.20/Radio
12.	Programming Fee for Encoder	$62.40/Radio
13.	Removal of Existing, Old Radios	$97.60/Radio
14.	Installation Labor Rate – During Regular Business Hours 7:00 am to 4:00 pm – Monday-Friday	$140.00/Hour
15.	Installation Labor Rate – Overtime Hours Before 7:00 am or After 4:00 pm (if applicable)	$330.65/Hour
16.	Programming Labor Rate – During Regular Business Hours 7:00 am to 4:00 pm – Monday-Friday	$140.00/Hour
17.	Programming Labor Rate – Overtime Hours Before 7:00 am or After 4:00 pm (if applicable)	$330.65/Hour
18.	Minimum Shop Charge for Initial Service/Check-Out *	$0
19.	Time & Material Repairs/Adjustments Plus Parts	$120.00/Hour
20.	Manufacturer's Percentage (%) Discount (-) for ALL Motorola Accessories, Parts, Batteries, etc.	15%
21.	Balance of Line Percentage (%) Discount (-) for OTHER Equipment Not Listed Above	15%

* Note: If the option is to NOT repair the unit, the *Minimum Shop Charge Fee* must be refunded if a new unit is purchased in lieu of making authorized repairs.

Pick up & delivery to sites of mobile radio repairs: YES
Additional Charge for Delivery Service: NO

Standard Equipment that comes with each radio purchase: Battery, Charger, Antenna, Belt Clip, Mounting Bracket, Power cable, Microphone

Warranty information
New Equipment: 5 years essential repairs and software
Repair Services: 60 days

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: General Funds for District wide Motorola Mobile Radios Repair and Installation Services

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	1100E	8100	510/590	9550	4950	

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$ 55,000.00		$ 0.00		$ 0.00		$ 55,000.00		$ 55,000.00		$ 0.00

Account Name:

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source:

Account Name:

Account Number	Function	Object	Cost Center	Project	Sub Project

Amount $

Funding Source:

Account Name:

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget:

Prior Year Actual Spent:

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 22. 26-3786 5/26/2026

Title and Board Action Requested

Approve the renewal of Bid No. 22-968-40 RN, Lift Stations & Sump Pumps: Maintenance Services & Repairs, awarded to EMMI dba Lift Station Services and to US Water Services Corporation for Maintenance Services and Repairs to Lift Stations and Sump Pumps and authorize purchases for an estimated annual spending of $100,000.00.

Executive Summary

The Director of Maintenance, on behalf of the Superintendent of Schools, hereby requests the Board to approve the renewal of Bid No. 22-968-40 RN, Lift Stations & Sump Pumps: Maintenance Services & Repairs, awarded to EMMI dba Lift Station Services and to US Water Services Corporation for Maintenance Services and Repairs to Lift Stations and Sump Pumps and authorize purchases on an as-needed basis, for an estimated annual spending of $100,000.00.

My Contact

Director of Maintenance
Joseph Rychcik
8008 Mobley Road
Brooksville, Florida 34601

2023-28 Strategic Focus Area

Priority 5: Fiscal Transparency and Capital Planning

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: May 26, 2026

Bid No. 22-968-40 RN

Bid Title: Lift Stations & Sump Pumps: Maintenance Services & Repairs

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s)	☐Request for Proposal(s)	☐Low Bid(s) Meeting Specification	☐Rejection/Cancellation
☐Revised Award	☒Renewal of Contract	☐Sole Source	☐Re-Award (Partial/Whole)
☐Bid Termination	☐Revisions/Amendments to Bid	☐Bid Extension	☐Emergency
☐Reversed Auction	☐ Piggyback Cooperative		

Bid Contract Period: 05/29/2026 through 05/28/2027 ☐ N/A – One Time Purchase

Contract Type: ☐ Estimated Dollar Amount | ☐ Firm, Fixed Dollar Amount | ☐ Firm, Fixed Unit Prices | ☒ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options: No. of Terms Remaining | ☐ Length of Each Term (month) | ☐ Length of Each Term (year) | ☒ None

Rationale/Reason: Renewal of Contract.

Bidders Electronically Downloaded From Bidnet Direct Website:	Bids Received:	No Bids:	Late Bids:	Rejected Bids:	☒ N/A – Bids Not Required: Renewal
	- 0 -	- 0 -	- 0 -	- 0 -	

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: Joseph Rychcik
Director of Maintenance

Department(s): Support Operations

Recommended award, description of items and prices: (See attached)

T/C CODE: 2240

Bid #22-968-40 RN
Scope of Services

This tabulation establishes a contract with experienced, qualified, bonded and licensed contractor(s) to provide for the maintenance, service and repair of lift stations and sump pumps. Contractor(s) will be required to identify, correct, and repair any problems to prevent issues that may lead to interruption of service and cause immediate safety issues throughout the District.

Section I – *Repairs/Cleaning/Emergencies:* These services will be on an as-needed basis for pump cleaning, repairs and emergencies, securing firm, net, hourly labor rates and percentages for materials, parts, equipment supplies, etc. Pricing includes labor, equipment, travel, vehicles, mileage, and incidentals to repair and clean all lift stations and sump pumps as described within bid efficiently and properly. **The contractor must have a response time maximum of two (2) hours from the time a call is placed to the arrival on site.**

Section II - *Preventative Maintenance Plan:* These services will be for a continuing system of preventative maintenance across approximately twelve (12) sites, district-wide, securing firm, net rates for the regular inspection and maintenance of lift stations and sump pumps on a monthly basis. *Note: This section will be awarded for **possible** future use.*

Vendors:

EMMI dba Lift Station Services
7906 Clark Moody Blvd.
Port Richey, FL 34668

Contact Name: Gloria Saraceno
Phone Number: (727) 847-3722
Email: ems34668@gmail.com

US Water Services Corporation
4939 Cross Bayou Blvd
New Port Richey, FL 34652

Contact Name: Mark Short - Maintenance superintendent
Phone Number: M: (727)835-9687 / O: (866)753-8292
Email: mshort@uswatercorp.net

Contact Name: Harry Householder – Regional Manager
Phone Number: M: (941)-915-8788
Email: hhouseholder@uswatercorp.net

PRICING

EMMI dba EMMI dba Lift Station Services

Section I	
Description	**Hourly Rate**
Work performed during normal or regular business hours, Monday-Friday 7:00 am to 5:00 pm	
A. Pump Repairs	$ 70.00/Hour
B. Pumping/Cleaning	$ 550.00/Hour
Work performed during evening hours (after 5:00 PM) and/or weekends	
A. Pump Repairs	$ 105.00/Hour
B. Pumping/Cleaning	$ 650.00/Hour
Emergency Services	
C. Pump Repairs/Cleaning	$ 750.00/Hour
Section II – For Possible Future Use	
Preventative Maintenance Plan – At all sites district-wide at the frequency described on *Technical Specifications* page	$ 37,600.00 Annually

Additional Pricing	
Materials, Parts & Supplies – Percentage Mark –Up Materials, supplies and parts needed for repair, maintenance and emergency services and is to be billed at net cost including a percentage mark-up. An itemized copy of the invoice from supplier is to be provided to the district with all billings.	30 %
Subcontractor – Percentage Mark-Up Mark-up to be added to vendor cost and included in requests for payment to the District. Copy of the subcontractor's invoice may be requested at any time for verification purposes. (Subcontractors(s) shall not be used for the work or services requested, unless prior authorization from the Maintenance and/or Facilities Operations Department(s) is obtained. All such authorization shall be directed in writing. (Indicate N/A if not applicable)	N/A
Rental Equipment – Percentage Mark-Up for Special Equipment (if applicable) The vendor is responsible for providing **all** equipment necessary to complete the required jobs. In the event "specialty" type equipment may needed to provide the service, the rental of equipment may be necessary. All rental equipment needed to complete the service(s) requires prior authorization from the Maintenance and/or Facilities Department(s). All such authorizations shall be directed in writing. (Indicate N/A if not applicable)	N/A

US Water Service Corporation

Section I	
Description	**Hourly Rate**
Work performed during normal or regular business hours, Monday-Friday 7:00 am to 5:00 pm	
A. Pump Repairs	$ 76.50/Hour
B. Pumping/Cleaning	$ 225.00/Hour
Work performed during evening hours (after 5:00 PM) and/or weekends	
A. Pump Repairs	$ 94.00/Hour
B. Pumping/Cleaning	$ 225.00/Hour
Emergency Services	
C. Pump Repairs/Cleaning	$ 275.00/Hour
Section II – For Possible Future Use	
Preventative Maintenance Plan – At all sites district-wide at the frequency described on *Technical Specifications* page	$ 17,524.74 Annually

Additional Pricing	
Materials, Parts & Supplies – Percentage Mark –Up Materials, supplies and parts needed for repair, maintenance and emergency services and is to be billed at net cost including a percentage mark-up. An itemized copy of the invoice from supplier is to be provided to the district with all billings.	10 %
Subcontractor – Percentage Mark-Up Mark-up to be added to vendor cost and included in requests for payment to the District. Copy of the subcontractor's invoice may be requested at any time for verification purposes. (Subcontractors(s) shall not be used for the work or services requested, unless prior authorization from the Maintenance and/or Facilities Operations Department(s) is obtained. All such authorization shall be directed in writing. (Indicate N/A if not applicable)	10 %
Rental Equipment – Percentage Mark-Up for Special Equipment (if applicable) The vendor is responsible for providing **all** equipment necessary to complete the required jobs. In the event "specialty" type equipment may needed to provide the service, the rental of equipment may be necessary. All rental equipment needed to complete the service(s) requires prior authorization from the Maintenance and/or Facilities Department(s). All such authorizations shall be directed in writing. (Indicate N/A if not applicable)	10 %

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: 2025-2026 Maintenance General Fund Maintenance Agreements Account

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	1100 E	8100	35100	9500	49500	

Original Approved Budget	+ - Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$ 141,200.00	$	$ 115,458.14	$ 5,741.86	$ 5,000.00	$ 741.86

Account Name:

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ - Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$	$	$	$	$	$

B. Item Currently Not Budgeted -**

Funding Source: 2026-2027 Maintenance Capital Building Improvement Accounts

Account Name: 2026-2027 Maintenance Capital Building Improvement Accounts

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	3XX E	7400	6XX	9500	various	

Amount: $ 70,000.00

Funding Source: 2026-2027 Maintenance General Fund Maintenance and Repairs Accounts

Account Name: 2026-2027 Maintenance General Fund Maintenance and Repairs Accounts

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	1100 E	8100	3500	9500/9503	49500	

Amount: $ 25,000.00

C. History

Check one:
Prior Year Budget: ☑
New for Current Year: ☐

Prior Year Approved Budget: $ 19,401.67
Prior Year Actual Spent: $ 19,401.67

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Agenda Item # 23. 26-3788 5/26/2026

Title and Board Action Requested

Approve the Contract between PACE Center for Girls of Hernando County and the Hernando County School District for services to High-Risk Females in Identified Schools with an estimated annual spending of $274,864.

Executive Summary

The Assistant Superintendent of Teaching and Learning, on behalf of the Superintendent of Schools, hereby requests the Board [to approve the contract between PACE Center for Girls of Hernando County and the Hernando County School District for providing comprehensive education and therapeutic prevention and intervention services to troubled adolescent girls.

My Contact

Gina Michalicka
Assistant Superintendent of Teaching and Learning
352-797-7000 ext. 70404

2023-28 Strategic Focus Area

Priority 1: Student Success

Financial Impact

The cost of this agenda item is $274,864, see attached budget sheet. The cost for the previous fiscal year was $151,603.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

AGREEMENT
between
HERNANDO COUNTY SCHOOL BOARD, FLORIDA
and
PACE CENTER FOR GIRLS, INC.
For 2026-2027 School Year

This contract by and between The Hernando County School Board, hereinafter referred to as "SCHOOL BOARD," whose address is 919 North Broad Street, Brooksville, FL 34601, and PACE CENTER FOR GIRLS, Hernando County, hereinafter referred to as "PACE," whose address is 3139 Dumont Ave, Spring Hill, FL 34609, collectively referred to as "Parties."

WITNESSETH:

Whereas, PACE Is a non-profit, non-residential agency contracted by the Department of Juvenile Justice (DJJ) to provide comprehensive education and therapeutic prevention and intervention services to troubled adolescent girls eligible for this program by Florida Statute 1003.52; and,

Whereas, the SCHOOL BOARD has the authority as provided by Chapter 1001 and 1003, Florida Statutes, to engage in a contractual relationship with nonprofit corporations which have been formed for providing a cooperative educational service to the District; and,

Whereas, the SCHOOL BOARD is committed to providing appropriate educational programs for school age children In Department of Juvenile Justice dropout prevention programs when school enrollment in their regular school program Is not desired, available, recommended, or allowed; and,

Whereas, the parties in this Agreement desire a maximum degree of cooperation and administrative planning to provide an effective program of educational services for students placed in this program by eligibility under 1003.52, Florida Statutes.

NOW, THEREFORE, in consideration of the promises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

1. **Term**. The term of this contract shall be for the period beginning July 1, 2026, and terminating June 30, 2027. The contract will be reviewed annually. This contract may be modified or amended only with the written consent of the parties consistent with all state and federal statutes, rules, and regulations. Either party may terminate this Contract upon thirty (30) days written notice to the other party.
2. **Compensation**. The School Board agrees to pay PACE 95% of the weighted Full Time Equivalent (FEFP) revenue generated through the Florida Education Finance Program (FEFP) funds for eligible students enrolled at PACE. FEFP funds will be determined by using the Department of Education's DJJ funding worksheet for the applicable school year. The formula shall be as follows:

FTE x program cost factor x base student a/location x district cost differential factor= FEFP dollars, Including ESE Guaranteed A/location and DJJ Supplemental Allocation. The FTE is based on the DOE's re-calibration of FTE. The distribution of funds will be consistent with the School Board procedures and policies. The FEFP funding components shall include the following components: Base Student Allocation, ESE Guaranteed A/location, DJJ supplemental Allocation, and Discretionary Local efforts.

3. **Administration**. PACE will serve a maximum of fifty (50) girls, aged 11-17, during this contract period. The SCHOOL BOARD will lease PACE access to five (5) portables at JD Floyd Elementary School (in attached identified area) for its use in conducting its program. The lease shall be a payment of twelve thousand- six hundred dollars ($12,600.00) which will be utilized to defray operational costs and to update and repair the five portables. PACE shall not erect thereon any equipment or structure unless pre-approved by the Hernando County School District Facilities and Construction Department in writing. The parties acknowledge and agree that these portables are to be used on a temporary basis from July 1, 2026, through June 30, 2027, unless both parties agree in writing to an extension of this agreement. If the District's obligation to student capacity requirements for educational programs requires additional space, the portables must return to use for JD Floyd students. The District shall notify PACE of the facility need as soon as known in writing. PACE will have sixty (60) days from the date the District sends the notification to vacate the portables and to return the portables to the condition they were in prior to PACE's usage.

RESPONSIBILITIES of the SCHOOL BOARD:

1. Provide PACE staff a designated individual to contact for the purpose of accessing student educational data, records, grading system, and parent communication tools afforded to Hernando County School District teachers and administrators.

2. Provide PACE a designated school district contact on matters pertaining to Exceptional Student Education (ESE), 504 Plan, English for Speakers of Other Language ("ESOL") and agreement discussions.

3. Provide PACE a designated school district contact to consult with regarding entering schedules and attendance Into School District database.

4. Provide PACE designated school district contact for Guidance services to consult with regarding enrollment transitions to and from PACE school or other post PACE placements and for course/credit recovery, scheduling, graduation requirements, etc., as needed.

5. Provide testing materials as required by Florida Statute 1008 and allow PACE staff responsible for test administration to attend District training sessions for administering the tests.

6. Provide training and access to school district educational, student, and record keeping systems.

7. Provide timely testing by SCHOOL BOARD psychologists for PACE students who may be ESE eligible.

8. Provide PACE a designated school district contact to assist in identifying girls to receive PACE services and to approve of final PACE placement.

9. The Florida Department of Education provides a detailed calculation worksheet for DJJ programs. The SCHOOL BOARD agrees to pay PACE revenue earned through the Florida Education Finance Program as a result of weighted Full Time Equivalency (FTE) counts of eligible students taught by PACE during the period of this contract. Payments will be made monthly during the months of July, August, September, October, November, December, January, February, March, April, May and June on the basis of a 230-day student calendar year. The June payment will be adjusted to reflect payment for the actual number of FTE counted during July, October, February, and June. In the event of a state holdback or a pro-ration which reduces the SCHOOL BOARD'S funding, PACE's monthly funding will be reduced proportionately.

10. Education Accountability for DJJ Programs- DJJ schools are rated based on a system that primarily evaluates the percentage of eligible students who return to a Florida public school and improve their grade level after attending a DJJ education program, or who earn a standard high school diploma or equivalent, within a specific cohort year or the following year; this data is used to assign a rating of "Commendable," "Acceptable," or "Unsatisfactory" depending on the results, with a requirement of at least 10 eligible students per data component to calculate a rating properly. Ratings are based solely upon data submitted to FDOE from multiple data sources. The school district shall grant user access for PACE local and National Office designees to retrieve and verify data in all systems used to submit PACE data to FDOE regarding FTE and DJJ accountability reporting. A school district designee shall work with a PACE designee(s) assigned by its National Office to verify that all data, including student-enrollment data, program entry and exit dates, and any other data needed to calculate a DJJ accountability rating, is accurate and reported timely to the FDOE. Upon receipt from the FDOE of the preliminary rating for PACE and the associated data files, the district shall within two (2) business days provide PACE with these files. PACE shall have ten (10) business days from receipt of the report to review and, if necessary, correct files. If the district ort PACE can clearly demonstrate that changes are warranted due to omission, miscalculation, or special circumstance beyond the control of the district and PACE, and that the changes could not have been made prior to calculation of the rating and would result in a different rating, then the school district shall contest or appeal the preliminary rating within thirty (30) days.

RESPONSIBILITIES of PACE:

1. PACE shall provide a program of education, training, and related services to the referred students. PACE will at all times provide sufficiently trained and qualified professional staff for the proper instruction and supervision of students in the PACE program. Professional staff must be certified or eligible to meet the certification requirements as required by Chapter 1012, Florida Statutes, FDOE State Board Rule, and as defined in F.A.C. 6A-4.003, 6A-1.0502, and 6A-4.004. PACE will not employ or engage any person who has

been terminated or non-renewed for poor performance by the SCHOOL BOARD. PACE will also not employ or engage any person who has resigned from his or her employment by the SCHOOL BOARD. In lieu of disciplinary action with respect to child welfare or safety or has been dismissed for just cause. The qualifications of PACE's employees and independent contractors shall be released to the SCHOOL BOARD and to parents as required by Federal and Florida Statutes. PACE agrees to follow SCHOOL BOARD policies and procedures when hiring both short-term and long-term substitutes. PACE will ensure that all library materials and classroom materials are age appropriate, do not contain objectionable material, and compliant with Florida Statute(s). All curricula must be Florida Department of Education approved.

2. PACE will follow the Hernando County School District Student Code of Conduct and the Policy and Procedural Manual.

3. PACE shall ensure Florida certified teachers are responsible for the supervision of Instructional activities and student performance objectives of courses for credit toward a standard high school diploma, or when warranted, a General Education Diploma (GED).

4. If a student has expressed intent to terminate school enrollment, PACE will notify the student of the option of enrolling in a program for a GED.

5. PACE shall ensure that a minimum of one certified and highly qualified Exceptional Student Education (ESE) teacher will be available to provide resource services to ESE students through the support/facilitation model. The SCHOOL BOARD will continue to provide support and oversight of the delivery of ESE services as well as drafting Individual Education Plans ("IEP's"), Speech Language, ESOL and other services as needed and in compliance with all state and federal statutes ~~related to ESE~~.

6. PACE shall make efforts to recruit and identify students who have dropped out of school and determine their eligibly and appropriateness for reentry into the PACE program.

7. PACE agrees to provide the SCHOOL BOARD with quarterly financial reports that include detailed information related to the expenditures of funds provided by the SCHOOL BOARD. These reports will be submitted according to the following timeline: July - September Quarter - Due October 30; October - December Quarter - Due January 30; January - March Quarter - Due April 30; April - June Quarter - Due July 30.

8. PACE will notify the SCHOOL BOARD within 48 business hours if an employee who PACE has certified as completing the background check and meeting the statutory standards is convicted of any disqualifying offense under Florida Statute section 1012.315.

9. PACE will obtain a student's current IEP prior to the student's entry into the program. The SCHOOL BOARD will provide regularly scheduled ESE consultant services, ESOL available resources, as needed, at no cost to PACE. PACE will comply with all IEP/ESOL requirements.

10. PACE will provide regular and special education services to students in accordance with the student's IPMPs or IEP as governed by Florida laws and IDEA.

11. PACE shall appoint a person/persons responsible for administering all assessments, inform the SCHOOL BOARD of the person/persons in charge of administering assessments and ensure they have been trained to administer and as appropriate score the test instrument.

12. PACE shall enter all appropriate student data into the Hernando County School District's student information system.

13. PACE shall maintain student records in accordance with State requirements for Dropout Prevention/Juvenile Justice Programs, as well as the information for data reporting requirements prescribed by the SCHOOL BOARD and State and Federal agencies, and shall follow Florida Department of Education and SCHOOL BOARD policies and procedures relating to Dropout Prevention Juvenile Justice Programs. PACE will abide by Florida Administrative Code 6A-6.05281; Educational Programs for Students in Department of Juvenile Justice Detention, Prevention, Residential or Day Treatment Programs. At PACE's discretion, PACE students shall have the opportunity to be involved in the Hernando County School District, or other qualified providers' breakfast and lunch program. PACE shall provide transportation of breakfasts and lunches from a satellite school or other provider as necessary. If PACE chooses to contract with the Hernando County School District for meals, a separate agreement will be required. All terms of those separate agreements are subject to separate and distinct negotiations, renewal, and expiration.

14. PACE will be responsible for any and all transportation of students. The Hernando County School District will not provide transportation for any students of PACE.

15. PACE shall comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1974 and Section 504 of the rehabilitation Act of 1973 and with local or state standards for health and safety of students.

16. PACE agrees not to disclose any information concerning a recipient of services under this contract for any purpose not in conformity with State and Federal regulations except with written consent of the recipient or his parent/guardian where authorized by law.

17. The designee of the SCHOOL BOARD shall be permitted to review the program and other performance reports for PACE and confer with its staff at reasonable times. Results of these reviews will be considered in the determination of contract renewals.

18. PACE shall prepare for the SCHOOL BOARD designee's review the educational exit portfolio, which is to include items in the student's DJJ discharge packet. These items shall include:
    a. a copy of the student's exit plan: continuing education needs and goals, anticipated next educational placement and job/career or vocational training plans, and diploma option;

b. current permanent record information that includes results of any state and district-wide assessment, current cumulative total of credits attempted and earned, including those credits earned prior to commencement;
c. a school district withdrawal form that includes grades In progress for the program;
d. a current IEP and/or PMP (spell out plan);
e. all entry and exit assessment data on reading, writing, and math;
f. length of participation in the program (entry and exit dates);
g. copies of certificate/diplomas earned at the program.

19. PACE will develop an individual transition plan cooperatively with the student, his/her parents, school district and/or contracted providers' personnel, probation officer, personnel from the student's home school district and Department of Juvenile Justice (DJJ) program staff. The transition plan must address:
a. Academic re-entry goals;
b. Career and employment goals; and
c. Recommended educational placement.

20. To develop exit portfolios for each student prior to exit from a commitment program. DJJ shall provide the following information as required by statutes:
a. Transition plan
b. Results of district and statewide assessments;
c. Academic improvement plan (AIP), 504 plan, and/or individual educational plan (IEP) for exceptional students;
d. Academic record or transcript; and
e. Work and/or project samples.

PACE and DJJ will provide an opportunity for parents or guardians to participate to the extent necessary in the review of placement process.

21. PACE agrees to provide a 250-day instructional calendar, or the equivalent expressed in hours as specified by the State Board of Education, of which twenty (20) days, or its hourly equivalent, may be used for in-service training and planning in day treatment programs according to PACE"s academic calendar.

22. PACE is responsible for custodial tasks and cleaning of the portables. PACE agrees that in the event of loss or damage to the SCHOOL BOARD’s equipment, materials, or facilities due to PACE’S use, PACE will repair said damage or will replace the damaged item with a like kind item, if available, at its own expense. In the event said like-kind item is not available, PACE will provide the Board without expense to the Board an item of equal quality to replace that which was damaged or lost. All payment or replacement arrangements are subject to approval by the Superintendent.

23. PACE agrees that regarding any incidents requiring law enforcement, it is the responsibility of PACE to contact the Hernando County Sheriff's Office for support.

24. Use of District Facilities:

a. PACE shall not use, and no event or activity shall be scheduled or conducted in, any District facility in a manner that interferes with: (a) regular school activities or operations; (b) adult education programs; or (c) community school programs. The District may cancel, suspend, or reschedule any community use to avoid or remedy interference with the foregoing.

b. The District does not assume, and expressly disclaims, any additional liability arising out of PACE's use or occupancy of District facilities. PACE's use is at PACE's sole risk, and PACE shall be solely responsible for the safety and supervision of its participants, invitees, agents, and employees. Nothing in this provision waives any immunity, limitation of liability, or other protection available to the District under applicable law.

c. As a condition of use, PACE shall maintain, at its sole cost and expense, commercial general liability insurance on an occurrence basis with limits of not less than $1,000,000 per occurrence and $2,000,000 general aggregate, covering bodily injury, personal injury, property damage, and contractual liability arising from PACE's activities. The policy shall: (a) name the District, its Board, officers, employees, and agents as additional insureds; (b) designate the District as certificate holder; (c) be primary and noncontributory with any insurance maintained by the District; and (d) include a waiver of subrogation in favor of the District. PACE shall provide certificates of insurance and additional insured endorsements acceptable to the District at least thirty (30) days prior to the requested use date and shall maintain such coverage throughout the term of use. Failure to provide such insurance, or loss of such insurance, allows the Board the election to immediately terminate this agreement.

d. PACE shall submit written requests for facility use to the District Director of Facilities and Construction with sufficient detail regarding the proposed activity, dates, times, facilities requested, anticipated attendance, and any special needs or equipment. Requests must be submitted sufficiently in advance to allow adequate time for the Director of Facilities and Construction to consider and approve or deny them, which in no event shall be less than 30 business days prior to the proposed use. Approval may be granted, conditioned, or denied in the District's discretion, consistent with District policies and applicable law.

e. The District is authorized to implement and administer a fee schedule for facility use, including deposit, rental, staffing, and equipment charges, and to adjust such fees from time to time. Fees may be waived or modified only as set forth in the District's fee schedule or as otherwise governed by a written agreement approved by the Board.

f. PACE shall comply with all applicable laws, regulations, District policies, and the Board Procedures for Use of Facilities, as amended from time to time, which are incorporated herein by reference. PACE shall also comply with all reasonable requests and directions of District's site designee regarding facility use, security, supervision, access, and protection of District property.

g. To the fullest extent permitted by law, PACE shall defend, indemnify, and hold harmless the District, its Board, officers, employees, and agents from and against any and all claims, demands, damages, losses, liabilities, costs, and expenses (including reasonable attorneys' fees) arising out of or related to PACE's use or occupancy of District facilities, except to the extent caused by the sole negligence or willful misconduct of the District.

h. District educational programs and operations have priority over all community uses. The District may revoke or modify any approval, or cancel or reschedule any use, without liability to PACE, when necessary to protect the educational program, preserve the necessary purpose of the property, address safety or security concerns, respond to emergencies, or comply with law or Board direction. In such event, prepaid fees shall be handled in accordance with the District's fee schedule or any applicable Board-approved agreement.

i. PACE accepts the facilities "as is, where is." PACE shall keep the facilities clean and safe, refrain from misuse or waste, and promptly restore any damage caused by PACE or its participants to the satisfaction of the District. Failure to do so may result in repair charges, additional fees, denial of future use, or other remedies available under this Agreement.

j. Upon expiration of the Agreement, PACE shall restore the facilities to their original condition at the time of the execution of this Agreement. If PACE fails to do so, PACE shall be responsible for the cost of any repairs necessary to return the facilities to their original condition. Should PACE fail to repair damage to the District facilities and restore the facilities to their original state within thirty (30) days of the District's notification to PACE, the District may elect to repair the facilities, and the entire cost of which shall be borne by PACE. PACE's reimbursement to the District shall be due within thirty (30) days of the District's written invoice.

SCHOOL BOARD and PACE Mutually Agree:

1. To abide by all procedures and guidelines developed and mutually agreed upon by both parties regarding the implementation of this contract.

2. To coordinate the preparation and planning for student movement in and between programs, involving educational, site, and re-entry staff, in addition to appropriate significant others and program or agency representatives.

3. To maintain access to DJJ commitment files for planning transitional services and progress monitoring in accordance with 6A-6.05281(5), F.A.C.

4. To develop a mutually agreed upon school improvement plan (SIP), as required by statute. Educational Administrators work cooperatively with the staff of the Board, program

instructional personnel, students, and parents, to create a written SIP. The SIP must be specific to the program.

5. Internet Access & Protection. PACE and the SCHOOL BOARD mutually agree and understand that to provide personalized educational services, access to online, web-based, teaching, learning and assessment resources Is critical. PACE shall provide educationally appropriate Internet access for use by students, teachers and school administrators at the school campus as required to meet the noted educational needs while complying with the tenets and requirements of the CIPA (Child Internet Protection Act).

6. Both parties acknowledge that consumers of public behavioral health services are entitled to additional confidentiality protections awarded under the State of Florida rules, laws and regulations. Furthermore, consumers of services, including prevention, substance abuse, and mental health treatment services, will comply with confidentiality requirements of these and any other applicable state or federal laws, rules, or regulations.

7. If either party becomes aware of a material breach or any violation of its obligation to protect confidentiality and security of consumer's protected behavioral health information, then that party must immediately take reasonable steps to cure the breach or end the violation, and must report the breach or violation to the other party's designee. The alleged breach or violation will be investigation, and an appropriate sanction issued. Each party reserves the right to terminate this Agreement if it determines the other party has violated a material of the agreement.

8. The Board and PACE agree to submit any dispute, with the exception of an immediate termination for failure to maintain insurance coverage required under this Agreement, to the Department of Education for mediation. If the Commissioner of Education determines that the dispute cannot be settled through mediation, the dispute may be appealed to an administrative law judge appointed by the Division of Administrative Hearings. The administrative law judge has final order authority to rule on issues of equitable treatment of the School as a public school, whether provisions of the Contract violate the intended flexibility granted contract schools by statute, or any other matter except the termination or nonrenewal of the contract. The administrative law judge shall award the prevailing party reasonable attorneys' fees and costs.

FORMAL AGREEMENTS:

In compliance with PL 114-95, Section 1423, the School Board Agrees to meet all the requirements of PL 114-95, Section 1423:

1. Where feasible, ensure that educational programs in the Providers school facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act;

2. If the child or youth is identified as in need of special education services while in the day treatment program, notify the local school of the child or youth of such need;

3. Where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;

4. Provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the day treatment program has been completed or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;

5. Work to ensure that the school facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;

6. Ensure that educational programs in that educational programs in the juvenile justice facilities are related to assisting students to meet the challenging State academic standards;

7. To the extent possible, use technology to assist in coordinating educational programs between the school facility and the community school;

8. Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;

9. Coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under title I of Public Law 105–220, and vocational and technical education funds;

10. Coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and

11. If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth;

12. Upon the child's or youth's entry into the juvenile justice facility, work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that any relevant and appropriate academic records and plans not provided to probation staff during the commitment staffing process regarding the continuation of educational services for such child or youth are shared jointly between the juvenile justice facility and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the juvenile justice facility; and

13. Upon discharge from a juvenile justice facility, ensure consultation occurs between the local educational agency and the juvenile justice facility for a period jointly determined necessary to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

TERMS and CONDITIONS:

1. If any provision of this agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay be either party to exercise a right under this agreement will be a waiver of that right.

2. This agreement may be modified subject to revenue shortfall, which reduces district funding. This modification shall be proportionate to the Board's reduction.

3. Neither party may assign any of its rights or obligations hereunder, whether by operation of law or otherwise, without the prior written consent of the other party (not to be unreasonably withheld.)

4. The Board and State of Florida requires all Providers/subcontractors to comply with the Jessica Lunsford Act (JLA) which consists of a level II background screening via fingerprinting. Providers, individuals, or entities under contract with the Board required to go on school grounds when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the Board for any claims made against the Board related to the failure to comply with Section 1012.465 and Section 1012.32 Florida Statutes.

5. Notwithstanding any provision to the contrary in the agreement, all payments due from the School Board for non-construction services hereunder shall be governed by the provisions of Chapter 218, Florida Statutes.

6. The Agreement is to be construed in accordance with the laws of the State of Florida, and the parties hereby agree that performance of the terms and provisions of the Agreement are to be performed solely within the State of Florida. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Hernando County, Florida have sole and exclusive jurisdiction to enforce the terms of this Agreement, notwithstanding any provisions in the Agreement to the contrary, and the Parties further agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court

7. The parties are independent contractors. This agreement does not create a partnership, franchise, joint venture, agency, or employment relationship between the parties. It is expressly acknowledged that the School District does not direct or control the work or services to be performed, or how to perform such work or services under this agreement.

8. PACE agrees to indemnify, defend and hold harmless the School Board, its elected and appoint officials, employees, and agents from and against all claims, suits, judgements, liability, or damages, including court costs, expenses, and attorney fees through and including appeals, arising out of or during the provision of the services called for in the agreement. PACE's indemnification obligations shall not extend to any acts or omissions of the School Board or any employee of the School Board. PACE shall execute and maintain in force liability insurance to provide such indemnification amount of at least one million dollars per occurrence and three million dollarsin excess coverage and such insurance will name The Board, Board Members and School District Employees as additional insureds. To the extent PACE will maintain and furnish workers compensation insurance, a certificate of insurance will be furnished within thirty (30) business days from the execution of this agreement. Failure to provide or maintain such insurance allows the Board, the election to immediately terminate this agreement. Certain employees are subject to written waiver of indemnification. PACE will immediately give the School Board written notice of all claims asserted against PACE and the School Board will have the right but not the obligation to participate in any defense.

9. The parties agree to each pay their own attorneys' fees and costs relating to the negotiation of the Agreement and this Addendum and in relation to any action to enforce the terms of either document.

10. Confidentiality is pursuant to Florida Public Records Act and all Federal, State and Local Statutes, including but not limited to Trademark Protection, Copyright protection, Family Educational Rights and Privacy Act of 1996, Health Insurance Portability and Accountability Act of 1996, Family Medical Leave Act of 1993, Americans with Disabilities Act of 1990, and Genetic Information Non-Discrimination Act of 2008.

11. The parties acknowledge and agree that the School District, a political subdivision of the State of Florida, is a sovereign entity that is by law immune from suit except to the extent specified in Section 768.28 Florida Statutes. No provision of the agreement shall constitute, or be interpreted as, a waiver of sovereign immunity, and all defenses relative to sovereign immunity shall be preserved.

12. PACE will be held to the same standards of conduct as employees of the Hernando School District while conducting business with the Board. These standards, as defined in School Board Policies, will apply not only to employees of the PACE, but also to the employees of its sub-contractors. If any provision of this agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay by either party to exercise a right under this agreement will be a waiver of that right.

13. The term "FORCE MAJEURE" means circumstances beyond the reasonable control of a party, (such an act of God, government restrictions, wars, insurrections, labor disputes, financial insolvency, economic hardship, strife, failure of suppliers, communications, or

data systems) which delay or prevent the party from performing under the terms of this agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. In the event that the Force Majeure persists more than 90 days, the party may elect to terminate this agreement upon written notice.

14. PACE agrees to comply with the provisions of the Civil Rights Act of 1991, The Civil Rights Act of 1964, and The Americans with Disabilities Act, Age Discrimination in Employment Act, Section 1000.05, Florida Statutes, and The Pregnancy Discrimination Act and the Family Medical Leave Act. PACE further agrees not to discriminate on the basis of race, sex, national origin, religion, handicap, disability, sexual orientation, age, or marital status.

15. This agreement is subject to the requirement by Executive Order 12549, Department and Suspension, 7 CFR Part 3017.510 and/or 34 CFR Part 85, Section 85.510.

16. Termination for Cause. The SCHOOL BOARD reserves the right to terminate this contract in whole or in part at any time before the date of completion, in the event it is determined that PACE has failed to comply with the conditions of the agreement. The SCHOOL BOARD shall promptly notify PACE in writing of the determination and the reasons for the termination, together with the effective date of the termination. Payments made to PACE or recoveries by SCHOOL BOARD under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Termination for cause includes terminations under 215.4725, Florida Statutes.

17. Termination for Convenience. Termination of this contract in whole or in part may be made by SCHOOL BOARD at any time with 30 days' prior notice to PACE.

18. Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. The parties recognize that the SCHOOL BOARD is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law shall be considered confidential under the Term of this agreement and Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. To the extent PACE provides School Board any information which it believes is confidential or exempt, PACE shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that the Contractor has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that PACE has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), F.S., PACE agrees to use reasonable measures to maintain the confidentiality of such information.

19. The Florida Sunshine Law is a series of laws designed to guarantee that the public has access to the public records of governmental bodies in Florida, Section 286.011 Florida Statutes. et. seq. and Section 119.01 Florida Statutes. et. seq. PACE hereby acknowledges and agrees to comply with The Florida "Sunshine" Law, including but, not limited to keeping and maintaining all records that relate and/or pertain to the terms of this agreement available for inspection and copying, public records requests, internal audits and for any other informational purpose. Failure to do so will be considered a material breach of the original Agreement resulting in immediate termination with no penalty to School Board, and PACE will indemnify and hold the School Board harmless for any and all damages and expenses suffered as a result of the material breach and contract termination. PACE must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

a. Keep and maintain public records required by the School Board in order to perform the service under this agreement; and
b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and
c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the contractor does not transfer the records to the School Board; and
d. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of the contractor or keep and maintain public records required by the School Board to perform the service. If the contractor transfers all public records to the School Board upon completion of the contract, the contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the contractor keeps and maintains public records upon completion of the contract, the contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

CUSTODIAN OF PUBLIC RECORDS: IF PACE HAS QUESTIONS REGARDING THE APPLICABILITY OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS:

919 NORTH BROAD STREET
BROOKSVILLE, FLORIDA, 34601
ELLERMAN_A@HCSB.K12.FL.US OR (352) 797-7009.

20. Notwithstanding any other provisions of law or statutory interpretation, failure of PACE to abide by the terms of these public records provisions shall be deemed a material breach of

this agreement and the School Board may enforce the terms of this provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the contract.

21. If PACE receives any student information / records as a result of this agreement, it will maintain any such information / records as confidential and will not release same to any third parties without the express written approval of the School Board, except third parties who are essential to PACE's delivery of its services to the School Board, the Department of Juvenile Justice and who are bound to maintain the confidentiality of student information/records, and prohibited from unauthorized redisclosure of such information. PACE agrees to comply with the Student Online Personal Information Protection Act, section 1006.1494, Florida Statutes. Furthermore, PACE agrees to maintain and utilize all such student information/records in accordance with the FERPA regulations and only as provided for in the Agreement and this Addendum. If student information/records are requested, PACE shall comply with the FERPA regulations.

22. In accordance with Hernando County School Board Policy and Procedures, no contract for providing supplies, equipment or services shall be affected with any individual or business entity in which any member of the School Board or the Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which the Superintendent, Board Member or their spouse or child has an employment relationship or a material interest. No School Board employee may directly or indirectly purchase or recommend for purchase of goods or services from any business organization in which his/her spouse or child has a material interest as defined in Chapter 112, Florida Statutes.

23. Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by PACE will in no way be a cause for relief from responsibility. PACE shall have in their possession and must provide all applicable insurance, permits, licenses, etc., which may be required by federal, state, or county law to furnish services under the scope of this contract. PACE must not be in violation of any zoning or other ordinances in the performance of this contract.

24. All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

25. When purchasing directly from a supplier the Hernando County School District, Florida, is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

26. All vendors, providers and sub-contractors must comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor Regulations (29 CFR Part 5).

27. PACE confirms that neither it nor its principals are suspended, debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract

by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes this agreement. If it is later determined that PACE knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by PACE.

28. Possession of firearms will not be tolerated on provider's property or any Hernando County School District property. No person who has a firearm in their vehicle may park their vehicle on School District property. Furthermore, no person may possess or bring a firearm on School District property. If any employee or independent contractor of PACE, or any of its sub-contractors, is found to have brought a firearm on School District property, said employee or independent contractor shall be immediately removed and terminated from the project by PACE. If a sub-contractor fails to terminate said employee or independent contractor, PACE shall terminate its agreement with the sub-contractor. If PACE fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the Hernando County School Board. "Firearm" has the meaning given in Subsection 790.001(6) Florida Statutes.

29. Employment on PACE's property by PACE, or any of its subcontractor, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude will not be tolerated. If it is determined that any person with such criminal history is on the project site, PACE agrees to take all steps necessary to remove such person the project and the property. The Board shall have the right to terminate this agreement if PACE does not comply with this provision.

30. Possession/use and/or being under the influence of any illegal mind-altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by PACE's employees or independent contractors or its sub-contractors' employees or independent contractors will not be tolerated on School District property. If any employee or independent contractor is found to have brought and/or used or is under the influence of any illegal mind-altering substances as described above on School District property, said employee or independent contractor shall be removed and terminated from the project by PACE. If a sub-contractor fails to terminate said employee or independent contractor, PACE shall terminate its agreement with the sub-contractor. If PACE fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub-contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the Board.

31. Employment Eligibility Verification ("E-VERIFY"): By entering into a contract with the Board (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning January 1, 2021, every public employer, Contractor and Subcontractor shall register with and use the United States Department of Homeland Security's E-Verify system, located at https://e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees.

The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system.

32. PACE agrees to execute an Affidavit Regarding the Use of Coercion for Labor and Services as required by section 787.06(13), Florida Statutes.

33. If the PACE receives access to an individual's personal identifying information as a result of this agreement, PACE agrees to provide the School Board with an affidavit signed by an officer or representative of the PACE under penalty of perjury attesting that the PACE does not meet any of the criteria in section 287.138(2)(a) to (c), Florida Statutes.

34. Notice: When any of the parties desire to give notice to the other, such notice must be in writing, sent by United State Postal Service certified mail, return receipt requested, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provision of the paragraph. For the present, the parties designate the following addresses for giving notice:

Hernando County School Board
Office of Superintendent
Attn: Superintendent of Schools
919 North Broad Street
Brooksville, FL 34601

Hernando County School Board
Attn: Board Chair
919 North Broad Street
Brooksville, FL 34601

Copies to:

Office of Legal Services
Attn: School Board Attorney & General Counsel
919 North Broad Street
Brooksville, FL 34601

PACE CENTER FOR GIRLS
3139 Dumont Ave
Spring Hill, FL 34609

35. This agreement constitutes the entire agreement between the parties and supersedes any and all prior agreements, proposals, or representations, written or oral, concerning its subject matter. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties.

36. Neither party shall individually assign this agreement; however, the parties may modify it in writing or attach an addendum, if changes are mutually agreed upon and signed by persons of authority in both organizations.

SIGNATURES TO FOLLOW

HERNANDO COUNTY SCHOOL BOARD

_____ Date:

Kayce Hawkins, Board Chair

_____ Date:

Ray Pinder, Superintendent

PACE CENTER FOR GIRLS, INC.

Yessica Cancel

_____ _____ Date: 5.8.26

Yessica Cancel, Interim President & CEO

AGREEMENT
between
HERNANDO COUNTY SCHOOL BOARD, FLORIDA
and
PACE CENTER FOR GIRLS, INC.
For 2026-2027 School Year

This contract by and between The Hernando County School Board, hereinafter referred to as "SCHOOL BOARD," whose address is 919 North Broad Street, Brooksville, FL 34601, and PACE CENTER FOR GIRLS, Hernando County, hereinafter referred to as "PACE," whose address is 3139 Dumont Ave, Spring Hill, FL 34609, collectively referred to as "Parties."

WITNESSETH:

Whereas, PACE Is a non-profit, non-residential agency contracted by the Department of Juvenile Justice (DJJ) to provide comprehensive education and therapeutic prevention and intervention services to troubled adolescent girls eligible for this program by Florida Statute 1003.52; and,

Whereas, the SCHOOL BOARD has the authority as provided by Chapter 1001 and 1003, Florida Statutes, to engage in a contractual relationship with nonprofit corporations which have been formed for providing a cooperative educational service to the District; and,

Whereas, the SCHOOL BOARD is committed to providing appropriate educational programs for school age children In Department of Juvenile Justice dropout prevention programs when school enrollment in their regular school program Is not desired, available, recommended, or allowed; and,

Whereas, the parties in this Agreement desire a maximum degree of cooperation and administrative planning to provide an effective program of educational services for students placed in this program by eligibility under 1003.52, Florida Statutes.

NOW, THEREFORE, in consideration of the promises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

1. **Term**. The term of this contract shall be for the period beginning July 1, 2025, and terminating June 30, 2026. The contract will be reviewed annually. This contract may be modified or amended only with the written consent of the parties consistent with all state and federal statutes, rules, and regulations. Either party may terminate this Contract upon thirty (30) days written notice to the other party.

~~1.~~2. **Compensation**. The School Board agrees to pay PACE 95% of the weighted Full Time Equivalent (FEFP) revenue generated through the Florida Education Finance Program (FEFP) funds for eligible students enrolled at PACE. FEFP funds will be determined by using the Department of Education's DJJ funding worksheet for the applicable school year. The formula shall be as follows:

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FTE x program cost factor x base student a/location x district cost differential factor= FEFP dollars, Including ESE Guaranteed A/location and DJJ Supplemental Allocation. The FTE is based on the DOE's re-calibration of FTE. The distribution of funds will be consistent with the School Board procedures and policies. The FEFP funding components shall include the following components: Base Student Allocation, ESE Guaranteed A/location, DJJ supplemental Allocation, and Discretionary Local efforts.

~~2.~~3. **Administration**. PACE will serve a maximum of fifty (50) girls, aged 11-17, during this contract period. The SCHOOL BOARD will lease PACE access to five (5) portables at JD Floyd Elementary School (in attached identified area) for its use in conducting its program. The lease shall be a payment of twelve thousand- six hundred dollars ($12,600.00) which will be utilized to defray operational costs and to update and repair the five portables. PACE shall not erect thereon any equipment or structure unless pre-approved by the Hernando County School District Facilities ~~Operations~~ and Construction Department in writing. The parties acknowledge and agree that these portables are to be used on a temporary basis from July 1, 2025~~5~~6, through June 30, 2027~~6~~6, unless both parties agree in writing to an extension of this agreement. If the District's obligation to student capacity requirements for educational programs requires additional space, the portables must return to use for JD Floyd students. The District shall notify PACE of the facility need as soon as known in writing. PACE will have sixty (~~1~~60) days from the date the District sends the notification to vacate the portables and to return the portables to the condition they were in prior to PACE's usage.

RESPONSIBILITIES of the SCHOOL BOARD:

1. Provide PACE staff a designated individual to contact for the purpose of accessing student educational data, records, grading system, and parent communication tools afforded to Hernando County School District teachers and administrators.

2. Provide PACE a designated school district contact on matters pertaining to Exceptional Student Education (ESE), 504 Plan, English for Speakers of Other Language ("ESOL") and agreement discussions.

3. Provide PACE a designated school district contact to consult with regarding entering schedules and attendance Into School District database.

4. Provide PACE designated school district contact for Guidance services to consult with regarding enrollment transitions to and from PACE school or other post PACE placements and for course/credit recovery, scheduling, graduation requirements, etc., as needed.

5. Provide testing materials as required by Florida Statute 1008 and allow PACE staff responsible for test administration to attend District training sessions for administering the tests.

6. Provide training and access to school district educational, student, and record keeping systems.

7. Provide timely testing by SCHOOL BOARD psychologists for PACE students who may be ESE eligible.

8. Provide PACE a designated school district contact to assist in identifying girls to receive PACE services and to approve of final PACE placement.

9. The Florida Department of Education provides a detailed calculation worksheet for DJJ programs. ~~(see http://www.fldoe.org/finance/fl-edu-finance-program-fefp/department-of-juvenile-justice-revenue.stml).~~ The SCHOOL BOARD agrees to pay PACE revenue earned through the Florida Education Finance Program as a result of weighted Full Time Equivalency (FTE) counts of eligible students taught by PACE during the period of this contract. Payments will be made monthly during the months of July, August, September, October, November, December, January, February, March, April, May and June on the basis of a 230-day student calendar year. The June payment will be adjusted to reflect payment for the actual number of FTE counted during July, October, February, and June. In the event of a state holdback or a pro-ration which reduces the SCHOOL BOARD'S funding, PACE's monthly funding will be reduced proportionately.

~~10.~~ Education Accountability for DJJ Programs- Board and PACE agree to participate in the Education Accountability for DJJ Programs, Rule 6A-1.099812, F.A.C., which establishes a performance rating system for DJJ education programs that measure performance on twelve (12) components. Ratings are based solely upon data submitted to FDOE. The Board shall grant the user access for PACE local and National Office designees to verify and correct data in all systems used to submit PACE data to FDOE regarding FTE and DJJ accountability reporting. Board designees shall work with Provider designee(s) assigned by its National Office to verify that all data, including student-enrollment data, program entry and exit dates, and any other data needed to calculate a DJJ accountability rating, is accurate and reported timely to the FDOE. The Board staff will work with PACE to correct any errors or omissions in the data reported. ~~Whereas sections 1003.52 and 985.619, F.S., requires juvenile detention, prevention, and day treatment programs be evaluated as alternative school under the school improvement ratings model, and that the evaluation of juvenile justice residential programs be conducted under an accountability model developed by the DJJ for the Florida Scholars Academy. Ratings are based solely upon data submitted to FDOE. To support compliance with this rule, the SCHOOL BOARD shall grant access to specific student data files for user access for PACE National Office designees to enter, retrieve and verify such data in system(s) used to submit PACE data to FDOE regarding FTE and DJJ accountability reporting. A school district designee shall work with a PACE designee(s) assigned by its National Office to verify that all such data, including student-enrollment data, accurate and reported timely to the FDOE. PACE shall comply with all applicable provisions and requirements of the Family Educational Rights and Privacy Act (FERPA) and shall provide to the SCHOOL BOARD verification of such compliance upon request.~~

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~~11.~~10.

RESPONSIBILITIES of PACE:

1. PACE shall provide a program of education, training, and related services to the referred students. PACE will at all times provide sufficiently trained and qualified professional staff for the proper instruction and supervision of students in the PACE program. Professional staff must be certifi~~cat~~ed or eligible to meet the certification requirements as required by Chapter 1012, Florida Statutes, FDOE State Board Rule, and as defined in F.A.C. 6A-4.003, 6A-1.0502, and 6A-4.004. PACE will not employ or engage any person who has been terminated or non-renewed for poor performance by the SCHOOL BOARD. PACE will also not employ or engage any person who has resigned from his or her employment by the SCHOOL BOARD. In lieu of disciplinary action with respect to child welfare or safety or has been dismissed for just cause. The qualification of PACE's employees and independent contractors shall be released to the SCHOOL BOARD and to parents as required by Federal and Florida Statutes. PACE agrees to follow SCHOOL BOARD policies and procedures when hiring both short-term and long-term substitutes. PACE will ensure that all library materials and classroom materials are age appropriate, do not contain objectionable material, and compliant with Florida Statute(s). All curricula must be Florida Department of Education approved.

2. PACE will follow the Hernando County School District Student Code of Conduct and the Policy and Procedural Manual.

3. PACE shall ensure Florida certified teachers are responsible for the supervision of Instructional activities and student performance objectives of courses for credit toward a standard high school diploma, or when warranted, a General Education Diploma (GED).

4. If a student has expressed intent to terminate school enrollment, PACE will notify the student of the option of enrolling in a program for a GED.

5. PACE shall ensure that a minimum of one certified and highly qualified Exceptional Student Education (ESE) teacher will be available to provide resource services to ESE students through the support/facilitation model. The SCHOOL BOARD will continue to provide support and oversight of the delivery of ESE services as well as drafting Individual Education Plans ("IEP's"), Speech Language, ESOL and other services as needed and in compliance with all state and federal statutes ~~related to ESE~~.

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6. PACE shall make efforts to recruit and identify students who have dropped out of school and determine their eligibly and appropriateness for reentry into the PACE program.

7. PACE agrees to provide the SCHOOL BOARD with quarterly financial reports that include detailed information related to the expenditures of funds provided by the SCHOOL BOARD. These reports will be submitted according to the following timeline: July - September Quarter - Due October 30; October - December Quarter - Due January 30; January - March Quarter - Due April 30; April - June Quarter - Due July 30.

8. PACE will notify the SCHOOL BOARD within 48 business hours if an employee who PACE has certified as completing the background check and meeting the statutory standards is convicted of any disqualifying offense under Florida Statute section 1012.315.

9. PACE will obtain a student's current IEP prior to the student's entry into the program. The SCHOOL BOARD will provide regularly scheduled ESE consultant services, ESOL available resources, as needed, at no cost to PACE. PACE will comply with all IEP/ESOL requirements.

10. PACE will provide regular and special education services to students in accordance with the student's IPMPs or IEP as governed by Florida laws and IDEA.

11. PACE shall appoint a person/persons responsible for administering all assessments, inform the SCHOOL BOARD of the person/persons in charge of administering assessments and ensure they have been trained to administer and as appropriate score the test instrument.

12. PACE shall enter all appropriate student data into the Hernando County School District's student information system.

13. PACE shall maintain student records in accordance with State requirements for Dropout Prevention/Juvenile Justice Programs, as well as the information for data reporting requirements prescribed by the SCHOOL BOARD and State and Federal agencies, and shall follow Florida Department of Education and SCHOOL BOARD policies and procedures relating to Dropout Prevention Juvenile Justice Programs. PACE will abide by Florida Administrative Code 6A-6.05281; Educational Programs for Students in Department of Juvenile Justice Detention, Prevention, Residential or Day Treatment Programs. At PACE's discretion, PACE students shall have the opportunity to be involved in the Hernando County School District, or other qualified providers' breakfast and lunch program. PACE shall provide transportation of breakfasts and lunches from a satellite school or other provider as necessary. If PACE chooses to contract with the Hernando County School District for meals, a separate agreement will be required. All terms of those separate agreements are subject to separate and distinct negotiations, renewal, and expiration.

14. PACE will be responsible for any and all transportation of students. The Hernando County School District will not provide transportation for any students of PACE.

15. PACE shall comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1974 and Section 504 of the rehabilitation Act of 1973 and with local or state standards for health and safety of students.

16. PACE agrees not to disclose any information concerning a recipient of services under this contract for any purpose not in conformity with State and Federal regulations except with written consent of the recipient or his parent/guardian where authorized by law.

17. The designee of the SCHOOL BOARD shall be permitted to review the program and other performance reports for PACE and confer with its staff at reasonable times. Results of these reviews will be considered in the determination of contract renewals.

18. PACE shall prepare for the SCHOOL BOARD designee's review the educational exit portfolio, which is to include items in the student's DJJ discharge packet. These items shall include:
    a. a copy of the student's exit plan: continuing education needs and goals, anticipated next educational placement and job/career or vocational training plans, and diploma option;
    b. current permanent record information that includes results of any state and district-wide assessment, current cumulative total of credits attempted and earned, including those credits earned prior to commencement;
    c. a school district withdrawal form that includes grades In progress for the program;
    d. a current IEP and/or PMP (spell out plan);
    e. all entry and exit assessment data on reading, writing, and math;
    f. length of participation in the program (entry and exit dates);
    g. copies of certificate/diplomas earned at the program.

19. PACE will develop an individual transition plan cooperatively with the student, his/her parents, school district and/or contracted providers' personnel, probation officer, personnel from the student's home school district and Department of Juvenile Justice (DJJ) program staff. The transition plan must address:
    a. Academic re-entry goals;
    b. Career and employment goals; and
    c. Recommended educational placement.

20. To develop exit portfolios for each student prior to exit from a commitment program. DJJ shall provide the following information as required by statutes:
    a. Transition plan
    b. Results of district and statewide assessments;
    c. Academic improvement plan (AIP), 504 plan, and/or individual educational plan (IEP) for exceptional students;
    d. Academic record or transcript; and
    e. Work and/or project samples.

    PACE and DJJ will provide an opportunity for parents or guardians to participate to the extent necessary in the review of placement process.

21. PACE agrees to provide a 250 - day instructional calendar, or the equivalent expressed in hours as specified by the State Board of Education, of which twenty (20) days, or its hourly equivalent, may be used for in-service training and planning in day treatment programs according to PACE"s academic calendar.

22. PACE is responsible for custodial tasks and cleaning of the portables. PACE agrees that in the event of loss or damages to the SCHOOL BOARD's equipment, materials, or facilities due to PACE'S use, PACE will repair said damage or will replace the damaged item with

a like kind item, if available, at its own expense. In the event said like-kind item is not available, PACE will provide the Board without expense to the Board an item of equal quality to replace that which was damaged or lost. All payment or replacement arrangements are subject to approval by the Superintendent.

23. PACE agrees that regarding any incidents requiring law enforcement, it is the responsibility of PACE to contact the Hernando County Sheriff's Office for support.

24. Use of District Facilities:

a. PACE shall not use, and no event or activity shall be scheduled or conducted in, any District facility in a manner that interferes with: (a) regular school activities or operations; (b) adult education programs; or (c) community school programs. The District may cancel, suspend, or reschedule any community use to avoid or remedy interference with the foregoing.

b. The District does not assume, and expressly disclaims, any additional liability arising out of PACE's use or occupancy of District facilities. PACE's use is at PACE's sole risk, and PACE shall be solely responsible for the safety and supervision of its participants, invitees, agents, and employees. Nothing in this provision waives any immunity, limitation of liability, or other protection available to the District under applicable law.

c. As a condition of use, PACE shall maintain, at its sole cost and expense, commercial general liability insurance on an occurrence basis with limits of not less than $1,000,000 per occurrence and $2,000,000 general aggregate, covering bodily injury, personal injury, property damage, and contractual liability arising from PACE's activities. The policy shall: (a) name the District, its Board, officers, employees, and agents as additional insureds; (b) designate the District as certificate holder; (c) be primary and noncontributory with any insurance maintained by the District; and (d) include a waiver of subrogation in favor of the District. PACE shall provide certificates of insurance and additional insured endorsements acceptable to the District at least thirty (30) days prior to the requested use date and shall maintain such coverage throughout the term of use. Failure to provide such insurance, or loss of such insurance, allows the Board the election to immediately terminate this agreement.

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d. PACE shall submit written requests for facility use to the District Director of Facilities and Construction with sufficient detail regarding the proposed activity, dates, times, facilities requested, anticipated attendance, and any special needs or equipment. Requests must be submitted sufficiently in advance to allow adequate time for the Director of Facilities and Construction to consider and approve or deny them, which in no event shall be less than 30 business days prior to the proposed use. Approval may be granted, conditioned, or denied in the District's discretion, consistent with District policies and applicable law.

e. The District is authorized to implement and administer a fee schedule for facility use, including deposit, rental, staffing, and equipment charges, and to adjust such fees from time to time. Fees may be waived or modified only as set forth in the District's fee schedule or as otherwise governed by a written agreement approved by the Board.

f. PACE shall comply with all applicable laws, regulations, District policies, and the Board Procedures for Use of Facilities, as amended from time to time, which are incorporated herein by reference. PACE shall also comply with all reasonable requests and directions of District's site designee regarding facility use, security, supervision, access, and protection of District property.

g. To the fullest extent permitted by law, PACE shall defend, indemnify, and hold harmless the District, its Board, officers, employees, and agents from and against any and all claims, demands, damages, losses, liabilities, costs, and expenses (including reasonable attorneys' fees) arising out of or related to PACE's use or occupancy of District facilities, except to the extent caused by the sole negligence or willful misconduct of the District.

h. District educational programs and operations have priority over all community uses. The District may revoke or modify any approval, or cancel or reschedule any use, without liability to PACE, when necessary to protect the educational program, preserve the necessary purpose of the property, address safety or security concerns, respond to emergencies, or comply with law or Board direction. In such event, prepaid fees shall be handled in accordance with the District's fee schedule or any applicable Board-approved agreement.

i. PACE accepts the facilities "as is, where is." PACE shall keep the facilities clean and safe, refrain from misuse or waste, and promptly restore any damage caused by PACE or its participants to the satisfaction of the District. Failure to do so may result in repair charges, additional fees, denial of future use, or other remedies available under this Agreement.

j. Upon expiration of the Agreement, PACE shall restore the facilities to their original condition at the time of the execution of this Agreement. If PACE fails to do so, PACE shall be responsible for the cost of any repairs necessary to return the facilities to their original condition. Should PACE fail to repair damage to the District facilities and restore to the facilities to their original state within thirty (30) days of the District's notification to PACE, the District may elect to repair the facilities, and the entire cost of which shall be borne by PACE. PACE's reimbursement to the District shall be due within thirty (30) days of the District's written invoice.

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SCHOOL BOARD and PACE Mutually Agree:

1. To abide by all procedures and guidelines developed and mutually agreed upon by both parties regarding the implementation of this contract.

2. To coordinate the preparation and planning for student movement in and between programs, involving educational, site, and re-entry staff, in addition to appropriate significant others and program or agency representatives.

3. To maintain access to DJJ commitment files for planning transitional services and progress monitoring in accordance with 6A-6.05281(5), F.A.C.

4. To develop a mutually agreed upon school improvement plan (SIP), as required by statute. Educational Administrators work cooperatively with the staff of the Board, program instructional personnel, student, and parents, to create a written SIP. The SIP must be specific to the program.

5. Internet Access & Protection. PACE and the SCHOOL BOARD mutually agree and understand that to provide personalized educational services, access to online, web-based, teaching, learning and assessment resources Is critical. PACE shall provide educationally appropriate Internet access for use by students, teachers and school administrators at the school campus as required to meet the noted educational needs while complying with the tenets and requirements of the CIPA (Child Internet Protection Act).

6. Both parties acknowledge that consumers of public behavioral health services are entitled to additional confidentiality protections awarded under the State of Florida rules, laws and regulations. Furthermore, consumers of services, including prevention, substance abuse, and mental health treatment services, will comply with confidentiality requirements of these and any other applicable state or federal laws, rules, or regulations.

7. If either party becomes aware of a material breach or any violation of its obligation to protect confidentiality and security of consumer's protected behavioral health information, then that party must immediately take reasonable steps to cure the breach or end the violation, and must report the breach or violation to the other party's designee. The alleged breach or violation will be investigation, and an appropriate sanction issued. Each party reserves the right to terminate this Agreement if it determines the other party has violated a material of the agreement.

8. The Board and PACE agree to submit any dispute, with the exception of an immediate termination for failure to maintain insurance coverage required under this Agreement, to the Department of Education for mediation. If the Commissioner of Education determines that the dispute cannot be settled through mediation, the dispute may be appealed to an administrative law judge appointed by the Division of Administrative Hearings. The administrative law judge has final order authority to rule on issues of equitable treatment of the School as a public school, whether provisions of the Contract violate the intended flexibility granted contract schools by statute, or any other matter except the termination or nonrenewal of the contract. The administrative law judge shall award the prevailing party reasonable attorneys' fees and costs.

FORMAL AGREEMENTS:

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In compliance with PL 114-95, Section 1423, the School Board Agrees to meet all the requirements of PL 114-95, Section 1423:

1. Where feasible, ensure that educational programs in the Providers school facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act;

2. If the child or youth is identified as in need of special education services while in the day treatment program, notify the local school of the child or youth of such need;

3. Where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;

4. Provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the day treatment program has been completed or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;

5. Work to ensure that the school facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;

6. Ensure that educational programs in that educational programs in the juvenile justice facilities are related to assisting students to meet the challenging State academic standards;

7. To the extent possible, use technology to assist in coordinating educational programs between the school facility and the community school;

8. Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;

9. Coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under title I of Public Law 105–220, and vocational and technical education funds;

10. Coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and

11. If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth;

12. Upon the child's or youth's entry into the juvenile justice facility, work with the child's or youth's family members and the local educational agency that most recently provided

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services to the child or youth (if applicable) to ensure that any relevant and appropriate academic records and plans not provided to probation staff during the commitment staffing process regarding the continuation of educational services for such child or youth are shared jointly between the juvenile justice facility and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the juvenile justice facility; and

13. Upon discharge from a juvenile justice facility, ensure consultation occurs between the local educational agency and the juvenile justice facility for a period jointly determined necessary to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

TERMS and CONDITIONS:

1. If any provision of this agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay be either party to exercise a right under this agreement will be a waiver of that right.

2. This agreement may be modified subject to revenue shortfall, which reduces district funding. This modification shall be proportionate to the Board's reduction.

3. Neither party may assign any of its rights or obligations hereunder, whether by operation of law or otherwise, without the prior written consent of the other party (not to be unreasonably withheld.)

~~4. The Board and State of Florida requires all providers/subcontracts to comply with the Jessica Lunsford Act (JLA) as described in section 1012.465. Providers, individuals, or entities under contract with the Board required to go on school grounds when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the Board for any claims made against the Board related to the failure to comply with Section 1012.465 and Section 1012.32, F.S.~~

4. The Board and State of Florida requires all Providers/subcontractors to comply with the Jessica Lunsford Act (JLA) which consists of a level II background screening via fingerprinting. Providers, individuals, or entities under contract with the Board required to go on school grounds when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the Board for any claims made against the Board related to the failure to comply with Section 1012.465 and Section 1012.32 Florida Statutes.

5. Notwithstanding any provision to the contrary in the agreement, all payments due from the School Board for non-construction services hereunder shall be governed by the provisions of Chapter 218, Florida Statutes.

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6. The Agreement is to be construed in accordance with the laws of the State of Florida, and the parties hereby agree that performance of the terms and provisions of the Agreement are to be performed solely within the State of Florida. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Hernando County, Florida have sole and exclusive jurisdiction to enforce the terms of this Agreement, notwithstanding any provisions in the Agreement to the contrary, and the Parties further agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court

7. The parties are independent contractors. This agreement does not create a partnership, franchise, joint venture, agency, or employment relationship between the parties. It is expressly acknowledged that the School District does not direct or control the work or services to be performed, or how to perform such work or services under this agreement.

8. PACE agrees to indemnify, defend and hold harmless the School Board, its elected and appoint officials, employees, and agents from and against all claims, suits, judgements, liability, or damages, including court costs, expenses, and attorney fees through and including appeals, arising out of or during the provision of the services called for in the agreement. PACE's indemnification obligations shall not extend to any acts or omissions of the School Board or any employee of the School Board. PACE shall execute and maintain in force liability insurance to provide such indemnification amount of at least one million dollars per occurrence and threetwo million dollarsmillion dollars in excess coverage and such insurance will name The Board, Board Members and School District Employees as additional insureds. To the extent PACE will maintain and furnish workers compensation insurance, a certificate of insurance will be furnished within thirty (30) business thirty (30) business days from the execution of this agreement. Failure to provide or maintain such insurance allows the Board, the election to immediately terminate this agreement. Certain employees are subject to written waiver of indemnification. PACE will immediately give the School Board written notice of all claims asserted against PACE and the School Board will have the right but not the obligation to participate in any defense.

9. The parties agree to each pay their own attorneys' fees and costs relating to the negotiation of the Agreement and this Addendum and in relation to any action to enforce the terms of either document.

10. Confidentiality is pursuant to Florida Public Records Act and all Federal, State and Local Statutes, including but not limited to Trademark Protection, Copyright protection, Family Educational Rights and Privacy Act of 1996, Health Insurance Portability and Accountability Act of 1996, Family Medical Leave Act of 1993, Americans with Disabilities Act of 1990, and Genetic Information Non-Discrimination Act of 2008.

11. The parties acknowledge and agree that the School District, a political subdivision of the State of Florida, is a sovereign entity that is by law immune from suit except to the extent specified in Section 768.28 Florida Statutes. No provision of the agreement shall constitute, or be interpreted as, a waiver of sovereign immunity, and all defenses relative to sovereign immunity shall be preserved.

12. PACE will be held to the same standards of conduct as employees of the Hernando School District while conducting business with the Board. These standards, as defined in School Board Policies, will apply not only to employees of the PACE, but also to the employees of its sub-contractors. If any provision of this agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay by either party to exercise a right under this agreement will be a waiver of that right.

13. The term "FORCE MAJEURE" means circumstances beyond the reasonable control of a party, (such an act of God, government restrictions, wars, insurrections, labor disputes, financial insolvency, economic hardship, strife, failure of suppliers, communications, or data systems) which delay or prevent the party from performing under the terms of this agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. In the event that the Force Majeure persists more than 90 days, the party may elect to terminate this agreement upon written notice.

14. PACE agrees to comply with the provisions of the Civil Rights Act of 1991, The Civil Rights Act of 1964, and The Americans with Disabilities Act, Age Discrimination in Employment Act, Section 1000.05, Florida Statutes, and The Pregnancy Discrimination Act and the Family Medical Leave Act. PACE further agrees not to discriminate on the basis of race, sex, national origin, religion, handicap, disability, sexual orientation, age, or marital status.

15. This agreement is subject to the requirement by Executive Order 12549, Department and Suspension, 7 CFR Part 3017.510 and/or 34 CFR Part 85, Section 85.510.

16. Termination for Cause. The SCHOOL BOARD reserves the right to terminate this contract in whole or in part at any time before the date of completion, in the event it is determined that PACE has failed to comply with the conditions of the agreement. The SCHOOL BOARD shall promptly notify PACE in writing of the determination and the reasons for the termination, together with the effective date of the termination. Payments made to PACE or recoveries by SCHOOL BOARD under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Termination for cause includes terminations under 215.4725, Florida Statutes.

17. Termination for Convenience. Termination of this contract in whole or in part may be made by SCHOOL BOARD at any time with 30 days' prior notice to PACE.

18. Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. The parties recognize that the SCHOOL BOARD is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law

shall be considered confidential under the Term of this agreement and Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. To the extent PACE provides School Board any information which it believes is confidential or exempt, PACE shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that the Contractor has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that PACE has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), F.S., PACE agrees to use reasonable measures to maintain the confidentiality of such information.

19. The Florida Sunshine Law is a series of laws designed to guarantee that the public has access to the public records of governmental bodies in Florida, Section 286.011 Florida Statutes. et. seq. and Section 119.01 Florida Statutes. et. seq. PACE hereby acknowledges and agrees to comply with The Florida "Sunshine" Law, including but, not limited to keeping and maintaining all records that relate and/or pertain to the terms of this agreement available for inspection and copying, public records requests, internal audits and for any other informational purpose. Failure to do so will be considered a material breach of the original Agreement resulting in immediate termination with no penalty to School Board, and PACE will indemnify and hold the School Board harmless for any and all damages and expenses suffered as a result of the material breach and contract termination. PACE must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

a. Keep and maintain public records required by the School Board in order to perform the service under this agreement; and
b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and
c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the contractor does not transfer the records to the School Board; and
d. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of the contractor or keep and maintain public records required by the School Board to perform the service. If the contractor transfers all public records to the School Board upon completion of the contract, the contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the contractor keeps and maintains public records upon completion of the contract, the contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the

School Board, upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

CUSTODIAN OF PUBLIC RECORDS: IF PACE HAS QUESTIONS REGARDING THE APPLICABILITY OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS:

919 NORTH BROAD STREET
BROOKSVILLE, FLORIDA, 34601
ELLERMAN_A@HCSB.K12.FL.US OR (352) 797-7009.

20. Notwithstanding any other provisions of law or statutory interpretation, failure of PACE to abide by the terms of these public records provisions shall be deemed a material breach of this agreement and the School Board may enforce the terms of this provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the contract.

21. If PACE receives any student information / records as a result of this agreement, it will maintain any such information / records as confidential and will not release same to any third parties without the express written approval of the School Board, except third parties who are essential to PACE's delivery of its services to the School Board, the Department of Juvenile Justice and who are bound to maintain the confidentiality of student information/records, and prohibited from unauthorized redisclosure of such information. PACE agrees to comply with the Student Online Personal Information Protection Act, section 1006.1494, Florida Statutes. Furthermore, PACE agrees to maintain and utilize all such student information/records in accordance with the FERPA regulations and only as provided for in the Agreement and this Addendum. If student information/records are requested, PACE shall comply with the FERPA regulations.

22. In accordance with Hernando County School Board Policy and Procedures, no contract for providing supplies, equipment or services shall be affected with any individual or business entity in which any member of the School Board or the Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which the Superintendent, Board Member or their spouse or child has an employment relationship or a material interest. No School Board employee may directly or indirectly purchase or recommend for purchase of goods or services from any business organization in which his/her spouse or child has a material interest as defined in Chapter 112, Florida Statutes.

23. Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by PACE will in no way be a cause for relief from responsibility. PACE shall have in their possession and must provide all applicable insurance, permits, licenses, etc., which may be required by federal, state, or county law to furnish services under the scope of this contract. PACE must not be in violation of any zoning or other ordinances in the performance of this contract.

24. All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

25. When purchasing directly from a supplier the Hernando County School District, Florida, is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

26. All vendors, providers and sub-contractors must comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor Regulations (29 CFR Part 5).

27. PACE confirms that neither it nor its principals are suspended, debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes this agreement. If it is later determined that PACE knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by PACE.

28. Possession of firearms will not be tolerated on provider's property or any Hernando County School District property. No person who has a firearm in their vehicle may park their vehicle on School District property. Furthermore, no person may possess or bring a firearm on School District property. If any employee or independent contractor of PACE, or any of its sub-contractors, is found to have brought a firearm on School District property, said employee or independent contractor shall be immediately removed and terminated from the project by PACE. If a sub-contractor fails to terminate said employee or independent contractor, PACE shall terminate its agreement with the sub-contractor. If PACE fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the Hernando County School Board. "Firearm" has the meaning given in Subsection 790.001(6) Florida Statutes.

29. Employment on PACE's property by PACE, or any of its subcontractor, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude will not be tolerated. If it is determined that any person with such criminal history is on the project site, PACE agrees to take all steps necessary to remove such person the project and the property. The Board shall have the right to terminate this agreement if PACE does not comply with this provision.

30. Possession/use and/or being under the influence of any illegal mind-altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by ~~Provider's~~ PACE's employees or independent contractors or its sub-contractors' employees or independent contractors will not be tolerated on School District property. If any employee or independent contractor is found to have brought and/or used or is under the influence of any illegal mind-altering substances as described above on School District

property, said employee or independent contractor shall be removed and terminated from the project by PACE. If a sub-contractor fails to terminate said employee or independent contractor, PACE shall terminate its agreement with the sub-contractor. If PACE fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub-contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the Board.

31. Employment Eligibility Verification ("E-VERIFY"): By entering into a contract with the Board (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning January 1, 2021, every public employer, Contractor and Subcontractor shall register with and use the United States Department of Homeland Security's E-Verify system, located at https://e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system.

32. PACE agrees to execute an Affidavit Regarding the Use of Coercion for Labor and Services as required by section 787.06(13), Florida Statutes.

33. If the PACE receives access to an individual's personal identifying information as a result of this agreement, PACE agrees to provide the School Board with an affidavit signed by an officer or representative of the PACE under penalty of perjury attesting that the PACE does not meet any of the criteria in section 287.138(2)(a) to (c), Florida Statutes.

34. Notice: When any of the parties desire to give notice to the other, such notice must be in writing, sent by United State Postal Service certified mail, return receipt requested, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provision of the paragraph. For the present, the parties designate the following addresses for giving notice:

Hernando County School Board
Office of Superintendent
Attn: Superintendent of Schools
919 North Broad Street
Brooksville, FL 34601

Hernando County School Board
Attn: Board Chair
919 North Broad Street
Brooksville, FL 34601

Copies to:

Office of Legal Services

Attn: School Board Attorney & General Counsel
919 North Broad Street
Brooksville, FL 34601

PACE CENTER FOR GIRLS
3139 Dumont Ave
Spring Hill, FL 34609

35. This agreement constitutes the entire agreement between the parties and supersedes any and all prior agreements, proposals, or representations, written or oral, concerning its subject matter. No modification, amendment, or waiver of any of any provision of this agreement will be effective unless in writing and signed by both parties.

36. Neither party shall individually assign this agreement; however, the parties may modify it in writing or attach an addendum, if changes are mutually agreed upon and signed by persons of authority in both organizations.

SIGNATURES TO FOLLOW

HERNANDO COUNTY SCOOL BOARD

_____ Date:

~~Shannon Rodriguez~~, Board Chair

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_____ Date:

Ray Pinder, Superintendent

PACE CENTER FOR GIRLS, INC.

_____ Date:

Authorized Representative

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STANDARD ADDENDUM TO AGREEMENTS WITH
THE HERNANDO COUNTY SCHOOL BOARD

WHEREAS, the undersigned has entered into an Agreement or Contract (hereinafter Agreement) with the Hernando County School Board; and,

WHEREAS, the Agreement sets forth the general terms and conditions of the relationship between the parties; and,

WHEREAS, the undersigned acknowledges that the School Board is the contracting authority for the Hernando County School Board and there are certain standard contract terms expected to be in every agreement by the School Board; and,

WHEREAS, the undersigned hereby agrees that these standard terms are part of the Agreement with the School Board.

1. The Contractor hereby agrees to indemnify, defend and hold the School Board harmless from and against any and all damages of any nature whatsoever which are caused or materially contributed to by the negligent, reckless or intentional acts of the Indemnifying Party.

2. To the extent that the agreement requires the School Board to indemnify Contractor, it shall only be to the extent of the limits set forth in section 768.28(5), Florida Statutes. and then only for the negligent or wrongful act or omission of any officer or employee of the School Board acting within the scope of the officer's/employee's office or employment under circumstances in which the state or such agency or subdivision, if a private person, would be liable to the claimant. Further, except as specifically provided herein, the School Board does not waive any defense of sovereign immunity. It is further understood and agreed by the parties to this agreement that no officer or employee may be held personally liable except as provided by section 768.28 (9), Florida Statutes. Notwithstanding the foregoing, the School Board intends to avail itself of the benefits of section 768.28 and of other statutes and common law governing sovereign immunity to the fullest extent possible. However, in no event will the School Board's liability under this provision exceed the sum of the lesser of the following: (a) the amount paid by the School Board to Contractor or (b) the amounts identified as statutory limits pursuant to section 768.28, Florida Statutes. if applicable. Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.

3. The parties agree to each pay their own attorneys' fees and costs relating to the negotiation of the Agreement and this Addendum and in relation to any action to enforce the terms of either document.

4. As may be applicable, all persons providing goods or services to the School Board pursuant the Agreement shall undergo the necessary background screening described in section 1012.465, Florida Statutes at their own cost before coming onto School Board property.

5. If the Agreement requires the expenditure of funds for more than one fiscal year, the Agreement shall be subject to termination by the School Board without cause upon a thirty (30) day notice.

6. Any conflict between the terms of this Addendum and the parties original Agreement or subsequent modifications thereof are to be resolved in favor of this Addendum.

7. The Agreement and this Addendum are to be construed in accordance with the laws of the State of Florida, and the parties hereby agree that performance of the terms and provisions of the Agreement are to be performed solely within the State of Florida. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Hernando County, Florida, hereinafter ("Court") have sole and exclusive jurisdiction to enforce the terms of this Agreement, notwithstanding any provisions in the Agreement to the contrary, and the Parties further agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court.

8. The payment obligation of the School Board created by the Agreement is conditioned upon the availability of funds that are appropriated or allocated for the payment of services or products. If such funds are not allocated and available, the Agreement may be terminated by the School Board at the end of the period for which funds are available. The School Board shall notify the Contractor at the earliest possible time before such termination. No penalty shall accrue to the School Board in the event this provision is exercised, and the School Board shall not be obligated or liable for any future payments due or for any damages as a result of such termination.

9. If, and to the extent the agreement provides for the payment of any applicable sales taxes, the Parties acknowledge that the School Board is an entity which is exempt from the same as provided by section 212.08(6), Florida Statutes.

10. The Parties agree that in the event Contractor files for bankruptcy, insolvency or receivership during the term of this agreement, the School Board may, at its option, terminate and cancel said contract, in which event all rights hereunder shall immediately cease and terminate.

11. Neither party shall be liable to the other, nor deemed in default under this Agreement to the extent that such party's performance under this Agreement is rendered impossible, impractical, or prevented by reason of force majeure. For purposes of this Agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the term of the Agreement.

12. Notwithstanding any provision to the contrary in the agreement, all payments due from the School Board for non-construction services hereunder shall be governed by the provisions

of Chapter 218, Florida Statutes.

13. If, and to the extent that the agreement provides for reimbursement of travel and related expenses, the Parties agree that such reimbursements shall be subject to the reimbursement schedules contained in Section 112.061, Florida Statutes.

14. Contractor confirms that neither it nor its principals are suspended, debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes this agreement. If it is later determined that Contractor knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by Contractor.

15. E-Verify. Pursuant to section 448.095, Florida Statutes, Contractor shall use the U.S. Department of Homeland Security's E-Verify system https://e-verify.uscis.gov/emp, to verify the employment eligibility of all employees hired during the term of this Agreement. If Contractor enters into a contract with a subcontractor, the subcontractor must provide Contractor with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien and the Contractor shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, Contractor affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with section 448.095, Florida Statutes, and acknowledges that it is required to maintain such compliance throughout the term of any Contract entered between the parties.

16. Public records compliance provisions. Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. The parties recognize that the School Board is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law shall be considered confidential under the Term of this agreement and Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. To the extent Contractor provides School Board any information which it believes is confidential or exempt, Contractor shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that the Contractor has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that contractor has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), Fla. Stat.), the Contractor agrees to use reasonable measures to maintain the confidentiality of such information.

17. To the extent Contractor maintains information that is subject to a public record request, it shall provide the public access to such records in accordance with, and subject to the applicable statutory terms and fees. Failure to do so will be considered a material breach of the original Agreement resulting in immediate termination with no penalty to School Board, and Contractor will indemnify and hold the School Board harmless for any and all damages and expenses suffered as a result of the material breach and contract termination. Contractor must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

a. Keep and maintain public records required by the School Board in order to perform the service under this agreement; and

b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the contractor does not transfer the records to the School Board; and

d. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of the contractor or keep and maintain public records required by the School Board to perform the service. If the contractor transfers all public records to the School Board upon completion of the contract, the contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the contractor keeps and maintains public records upon completion of the contract, the contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 919 N. BROAD STREET, BROOKSVILLE, FL 34601, Ellerman_a@hcsb.k12.fl.us or (352) 797-7009.

Notwithstanding any other provisions of law or statutory interpretation, failure of the Contractor to abide by the terms of these public records provisions shall be deemed a material breach of this agreement and the School Board may enforce the terms of this provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the contract.

18. If the Contractor receives any student information / records as a result of this agreement, it will maintain any such information / records as confidential and will not release same to any third parties without the express written approval of the School Board, except third parties who are essential to Contractor's delivery of its services to the School Board and who are bound to maintain the confidentiality of student information/records, and prohibited from unauthorized redisclosure of such information. Furthermore, Contractor agrees to maintain and utilize all such student information/records in accordance with the FERPA regulations and only as provided for in the Agreement and this Addendum. If student information/records are requested by way of subpoena or court order, Contractor shall notify the School Board of such request in writing including a copy of the subpoena or order and shall otherwise comply with the FERPA regulations.

19. Contractor agrees to execute an Affidavit Regarding the Use of Coercion for Labor and Services as required by section 787.06(13), Florida Statutes.

20. If the Contractor receives access to an individual s personal identifying information as a result of this agreement, Contractor agrees to provide the School Board with an affidavit signed by an officer or representative of the Contractor under penalty of perjury attesting that the Contractor does not meet any of the criteria in section 287.138(2)(a) to (c), Florida Statutes.

21. Contractor acknowledges that it will comply with all applicable Florida and Federal laws, ordinances, rules and regulations.

Signed and dated by authorized representatives as provided below:

Contractor:

Yessica Cancel

Printed Name: Yessica Cancel
Title: Interim President & CEO
Date: 5.8.26

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
10:44 am, 06/17/2025

State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Respondent Vendor Name: Pace Center for Girls, Inc

Vendor FEIN: 59-2414492

Vendor's Authorized Representative Name and Title: Yessica Cancel, Interim President & CEO

Address: 7643 Gate Parkway Suite 104-665,

City: Jacksonville State: FL ZIP: 32256

Phone Number: 904-305-8168

Email Address: y.cancel@pacecenter.org

Section 787.06(14), Florida Statutes requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute.

The Hernando County School District, Florida is a governmental entity for purposes of this statute.

As the person authorized to sign on behalf of Respondent, I certify that the company identified does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

By: Yessica Cancel

AUTHORIZED SIGNATURE

Print Name and Title: Yessica Cancel, Interim President & CEO

Date: 5.8.26

Approved as to Content & Form
CarolineMockler, Esq.
Staff Counsel, HCSD
8:46 am, 04/25/2025

Revenue Estimate Worksheet for PACE Center DJJ Facility

Based on the 2026-27 HB 5001 and FTE Survey 2

School District: Hernando

1A. 2026-27 FEFP State and Local Funding

Base Student Allocation $5,501.71 Comparable Wage Factor: 1.0000
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2026-27 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.107	0.0000	$ -
111 Basic K-3 with ESE Services		1.107	0.0000	$ -
102 Basic 4-8	14.30	1.000	14.3000	$ 78,674
112 Basic 4-8 with ESE Services	3.68	1.000	3.6800	$ 20,246
103 Basic 9-12	18.16	0.965	17.5244	$ 96,414
113 Basic 9-12 with ESE Services	3.14	0.965	3.0301	$ 16,671
254 ESE Level 4 *(Grade Level PK-3)*		3.515	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.515	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.515	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.906	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.906	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.906	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)*		1.090	0.0000	$ -
Totals	39.28		38.5345	$ 212,005

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.*			2026-27 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement				$ -
	Total Additional FTE	0.0000	Additional Base Funds	$ -
	Total Funded Weighted FTE	38.5345	Total Base Funding	$ 212,005

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, **less any 113 gifted FTE**.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 961	$ -
	PK-3	252	$ 3,102	$ -
	PK-3	253	$ 6,330	$ -
3.68	4-8	251	$ 1,077	$ 3,963
	4-8	252	$ 3,218	$ -
	4-8	253	$ 6,447	$ -
3.14	9-12	251	$ 767	$ 2,408
	9-12	252	$ 2,908	$ -
	9-12	253	$ 6,136	$ -
Total FTE with ESE Services 6.82			Total ESE Guarantee	$ 6,371

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C29 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 39.28 ÷ District's Total UFTE: 26,902.79 = 0.1460%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E34 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 38.53 ÷ District's Total WFTE: 28,855.83 = 0.1335%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C29 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 39.28 ÷ District's Total Non-Scholarship UFTE: 22,821.04 = 0.1721%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C29 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 39.28 ÷ Virtual UFTE: 26,459.07 = 0.1485%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C29 above by the district's total non-scholarship and non-virtual UFTE to obtain school's

UFTE share. **Charter School UFTE:** 39.28 ÷ **Virtual and Non-** 22,640.67 = 0.1735%

4. Educational Enrichment Share (Non-Virtual UFTE share)	**(e)**	**6,221,850**	**x**	**0.1485%**	**$ -**
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	**(b)**	**8,818,735**	**x**	**0.1460%**	**$ -**
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	**(f)**	**3,487,614**	**x**	**0.1735%**	**$ -**
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	**(d)**	**1,546,099**	**x**	**0.1721%**	**$ -**
8. Academic Acceleration Options Supplement (Value share)					

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	

School total value -
District total value 931.18

School Academic Acceleration Option Supplement		**4,221,996**	**x**	**0.0000%**	**$ -**
9. Discretionary Local Effort (UFTE share)	**(h)**				
State Millage Per FTE **$** **903.85**		District Millage Per FTE **$** -			**$ 35,503**
10. Proration to Funds Available (WFTE share)	**(c)**	**0**	**x**	**0.1335%**	**$ -**
11. Educational Enrollment Stabilization Program (UFTE share)	**(b)**	**0**	**x**	**0.1460%**	**$ -**

12. DJJ Supplemetal Allocation:

Weighted FTE (not including Add-On)		CWF		Allocation factor		
38.5345	X	1.0000	X	920.01	=	$ 35,452

(Weighted FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

Total $ 289,331
Less 5% Admin Fee $ 274,864

NOTES:

(a) Acceleration Value includes Value earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) District allocations multiplied by percentage from item 3F.

(h) If the DJJ facility's district levies the maximum discretionary local effort and the district's discretionary local effort per FTE is less than the state average potential discretionary local effort per FTE, the DJJ facility will receive the proportionate share of discretionary local effort and the compression supplement per FTE. If the district's discretionary local effort per FTE is greater than the state average per FTE, the proportionate share shall be equal to the state average. If the district does not levy the maximum discretionary millage, the DJJ facility will receive the lesser of the district's actual discretionary local effort per FTE or the state average potential local effort per FTE.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source 2026-2027 School Year Budget (TBD by FTE's)

Account Name General Fund Basic Education Subagreements Over $25K Pace Center for Girls

Account Number

1100E	5100	3120	0342	40100	
Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ 274,864

Funding Source _____

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $ 151,603

Prior Year Actual Spent: $ _____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 24. 26-3790 5/26/2026

Title and Board Action Requested
Approve the Renewal of Bid No. 23-918-39 RN, Real Estate Broker Services awarded to Tampa Commercial Real Estate.

Executive Summary
The Director of Facilities & Construction, on behalf of the Superintendent of Schools, hereby requests the Board approve the Renewal of Bid No. 23-918-39 RN, Real Estate Broker Services awarded to Tampa Commercial Real Estate.

If the School Board is the buyer, broker's compensation will be paid by the seller. If the School Board is the seller, broker's compensation will be paid from the proceeds received from the sale of the property, based upon rates indicated in the proposal.

My Contact
Brian Ragan
Director of Facilities & Construction
ragan_b@hcsb.k12.fl.us
352-797-7050

2023-28 Strategic Focus Area
Priority 5: Fiscal Transparency and Capital Planning

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: May 26, 2026

RFP No. 23-918-39 RN

Bid Title: Real Estate Broker Services

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s)	☐Request for Proposal(s)	☐Low Bid(s) Meeting Specification	☐Rejection/Cancellation
☐Revised Award	☒Renewal of Contract	☐Sole Source	☐Re-Award (Partial/Whole)
☐Bid Termination	☐Revisions/Amendments to Bid	☐Bid Extension	☐Emergency
☐Reversed Auction	☐ Piggyback Cooperative		

Bid Contract Period: 07/25/2026 through 07/24/2027 ☐ N/A – One Time Purchase

Contract Type:

☐ Estimated Dollar Amount	☐ Firm, Fixed Dollar Amount	☐ Firm, Fixed Unit Prices	☒ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options:

No. of Terms Remaining	☐ Length of Each Term (month)	☒ Length of Each Term (year)	☐ None
2		1	

Rationale/Reason:

Bidders Electronically Downloaded From Bidnet Direct Website:	Bids Received:	No Bids:	Late Bids:	Rejected Bids:	☒ N/A – Bids Not Required: Renewal

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: Brian Ragan
Director of Facilities & Construction

Department(s): Support Operations

Recommended award, description of items and prices: (See attached)

T/C CODE: 2339

This tabulation establishes a contract for *Real Estate Broker Services* in Hernando County, Florida for the acquisition of real property for future schools and support facilities and for the sale of existing School Board real property.

Tampa Commercial Real Estate

In almost all cases, Tampa Commercial Real Estate will receive compensation from the seller on listed properties. If Tampa Commercial Real Estate can find property that is unlisted, Tampa Commercial Real Estate will make its best efforts to negotiate brokerage compensation with the owner. Therefore, in most cases, for the acquisition of property there will be no compensation due from the Hernando County School District

A (1). For the **PURCHASE** of real property as specified in a Project Assignment, the broker shall earn compensation equal to:

1. 0 percent (%) for the first $1,000,000 of the purchase price
2. 0 percent (%) for that portion of the purchase price exceeding $1,000,000 but not exceeding $3,000,000.
3. 0 percent (%) for that portion of the purchase price exceeding $3,000,000 but not exceeding $5,000,000.
4. 0 percent (%) for that portion of the purchase price exceeding $5,000,000.

A (2). When Seller ***does not*** offer compensation to the broker:
For the **PURCHASE** of real property as specified in a Project Assignment, the broker shall earn compensation equal to:

1. 3 percent (%) for the first $1,000,000 of the purchase price.
2. 3 percent (%) for that portion of the purchase price exceeding $1,000,000 but not exceeding $3,000,000.
3. 2 percent (%) for that portion of the purchase price exceeding $3,000,000 but not exceeding $5,000,000.
4. 2 percent (%) for that portion of the purchase price exceeding $5,000,000.

B (1). For the **SALE** of HCSD owned real property as specified in a Project Assignment, the broker shall earn compensation equal to:
Tampa Commercial Real Estate is the ***sole*** broker:

1. 4 percent (%) for the first $1,000,000 of the purchase price.
2. 3 percent (%) for that portion of the purchase price exceeding $1,000,000 but not exceeding $3,000,000.
3. 2 percent (%) for that portion of the purchase price exceeding $3,000,000 but not exceeding $5,000,000.
4. 2 percent (%) for that portion of the purchase price exceeding $5,000,000.

B (2). For the **SALE** of HCSD owned real property as specified in a Project Assignment, the Consultant shall earn compensation equal to:
Tampa Commercial Real Estate ***shares*** compensation with other brokers

1. 5 percent (%) for the first $1,000,000 of the purchase price.
2. 5 percent (%) for that portion of the purchase price exceeding $1,000,000 but not exceeding $3,000,000.
3. 4 percent (%) for that portion of the purchase price exceeding $3,000,000 but not exceeding $5,000,000.
4. 3 percent (%) for that portion of the purchase price exceeding $5,000,000.

C (1). For the **LEASE** of real property for use by HCSD, where the landlord offers brokerage compensation, the broker shall earn compensation equal to 0 (%) of the gross value of the lease.

C (2). When the District leases owned property to tenants:

a) For the Lease of real property to tenants when the property is owned by the District and where the broker is the only broker in the lease transaction, the broker shall earn compensation equal to 4% of the gross value of the lease.

b) For the Lease of real property to tenants when the property is owned by the District and where the broker shares brokerage commission with the tenant's broker, the broker shall earn compensation equal to 6% of the gross value of the lease.

Contact:

Steven Silverman
Owner/Broker
(813) 785-3665
steven@tampacommercialrealestate.com

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 25. 26-3792 5/26/2026

Title and Board Action Requested

Approve the amendment to the contract for multi-function copier devices, Piggyback of OMNIA Partners/US Communities, National IPA & NCPA, Contract No. 2021002788, Print Goods & Services, awarded to Ricoh USA for the addition of one (1) multi-function device and authorize the increase in contract lease cost by $382.07 monthly for the remainder of the lease term.

Executive Summary

The Director of Purchasing and Warehousing, on behalf of the Superintendent of Schools, hereby requests the Board approve the amendment to the contract for multi-function copier devices, Piggyback of OMNIA Partners/US Communities, National IPA & NCPA, Contract No. 2021002788, Print Goods & Services, awarded to Ricoh USA for the addition of one (1) multi-function device to the District Fleet Product Schedule.

This additional device is for the Facilities and Construction Department. A wide format, MPW6700SP, multi-function (copier, scanner & printer) unit specifically for the printing of designs. The additional lease cost is $382.07 monthly for the remainder of the contract lease term (53 months) effective July 1, 2026. The new monthly lease cost beginning July 2026 for District Fleet, with the approval of this addendum is $17,348.87.

The original contract was Board approved on July 29, 2025, Agenda No. 26-3165.

My Contact

Christopher Reckner
(352) 797-7060

2023-28 Strategic Focus Area

Priority 5: Fiscal Transparency and Capital Planning

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

RICOH

ORDER AGREEMENT

Sales Type: LEASE

Master Maintenance and Sale Agreement Number: MMSAP00005237
Master Maintenance and Sale Agreement Date:

EQUIPMENT BILL TO INFORMATION

Customer Legal Name: SCHOOL BOARD OF HERNANDO COUNTY		
Address Line 1: 8050 MOBLEY RD		**Contact:** Lucinda Holton
Address Line 2:		**Phone:** (352)797-7050
City: BROOKSVILLE		**E-mail:** holton_l@hcsb.k12.fl.us
ST/Zip: FL / 34601-9061	**County:** HERNANDO	**Fax:**

	PO Included PO#
Yes	Sales Tax Exempt (Attach Valid Exemption Certificate)
	Syndication
	PS Service (Subject to and governed by additional Terms and Conditions)
	IT Service (Subject to and governed by additional Terms and Conditions)

	TS PO# (if applicable) _
Yes	Add to Existing Service Contract # 5774575
Yes	Add to Existing
	Annual Escalation (after initial Fixed term) 15%

This is an Order made pursuant to the terms and conditions of the above referenced Master Agreement(s) between Customer and Ricoh USA, Inc. The signature below indicates that the customer accepts all terms and conditions of the applicable Master Agreement(s) for this sale, all of which are incorporated herein by reference and made part of this Order. This Order is not valid unless and until signed by and Authorized Signatory of Ricoh USA, Inc.

SERVICE INFORMATION

SERVICE BILL TO INFORMATION

Customer Legal Name: SCHOOL BOARD OF HERNANDO COUNTY		
Address Line 1: 8050 MOBLEY RD		**Contact:** Lucinda Holton
Address Line 2:		**Phone:** (352)797-7050
City: BROOKSVILLE		**E-mail:** holton_l@hcsb.k12.fl.us
ST/Zip: FL /34601-9061	**County:** HERNANDO	**Fax:**

Service Term (Months)	Base Billing Frequency	Overage Billing Frequency	Service Type
53	MONTHLY	MONTHLY	GOLD

Guaranteed Group Total Allowance *MONTHLY*		Group Overages		Service Base *MONTHLY*
B/W	**Color**	**B/W**	**Color**	
0	0	0.0034	N/A	$0.00

SHIP TO / PRODUCT INFORMATION

Product Description	QTY	Service Level	11 x 17	B/W Allowance *MONTHLY*	B/W Ovg	Color Allowance *MONTHLY*	Color Ovg	Service Base *MONTHLY*	Ship To / Equipment Address Contact Info

RICOH

RICOH MPW6700SP CONFIGURABLE PTO MODEL	1	GOLD	Double Click	Service (TS) Contract info outlined above	Service (TS) Contract info outlined above	Service (TS) Contract info outlined above	Service (TS) Contract info outlined above	Service (TS) Contract info outlined above	8016 MOBLEY RD BROOKSVILLE FL 34601-9061 US Lucinda Holton (352)797-7050 holton_l@hcsb.k12.fl.us

BASIC CONNECTIVITY / PS / IT SERVICES INFORMATION

BASIC CONNECTIVITY / PS / IT Services Description	QTY
[OOD]EUT CODE FOR AEC WIDE FORMAT - UP TO 3 HR SESSION	1

ORDER TOTALS

Service Type Offerings:	**Product Total:**	
Gold: Includes all supplies and staples. Excludes paper. **Silver:** Includes all supplies. Excludes paper and staples. **Bronze:** Parts and labor only. Excludes paper, staples and supplies.	**BASIC CONNECTIVITY / PS / IT Services :**	
	BuyOut After Promotions:	
Additional Provisions: ***Insert ANY additional provisions here***	**Grand Total: (Excludes Tax)**	

Accepted by Customer

By: **X** _____
Authorized Signer Signature

Printed Name: _____

Title: _____ Date: _____

Accepted: Ricoh USA, Inc.

By: _____
Authorized Signer Signature

Printed Name: Robert Griffin

Title: Southeast Region VP Date: 5/11/2026

RICOH

Omnia Partners Public Sector Product Schedule with Purchase Option

Ricoh USA, Inc.
300 Eagleview Blvd #200
Exton, PA 19341

Product Schedule Number: _____

Master Lease Agreement Number: MLA35441852

This Omnis Partners Public Sector Product Schedule with Purchase Option (this "Schedule") is between Ricoh USA, Inc. ("we" or "us") and SCHOOL BOARD HERNANDO COUNTY, as customer or lessee ("Customer" or "you"). This Schedule constitutes a "Schedule," "Product Schedule," or "Order Agreement," as applicable, under the Omnia Partners Public Sector Master Lease Agreement (together with any amendments, attachments and addenda thereto, the "Lease Agreement") identified above, between you and_____. All terms and conditions of the Lease Agreement are incorporated into this Schedule and made a part hereof. If we are not the lessor under the Lease Agreement, then, solely for purposes of this Schedule, we shall be deemed to be the lessor under the Lease Agreement. It is the intent of the parties that this Schedule be separately enforceable as a complete and independent agreement, independent of all other Schedules to the Lease Agreement.

CUSTOMER INFORMATION

SCHOOL BOARD OF HERNANDO COUNTY	LUCINDA HOLTON
Customer (Bill To) 8016 MOBLEY RD	Billing Contact Name 8050 MOBLEY RD
Product Location Address BROOKSVILLE HERNANDO FL 34601-9061	Billing Address *(if different from location address)* BROOKSVILLE HERNANDO FL 34601
City County State Zip	City County State Zip

Billing Contact Telephone Number	Billing Contact Facsimile Number	Billing Contact E-Mail Address
(352)-797-7050		HOLTON_L@HCSB.K12.US

PRODUCT DESCRIPTION ("Product")

Qty	Product Description: Make & Model
1	RICOH MPW6700 CONFIGURABLE PTO MODEL

Qty	Product Description: Make & Model

PAYMENT SCHEDULE

Minimum Term *(months)*	Minimum Payment *(Without Tax)*	Minimum Payment Billing Frequency	Advance Payment
53	$ 382.07	☒ Monthly ☐ Quarterly ☐ Other: _____	☐ 1st Payment ☐ 1st & Last Payment ☐ Other: _____

Sales Tax Exempt: ☒ Yes (Attach Exemption Certificate) Customer Billing Reference Number (P.O.#, etc.) _____
Addendum Attached: ☐ Yes (Check if yes and indicate total number of pages: _____)

TERMS AND CONDITIONS

1. The first Payment will be due on the Effective Date. If the Lease Agreement uses the terms "Lease Payment" and "Commencement Date" rather than "Payment" and "Effective Date," then, for purposes of this Schedule, the term "Payment" shall have the same meaning as "Lease Payment," and the term "Effective Date" shall have the same meaning as "Commencement Date."

2. You, the undersigned Customer, have applied to us to rent the above-described Product for lawful commercial (non-consumer) purposes. **THIS IS AN UNCONDITIONAL, NON-CANCELABLE AGREEMENT FOR THE MINIMUM TERM INDICATED ABOVE**, except as otherwise provided in the Lease Agreement, if applicable. If we accept this Schedule, you agree to rent the above Product from us, and we agree to rent such Product to you, on all the terms hereof, including the terms and conditions of the Lease Agreement. **THIS WILL ACKNOWLEDGE THAT YOU HAVE READ AND UNDERSTAND THIS SCHEDULE AND THE LEASE AGREEMENT AND HAVE RECEIVED A COPY OF THIS SCHEDULE AND THE LEASE AGREEMENT.**

3. Purchase Option:

   The parties agree that the purchase option for the Product is a $1.00 purchase option plus applicable taxes. In connection with such option, Customer further agrees as follows:

   (i) notwithstanding anything to the contrary in the Lease Agreement, with respect to this Schedule only: It is the mutual intention of the parties that Customer shall be considered the owner of the Product (excluding all Software, which is owned and licensed to you by the Software Supplier) for various purposes, including federal income tax purposes, as of the Effective Date. You are entitled to all federal income tax benefits afforded to the

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owner of the Product, but we shall not be liable to you if you fail to secure or obtain such benefits. You will keep the Product free of all liens and encumbrances. You hereby grant to us a security interest in the Product covered by this Schedule (including any replacements, substitutions, additions, attachments and proceeds) as security for the payment of the amounts due or to become due under each Schedule;

(ii) in the event of default under the Lease Agreement or this Schedule, we may exercise all rights and remedies of a secured party under applicable law, in addition to any and all rights and remedies we may otherwise have under the Lease Agreement, including, without limitation, the right to repossess the Product free and clear of any of your rights and interests in the Product; and

(iii) notwithstanding anything to the contrary in the Lease Agreement, if no default has occurred and is continuing under the Lease Agreement or this Schedule and all of your obligations under this Schedule have been satisfied, we will release any security interest that we may have in the Product, you shall have no obligation to provide any end-of-term notice to us, and this Schedule will terminate and not be renewed.

4. WE MAKE NO REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, WITH RESPECT TO THE LEGAL, TAX OR ACCOUNTING TREATMENT OF THE LEASE AGREEMENT, THIS SCHEDULE OR THE TRANSACTIONS EVIDENCED THEREBY. YOU ACKNOWLEDGE THAT WE ARE NOT AN AGENT OR A FIDUCIARY OF CUSTOMER. YOU WILL OBTAIN YOUR OWN LEGAL, TAX AND ACCOUNTING ADVICE AND WILL MAKE YOUR OWN DETERMINATION OF THE PROPER TREATMENT OF THE LEASE AGREEMENT AND THIS SCHEDULE.

5. Additional Provisions (if any) are: _____

_____

THE PERSON SIGNING THIS SCHEDULE ON BEHALF OF THE CUSTOMER REPRESENTS THAT HE/SHE HAS THE AUTHORITY TO DO SO.

CUSTOMER	**Accepted by: RICOH USA, INC.**
By: X_____ Authorized Signer Signature	By: _____ Authorized Signer Signature
Printed Name: _____	Printed Name: Robert Griffin
Title: _____ Date: _____	Title: Southeast Region VP Date: 5/11/2026

Approved as to Legal Sufficiency
Caroline I. Mockler, Esq.
Staff Counsel, HCSD
11:01 am, 05/11/2026

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: May 26, 2026

Bid No. 26-015-05 PB (amended) **Bid Title:** Print Goods & Services

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s)	☐Request for Proposal(s)	☐Low Bid(s) Meeting Specification	☐Rejection/Cancellation
☐Revised Award	☐Renewal of Contract	☐Sole/Single Source	☐Re-Award (Partial/Whole)
☐Contract Termination	☒Amendments to Contract	☐Extension of Contract	☐Emergency
☐Reversed Auction	☒Piggyback: Cooperative	☐Responsive/Responsible Bidders	

Bid Contract Period: 12/01/2025 through 11/30/2030 ☐ N/A – One Time Purchase
Amended: 05/26/2026 through 11/30/2030

Contract Type: ☐ Estimated Dollar Amount | ☐ Firm, Fixed Dollar Amount | ☐ Firm, Fixed Unit Prices | ☒ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options: No. of Terms Remaining | ☐ Length of Each Term (month) | ☐ Length of Each Term (year) | ☒ None

Rationale/Reason: Piggyback U.S. Communities, National IPA & NCPA, wholly owned subsidiaries of OMNIA Partners Public Sector, Contract No. 2021002788, RFP No. 001811, Print Goods & Services, awarded to Ricoh USA, Inc. HCSB Bid No. 26-015-05 PB has been assigned for internal tracking purposes.
5/26/2026: Amended to add one (1) unit to Facilities & Construction Division co-terminus (53 months) to begin July 1, 2026.

Bidders Electronically Downloaded From Bidnet Direct Website:	**Bids Received:**	**No Bids:**	**Late Bids:**	**Rejected Bids:**	☒ **N/A – Bids Not Required:** Piggyback

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s) Department(s): District Wide

Recommended award: Ricoh USA, INC.

T/C CODE: 2605

Awarded Vendor:

Ricoh USA, INC.
www.ricoh-usa.com

Aaron Coward, Account Manager
RICOH Digital Services
Phone: (813) 261-2017
Mobile: (813) 955-7509
aaron.coward@Ricoh-USA.com

Fabian Barbosa, District Manager
RICOH Digital Services
Office: 407-838-9062
Mobile: 407-929-2256
fabian.barbosa@ricoh-usa.com

The 60-month lease agreement expenditure is as follows:

District Fleet Lease: $16,966.80 monthly (10.44% savings from previous contract)

District Fleet Usage: $10,000.00 monthly (estimated)

CPC: $.0034 B&W/$.040 Color

Print Shop Lease: $7,766.26 monthly (19.83% savings from previous contract)

Print Shop Usage: $6,000.00 monthly (estimated)

CPC: $.0032 B&W/$.040 Color

Food & Nutrition: $907.20 monthly (10% savings from previous contract)

Food & Nutrition Usage: $250.00 monthly (estimated)

CPC: $.0034 B&W/$.040 Color

*The cost per copy (CPC) includes toner cartridges, staples, service, maintenance, parts and labor.

5/26/2026 Amendment:

Additional Unit (Facilities Division) Ricoh MPW6700 Wide Format:
$382.07 monthly (Co-Terminus: 53 months) to begin July 1, 2026.

RICOH

Ricoh USA, Inc.
300 Eagleview Blvd #200
Exton, PA 19341

671

OMNIA Partners Public Sector Master Lease Agreement

Number: MLA35441852

CUSTOMER INFORMATION

Full Legal Name: SCHOOL BOARD OF HERNANDO COUNTY				
Address: 8050 MOBLEY RD				
City: BROOKSVILLE	State: FL	Zip: 34601-9061	Contact: JULIE CIRRINCIONE	Telephone Number: (352)-797-7060
Federal Tax ID Number* *(Do Not Insert Social Security Number)*	Facsimile Number		E-mail Address: CIRRINCIONE_J@HCSB.K12.FL.US	

*Not required for State and Local Government entities.

This OMNIA Partners Public Sector Master Lease Agreement ("Lease Agreement") has been written in clear, easy to understand English. When we use the words "you", "your" or "Customer" in this Lease Agreement, we mean you, our customer, as indicated above. When we use the words "we", "us" or "our" in this Lease Agreement, we mean Ricoh USA, Inc. ("Ricoh") or, if we assign this Lease Agreement or any Schedules executed in accordance with this Lease Agreement, pursuant to Section 13 below, the Assignee (as defined below). Our corporate office is located at 300 Eagleview Blvd #200, Exton, PA 19341.

1. Agreement. This Lease Agreement is executed pursuant to the contract by and between Ricoh USA, Inc. and The Regents of the University of California, a California public corporation ("UC") on behalf of the University of California; and National Intergovernmental Purchasing Alliance Company, a Delaware corporation d/b/a OMNIA Partners, Public Sector Omnia. and all public agencies, non-profits and higher education entities ("Participating Public Agencies"), having a Purchasing Agreement number 2021002788 and the contract period is from January 15, 2021 to January 14, 2026 (the "Contract Period"), including any and all exercised renewal periods, (the "Contract"). Notwithstanding the foregoing, any Schedule entered into during the Contract Period shall continue in full force and effect for the entire lease term set forth in the Schedule. We agree to lease or rent, as specified in any equipment schedule executed by you and us and incorporating the terms of this Lease Agreement by reference (a "Schedule"), to you, and you agree to lease or rent, as applicable, from us, subject to the terms of this Lease Agreement and such Schedule, the personal and intangible property described in such Schedule. The personal and intangible property described on a Schedule (together with all attachments, replacements, parts, substitutions, additions, repairs, and accessories incorporated in or affixed to the property and any license or subscription rights associated with the property) will be collectively referred to as "Product." The manufacturer of the tangible Product shall be referred to as the "Manufacturer." To the extent the Product includes intangible property or associated services such as periodic software licenses and prepaid data base subscription rights, such intangible property shall be referred to as the "Software."
2. Schedules; Delivery and Acceptance. This Lease Agreement shall consist of the terms and conditions of the Contract and this Lease Agreement and any Schedule issued pursuant thereto. As it pertains to this Lease Agreement, the order of precedence of the component parts of the Lease Agreement shall be as follows: (a) the terms and conditions of this Lease Agreement and Schedule issued pursuant thereto, and (b) the terms and conditions of the Contract. The foregoing order of precedence shall govern the interpretation of this Lease Agreement in cases of conflict or inconsistency therein. Each Schedule that incorporates this Lease Agreement shall be governed by the terms and conditions of this Lease Agreement and the Contract, as well as by the terms and conditions set forth in such individual Schedule. Each Schedule shall constitute a complete agreement separate and distinct from this Lease Agreement and any other Schedule. In the event of a conflict between the terms of this Lease Agreement and any Schedule, the terms of such Schedule shall govern and control, but only with respect to the Product subject to such Schedule. The termination of this Lease Agreement will not affect any Schedule executed prior to the effective date of such termination. When you receive the Product, you agree to inspect it to determine it is in good working order. Scheduled Payments (as specified in the applicable Schedule) will begin on the Product delivery and acceptance date ("Effective Date"). You agree to sign and return to us a delivery and acceptance certificate (which, at our request, may be done electronically) within three (3) business days after any Product is installed.
3. Term; Payments.
   (a) The first scheduled Payment (as specified in the applicable Schedule) ("Payment") will be due on the Effective Date or such later date as we may designate. The remaining Payments will be due on the same day of each subsequent month, unless otherwise specified on the applicable Schedule. To the extent not prohibited by applicable law, if any Payment or other amount payable under any Schedule is not received within ten (10) days of its due date, you will pay to us, in addition to that Payment, a one-time late charge of 5% of the overdue Payment (but in no event greater than the maximum amount allowed by applicable law). To the extent not prohibited by applicable law, you agree to pay $25.00 for each check returned for insufficient funds or for any other reason.

   (b) In the event that Customer terminates the Maintenance Agreement (as hereunder defined) between Customer and the Servicer relating to the Product provided hereunder due to a material breach by Servicer of its service obligations, including any Product service levels specified therein, which remained uncured for thirty (30) days following written notice of breach (in the manner expressly permitted by and in accordance with such Maintenance Agreement), Ricoh shall use reasonable efforts to assist Customer in selecting a replacement Servicer. This Section 3(b) shall not alter, restrict, diminish or waive the rights, remedies or benefits that Customer may have against Servicer under the Maintenance Agreement.

   (c) A Schedule may be terminated in whole or in part by the Customer in accordance with this Section 3(c) whenever the Customer shall determine that such a termination is in the best interest of the Customer. Any such termination shall be effected by delivery to Ricoh, at least thirty (30) working days prior to the effective date of such termination date, of a notice of termination specifying the extent to which performance shall be terminated. In the event of such termination, Customer agrees to return the Product to us in the manner required under Section 14 of this Lease Agreement and to pay to us (as compensation for loss of our bargain and not as a penalty), with respect to such terminated Product, financed Software and any Software Licenses, an amount which shall be equal to the monthly Payment for such Product, financed Software and/or Software License, as applicable, times the number of months remaining in the term of such Schedule (or any renewal of such Schedule) and/or any financing agreement with respect to the financed Software and/or Software License, plus any other amounts then due and payable under this Lease Agreement, Schedule and/or financing agreement with respect to such Product, Software and/or Software License, including, but not limited to, any lease payments and maintenance payments. Ricoh shall supply the Customer with the actual number of Payments remaining and the total amount due, and the Customer shall be relieved of all unpaid amounts for anticipated profit on unperformed services under any Maintenance Agreement (including any amount included in the monthly Payment that is attributable to maintenance, supplies, or any other service cost).

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(d) You also agree that, except (a) as set forth in Section 18 below entitled "State and Local Government Provisions" and (b) for the best interest of the Customer as set forth in Section 3(c), THIS IS AN UNCONDITIONAL, NON-CANCELABLE AGREEMENT FOR THE MINIMUM TERM INDICATED ON ANY SCHEDULE TO THIS LEASE AGREEMENT. All Payments to us are "net" and unconditional and are not subject to set off, defense, counterclaim or reduction for any reason. You agree that you will remit payments to us in the form of company checks (or personal checks in the case of sole proprietorships), direct debit or wires only. You also agree that cash and cash equivalents are not acceptable forms of payment for this Lease Agreement or any Schedule and that you will not remit such forms of payment to us. Payment in any other form may delay processing or be returned to you. Furthermore, only you or your authorized agent as approved by us will remit payments to us.

4. Product Location; Use and Repair. You will keep and use the Product only at the Product Location shown in the applicable Schedule. You will not move the Product from the location specified in the applicable Schedule or make any alterations, additions or replacements to the Product without our prior written consent, which consent will not be unreasonably withheld. At your own cost and expense, you will keep the Product eligible for any Manufacturer's certification as to maintenance and in compliance with applicable laws and in good condition, except for ordinary wear and tear. You shall engage Ricoh, its subsidiaries or affiliates, or an independent third party (the "Servicer") to provide maintenance and support services pursuant to a separate agreement for such purpose ("Maintenance Agreement"). You may make alterations, additions or replacements (collectively, "Additions") and add Software to the Product provided that such Additions and Software do not impair the value or originally intended function or purpose of the Product and is not subject to any lien or security interest in favor of any other party; provided, further, that you remove such Additions and Software at your own cost and expense at the expiration or termination of the applicable Schedule. All Additions and Software which are not removed at the expiration or termination of the applicable Schedule will become part of the Product and our property at no cost or expense to us. We may inspect the Product upon proper notice to the customer at any reasonable time during normal working hours.

5. Taxes and Fees. To the extent not prohibited by applicable law and unless and to the extent you are exempt and provide a valid exemption certificate to us, in addition to the payments under this Lease Agreement, you agree to pay all taxes (other than property taxes), assessments, fees and charges governmentally imposed upon our purchase, ownership, possession, leasing, renting, operation, control or use of the Product. If we are required to pay upfront sales or use tax and you opt to pay such tax over the term of the lease and not as a lump sum at lease inception, then you agree to pay us a "Sales Tax Administrative Fee" equal to 3.5% of the total tax due per year, to be included as part of the Payment. A valid sales and use tax exemption certificate must be provided to us within ninety (90) days of the first invoice to receive a credit/waiver of sales tax.

6. Warranties. We transfer to you, without recourse, for the term of each Schedule, any written warranties made by the Manufacturer or Software Supplier (as defined in Section 10 of this Lease Agreement) with respect to the Product leased or rented pursuant to such Schedule. YOU ACKNOWLEDGE THAT YOU HAVE SELECTED THE PRODUCT BASED ON YOUR OWN JUDGMENT AND YOU HEREBY AFFIRMATIVELY DISCLAIM RELIANCE ON ANY ORAL REPRESENTATION CONCERNING THE PRODUCT MADE TO YOU. However, if you enter into a Maintenance Agreement with Servicer with respect to any Product, no provision, clause or paragraph of this Lease Agreement shall alter, restrict, diminish or waive the rights, remedies or benefits that you may have against Servicer under such Maintenance Agreement. WE MAKE NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING, BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. AS TO US AND OUR ASSIGNEE, YOU LEASE OR RENT THE PRODUCT "AS-IS." The only warranties, express or implied, made to you are the warranties (if any) made by the Manufacturer and/or Servicer to you in any documents, other than this Lease Agreement, executed by and between the Manufacturer and/or Servicer and you. YOU AGREE THAT, NOTWITHSTANDING ANYTHING TO THE CONTRARY, WE ARE NOT RESPONSIBLE FOR, AND YOU WILL NOT MAKE ANY CLAIM AGAINST US FOR, ANY CONSEQUENTIAL, SPECIAL, OR INDIRECT DAMAGES.

7. Loss or Damage. You are responsible for any theft of, destruction of, or damage to the Product (collectively, "Loss") from any cause at all, whether or not insured, from the time of Product delivery to you until it is delivered to us at the end of the term of the Schedule. You are required to make all Payments even if there is a Loss. You must notify us in writing immediately of any Loss. Then, you shall be responsible to either (a) repair the Product so that it is in good condition and working order, eligible for any Manufacturer's certification, (b) pay us the amounts specified in Section 12 below, or (c) replace the Product with equipment of like age and capacity.

8. Liability and Insurance. You agree to maintain insurance, through self-insurance or otherwise, to cover the Product for all types of loss, including, without limitation, theft, in an amount not less than the full replacement value and you will name us as an additional insured and loss payee on your insurance policy. In addition, you agree to maintain comprehensive public liability insurance, which, upon our request, shall be in an amount acceptable to us and shall name us as an additional insured. Such insurance will provide that we will be given thirty (30) days advance notice of any cancellation. Upon our request, you agree to provide us with evidence of such insurance in a form reasonably satisfactory to us. If you fail to maintain such insurance or to provide us with evidence of such insurance, we may (but are not obligated to) obtain insurance in such amounts and against such risks as we deem necessary to protect our interest in the Product. Such insurance obtained by us will not insure you against any claim, liability or loss related to your interest in the Product and may be cancelled by us at any time. You agree to pay us an additional amount each month to reimburse us for the insurance premium and an administrative fee, on which we or our affiliates may earn a profit. In the event of loss or damage to the Product, you agree to remain responsible for the Payment obligations under this Lease Agreement until the Payment obligations are fully satisfied.

9. Title; Recording. We are the owner of and will hold title to the Product (except for any Software). You will keep the Product free of all liens and encumbrances. Except as reflected on any Schedule, you agree that this Lease Agreement is a true lease. However, if any Schedule is deemed to be intended for security, you hereby grant to us a purchase money security interest in the Product covered by the applicable Schedule (including any replacements, substitutions, additions, attachments and proceeds) as security for the payment of the amounts under each Schedule. You authorize us to file a copy of this Lease Agreement and/or any Schedule as a financing statement, and you agree to promptly execute and deliver to us any financing statements covering the Product that we may reasonably require; provided, however, that you hereby authorize us to file any such financing statement without your authentication to the extent permitted by applicable law.

10. Software or Intangibles. To the extent that the Product includes Software, you understand and agree that we have no right, title or interest in the Software, and you will comply throughout the term of this Lease Agreement with any license and/or other agreement ("Software License") entered into with the supplier of the Software ("Software Supplier"). You are responsible for entering into any Software License with the Software Supplier no later than the Effective Date; provided, however, if you do not enter into the Software License, then we may choose not to lease such Software to you under this Lease Agreement.

11. Default. Each of the following is a "Default" under this Lease Agreement and all Schedules: (a) you fail to pay any Payment or any other amount within thirty (30) days of its due date, (b) any representation or warranty made by you in this Lease Agreement is false or incorrect and/or you do not perform any of your other obligations under this Lease Agreement or any Schedule and/or under any other agreement with us or with any of our affiliates and this failure continues for thirty (30) days after we have notified you of it, (c) a petition is filed by or against you or any guarantor under any bankruptcy or insolvency law or a trustee, receiver or liquidator is appointed for you, any guarantor or any substantial part of your assets, (d) you or any guarantor makes an assignment for the benefit of creditors, (e) any guarantor dies, stops doing business as a going concern or transfers all or substantially all of such guarantor's assets, or (f) you stop doing business as a going concern or transfer all or substantially all of your assets.

12. Remedies. If a Default occurs, we may do one or more of the following: (a) we may cancel or terminate this Lease Agreement and/or any or all Schedules; (b) we may require you to immediately pay to us, as compensation for loss of our bargain and not as a penalty, a sum equal to: (i) all past due Payments and all other amounts then due and payable under this Lease Agreement or any Schedule; and (ii) the present value of all unpaid Payments for the remainder of the term of each Schedule plus the present value of our anticipated value of the Product at the end of the initial term of any Schedule (or any renewal of such Schedule), each discounted at a rate equal to 3% per year to the date of default, and we may charge you interest on all amounts due us from the date of default until paid at the rate of 1.5% per month, but in no event more than the maximum rate

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permitted by applicable law. We agree to apply the net proceeds (as specified below in this Section) of any disposition of the Product to the amounts that you owe us; (c) we may require you to deliver the Product to us as set forth in Section 14; (d) to the extent not prohibited by applicable law, we or our representative may peacefully repossess the Product without a court order (it being agreed that we will provide you with written notice of Default prior to initiating recovery of the Product and will endeavor to contact you telephonically to schedule a convenient time to recover the Product); (e) we may exercise any and all other rights or remedies available to a lender, secured party or lessor under the Uniform Commercial Code ("UCC"), including, without limitation, those set forth in Article 2A of the UCC, and at law or in equity; (f) we may immediately terminate your right to use the Software including the disabling (on-site or by remote communication) of any Software; (g) we may demand the immediate return and obtain possession of the Software and re-license the Software at a public or private sale; (h) we may cause the Software Supplier to terminate the Software License, support and other services under the Software License, and/or (i) at our option, we may sell, re-lease, or otherwise dispose of the Product under such terms and conditions as may be acceptable to us in our discretion. If we take possession of the Product (or any Software, if applicable), we may sell or otherwise dispose of it with or without notice, at a public or private disposition, and to apply the net proceeds (after we have deducted all costs, including reasonable attorneys' fees) to the amounts that you owe us. You agree that, if notice of sale is required by law to be given, five (5) days' notice shall constitute reasonable notice. If applicable, you will remain responsible for any deficiency that is due after we have applied any such net proceeds. To the extent permitted by applicable law, in the event an action is brought to enforce or interpret this Lease Agreement, the prevailing party shall be entitled to reimbursement of all costs including, but not limited to, reasonable attorney fees and court costs incurred.

13. Ownership of Product; Assignment. YOU HAVE NO RIGHT TO SELL, TRANSFER, ENCUMBER, SUBLET OR ASSIGN THE PRODUCT OR THIS LEASE AGREEMENT OR ANY SCHEDULE WITHOUT OUR PRIOR WRITTEN CONSENT (which consent shall not be unreasonably withheld). You agree that we may sell or assign all or a portion of our interests, but not our obligations, in the Product and/or this Lease Agreement or any Schedule without notice to you even if less than all the Payments have been assigned. In the event the remit to address for Payments is changed during the term of this Lease Agreement or any Schedule, then Ricoh or the Assignee will provide notice to you. In that event, the assignee (the "Assignee") will have such rights as we assign to them but none of our obligations (we will keep those obligations) and the rights of the Assignee will not be subject to any claims, defenses or set offs that you may have against us. No assignment to an Assignee will release Ricoh from any obligations Ricoh may have to you hereunder. The Maintenance Agreement you have entered into with a Servicer will remain in full force and effect with Servicer and will not be affected by any such assignment. You acknowledge that the Assignee did not manufacture or design the Product and that you have selected the Manufacturer, Servicer and the Product based on your own judgment.

14. Renewal; Return of Product. UNLESS EITHER PARTY NOTIFIES THE OTHER IN WRITING AT LEAST THIRTY (30) DAYS, BUT NOT MORE THAN ONE HUNDRED TWENTY (120) DAYS, PRIOR TO THE EXPIRATION OF THE MINIMUM TERM OR EXTENSION OF SUCH SCHEDULE, AFTER THE MINIMUM TERM OR ANY EXTENSION OF ANY SCHEDULE TO THIS LEASE AGREEMENT, SUCH SCHEDULE WILL AUTOMATICALLY RENEW ON A MONTH-TO-MONTH BASIS; PROVIDED, HOWEVER, THAT AT ANY TIME DURING ANY MONTH-TO-MONTH RENEWAL, WE HAVE THE RIGHT, UPON THIRTY (30) DAYS NOTICE, TO DEMAND THAT THE PRODUCT BE RETURNED TO US IN ACCORDANCE WITH THE TERMS OF THIS SECTION 14. Notwithstanding the foregoing, nothing herein is intended to provide, nor shall be interpreted as providing, (a) you with a legally enforceable option to extend or renew the terms of this Lease Agreement or any Schedule, or (b) us with a legally enforceable option to compel any such extension or renewal. At the end of or upon termination of each Schedule, you shall immediately make arrangements to have the Product subject to such expired Schedule picked up by us (or our designee), in as good condition as when you received it, except for ordinary wear and tear. Ricoh (or our designee) shall bear shipping charges. You must pay additional monthly Payments at the same rate as then in effect under a Schedule, until (i) you provide notice to us prior to the expiration of the minimum term or extension of any Schedule and (ii) the Product is picked up by us or our designees and is received in good condition and working order by us or our designees. Notwithstanding anything to the contrary set forth in this Lease Agreement, the parties acknowledge and agree that we shall have no obligation to remove, delete, preserve, maintain or otherwise safeguard any information, images or content retained by or resident in any Products leased by you hereunder, whether through a digital storage device, hard drive or other electronic medium ("Data Management Services"). If desired, you may engage Ricoh to perform Data Management Services at then-prevailing contracted rates pursuant to your Maintenance Agreement or other agreement with Ricoh. You acknowledge that you are responsible for ensuring your own compliance with legal requirements in connection with data retention and protection and that we do not provide legal advice or represent that the Products will guarantee compliance with such requirements. The selection, use and design of any Data Management Services, and any decisions arising with respect to the deletion or storage of data, as well as the loss of any data resulting therefrom, shall be your sole and exclusive responsibility

15. Miscellaneous. It is the intent of the parties that this Lease Agreement and any Schedule shall be deemed and constitute a "finance lease" as defined under and governed by Article 2A of the UCC. ORAL AGREEMENTS OR COMMITMENTS TO LOAN MONEY, EXTEND CREDIT OR TO FORBEAR FROM ENFORCING REPAYMENT OF A DEBT INCLUDING PROMISES TO EXTEND OR RENEW SUCH DEBT ARE NOT ENFORCEABLE. YOU AGREE THAT THE TERMS AND CONDITIONS CONTAINED IN THE CONTRACT, THIS LEASE AGREEMENT, AND IN EACH SCHEDULE MAKE UP THE ENTIRE AGREEMENT BETWEEN US REGARDING THE LEASING OR RENTAL OF THE PRODUCT AND SUPERSEDE ALL PRIOR WRITTEN OR ORAL COMMUNICATIONS, UNDERSTANDINGS OR AGREEMENTS BETWEEN THE PARTIES RELATING TO THE SUBJECT MATTER CONTAINED HEREIN, INCLUDING, WITHOUT LIMITATION, PURCHASE ORDERS. Any purchase order, or other ordering documents, will not modify or affect this Lease Agreement or any Schedule, nor have any other legal effect and shall serve only the purpose of identifying the equipment ordered. You authorize us to supply any missing "configure to order" number ("CTO"), other equipment identification numbers (including, without limitation, serial numbers), agreement/schedule identification numbers and/or dates in this Lease Agreement or any Schedule. You acknowledge that you have not been induced to enter into this Lease Agreement by any representation or warranty not expressly set forth in this Lease Agreement. Neither this Lease Agreement nor any Schedule is binding on us until we sign it. ANY CHANGE IN ANY OF THE TERMS AND CONDITIONS OF THIS LEASE AGREEMENT OR ANY SCHEDULE MUST BE IN WRITING AND SIGNED BY BOTH PARTIES. If we delay or fail to enforce any of its rights under this Lease Agreement with respect to any or all Schedules, we will still be able to enforce those rights at a later time. All notices shall be given in writing and sent either (a) by certified mail, return receipt requested, or recognized overnight delivery service, postage prepaid, addressed to the party receiving the notice at the address shown on the front of this Lease Agreement, or (b) by facsimile transmission, with oral confirmation, to the facsimile number shown below such party's signature on this Lease Agreement. Either party may change its address or facsimile number by giving written notice of such change to the other party. Notices shall be effective on the date sent. Each of our respective rights and indemnities will survive the termination of this Lease Agreement and each Schedule. If more than one customer has signed this Lease Agreement or any Schedule, each customer agrees that its liability is joint and several. It is the express intent of the parties not to violate any applicable usury laws or to exceed the maximum amount of time price differential or interest, as applicable, permitted to be charged or collected by applicable law, and any such excess payment will be applied to payments in the order of maturity, and any remaining excess will be refunded to you. We make no representation or warranty of any kind, express or implied, with respect to the legal, tax or accounting treatment of this Lease Agreement and any Schedule and you acknowledge that we are an independent contractor and not your fiduciary. You will obtain your own legal, tax and accounting advice related to this Lease Agreement or any Schedule and make your own determination of the proper accounting treatment of this Lease Agreement or any Schedule. We may receive compensation from the Manufacturer or supplier of the Product in order to enable us to reduce the cost of leasing or renting the Product to you under this Lease Agreement or any Schedule below what we otherwise would charge. If we received such compensation, the reduction in the cost of leasing or renting the Product is reflected in the Minimum Payment specified in the applicable Schedule. To the fullest extent permitted by applicable law, you authorize us or our agent to obtain credit reports and make credit inquiries regarding you and your financial condition and to provide your information, including payment history, to our assignee and third parties having an economic interest in this Lease Agreement, any Schedule or the Product.

16. Governing Law; Jurisdiction; Waiver of Trial By Jury and Certain Rights and Remedies Under The Uniform Commercial Code. YOU AGREE THAT THIS LEASE AGREEMENT AND ANY SCHEDULE WILL BE GOVERNED UNDER THE LAW FOR THE STATE WHERE YOUR PRINCIPAL PLACE OF BUSINESS OR RESIDENCE IS LOCATED. YOU ALSO CONSENT TO THE VENUE AND NON-EXCLUSIVE JURISDICTION OF ANY COURT LOCATED IN THE STATE WHERE

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Customer Initials

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YOUR PRINCIPAL PLACE OF BUSINESS OR RESIDENCE IS LOCATED TO RESOLVE ANY CONFLICT UNDER THIS LEASE AGREEMENT. TO THE EXTENT NOT PROHIBITED BY APPLICABLE LAW, THE PARTIES TO THIS LEASE AGREEMENT EACH WAIVE THE RIGHT TO TRIAL BY JURY IN THE EVENT OF A LAWSUIT. TO THE EXTENT PERMITTED BY APPLICABLE LAW, YOU WAIVE ANY AND ALL RIGHTS AND REMEDIES CONFERRED UPON A CUSTOMER OR LESSEE BY SECTIONS 508-522 OF ARTICLE 2A OF THE UCC THAT YOU MAY HAVE AGAINST US (BUT NOT AGAINST THE MANUFACTURER OF THE PRODUCT).TO HELP THE GOVERNMENT FIGHT THE FUNDING OF TERRORISM AND MONEY LAUNDERING ACTIVITIES, FEDERAL LAW REQUIRES ALL FINANCIAL INSTITUTIONS TO OBTAIN, VERIFY AND RECORD INFORMATION THAT IDENTIFIES EACH PERSON WHO OPENS AN ACCOUNT. WHAT THIS MEANS FOR YOU: WHEN YOU OPEN AN ACCOUNT, WE WILL ASK FOR YOUR NAME, ADDRESS AND OTHER INFORMATION THAT WILL ALLOW US TO IDENTIFY YOU. WE MAY ASK TO SEE IDENTIFYING DOCUMENTS.

17. Counterparts; Facsimiles. Each Schedule may be executed in counterparts. The counterpart which has our original signature and/or is in our possession or control shall constitute chattel paper as that term is defined in the UCC and shall constitute the original agreement for all purposes, including, without limitation, (a) any hearing, trial or proceeding with respect to such Schedule, and (b) any determination as to which version of such Schedule constitutes the single true original item of chattel paper under the UCC. If you sign and transmit a Schedule to us by facsimile or other electronic transmission, the facsimile or such electronic transmission of such Schedule, upon execution by us (manually or electronically, as applicable), shall be binding upon the parties. You agree that the facsimile or other electronic transmission of a Schedule containing your facsimile or other electronically transmitted signature, which is manually or electronically signed by us, shall constitute the original agreement for all purposes, including, without limitation, those outlined above in this Section. You agree to deliver to us upon our request the counterpart of such Schedule containing your original manual signature.

18. State and Local Government Provisions. If the Customer is a State or political subdivision of a State, as those terms are defined in Section 103 of the Internal Revenue Code, the following additional terms and conditions shall apply:

(a) Essentiality. During the term of this Lease Agreement and any Schedule, the Product will be used solely for the purpose of performing one or more governmental or proprietary functions consistent with the permissible scope of your authority. You represent and warrant that the use of the Product is essential to performing such governmental or proprietary functions.

(b) Non-Appropriation/Non-Substitution. (i) If your governing body fails to appropriate sufficient monies in any fiscal period for rentals and other payments coming due under a Schedule to this Lease Agreement in the next succeeding fiscal period for any equipment which will perform services and functions which in whole or in part are essentially the same services and functions performed by the Product covered by any such Schedule, then a "Non-Appropriation" shall be deemed to have occurred. (ii) If a Non-Appropriation occurs, then: (A) you must give us immediate notice of such Non-Appropriation and provide written notice of such failure by your governing body at least sixty (60) days prior to the end of the then current fiscal year or if Non-Appropriation has not occurred by such date, immediately upon Non-Appropriation, (B) no later than the last day of the fiscal year for which appropriations were made for the rental due under any Schedule to this Lease Agreement (the "Return Date"), you shall make available to us (or our designee) all, but not less than all, of the Product covered by such Schedule to this Lease Agreement, at your sole expense, in accordance with the terms hereof; and (C) any Schedule to this Lease Agreement shall terminate on the Return Date without penalty or expense to you and you shall not be obligated to pay the rentals beyond such fiscal year, provided that (x) you shall pay any and all rentals and other payments due up through the end of the last day of the fiscal year for which appropriations were made and (y) you shall pay month-to-month rent at the rate set forth in any such Schedule for each month or part thereof that you fail to make available to us (or our designee) the Product as required herein. (iii) Upon any such Non-Appropriation, upon our request, you will provide an opinion of independent counsel or other legally designated authority (who shall be reasonably acceptable to us), in form reasonably acceptable to us, confirming the Non-Appropriation and providing reasonably sufficient proof of such Non-Appropriation.

(c) Funding Intent. You represent and warrant to us that you presently intend to continue this Lease Agreement and any Schedule hereto for the entire term of such Schedule and to pay all rentals relating to such Schedule and to do all things lawfully within your power to obtain and maintain funds from which the rentals and all other payments owing under such Schedule may be made. The parties acknowledge that appropriation for rentals is a governmental function to which you cannot contractually commit yourself in advance and this Lease Agreement shall not constitute such a commitment. To the extent permitted by law, the person or entity in charge of preparing your budget will include in the budget request for each fiscal year during the term of each Schedule, respectively, to this Lease Agreement an amount equal to the rentals (to be used for such rentals) to become due in such fiscal year, and will use all reasonable and lawful means available to secure the appropriation of money for such fiscal year sufficient to pay all rentals coming due during such fiscal year.

(d) Authority and Authorization. (i) You represent and warrant to us that: (A) you are a State or political subdivision of a State, as those terms are defined in Section 103 of the Internal Revenue Code; (B) you have the power and authority to enter into this Lease Agreement and all Schedules to this Lease Agreement; (C) this Lease Agreement and all Schedules to this Lease Agreement have been duly authorized, executed and delivered by you and constitute valid, legal and binding agreement(s) enforceable against you in accordance with their terms; and (D) no further approval, consent or withholding of objections is required from any governmental authority with respect to this Lease Agreement or any Schedule to this Lease Agreement. (ii) If and to the extent required by us, you agree to provide us with an opinion of independent counsel or other legally designated authority (who shall be reasonably acceptable to us) confirming the foregoing and other related matters, in form and substance acceptable to us. (iii) You agree to take all required actions and to file all necessary forms, including IRS Forms 8038-G or 8038-GC, as applicable, to preserve the tax exempt status of this Lease Agreement and all Schedules thereto. (iv) You agree to provide us with any other documents that we may reasonably request in connection with the foregoing and this Lease Agreement.

(e) Assignment. You agree to acknowledge any assignment to the Assignee in writing, if so requested, and, if applicable, to keep a complete and accurate record of all such assignments in a manner that complies with Section 149(a) of the Internal Revenue Code and the regulations promulgated thereunder.

IN WITNESS WHEREOF, the parties have executed this Lease Agreement as of the dates set forth below.

THE PERSON SIGNING THIS LEASE AGREEMENT ON BEHALF OF THE CUSTOMER REPRESENTS THAT HE/SHE HAS THE AUTHORITY TO DO SO.

CUSTOMER	**Accepted by: RICOH USA, INC.**
By: X Shannon Rodriguez	By: Robert Griffin
Authorized Signer Signature	*Authorized Signer Signature*
Printed Name: Shannon Rodriguez	Printed Name: Robert Griffin
Title: Board Chair Date: 7/29/25	Title: Regional Vice President Date: 6/24/25
Facsimile Number:	Facsimile Number:

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RICOH

Omnia Partners Public Sector Product Schedule with Purchase Option *(tax exempt)*

Ricoh USA, Inc.
300 Eagleview Blvd #200
Exton, PA 19341

Product Schedule Number: _____

Master Lease Agreement Number: MLA35441852

This Omnia Partners Public Sector Product Schedule with Purchase Option (this "Schedule") is between Ricoh USA, Inc. ("we" or "us") and SCHOOL BOARD OF HERNANDO COUNTY, as customer or lessee ("Customer" or "you"). This Schedule constitutes a "Schedule," "Product Schedule," or "Order Agreement," as applicable, under the Omnia Partners Public Sector Master Lease Agreement (together with any amendments, attachments and addenda thereto, the "Lease Agreement") identified above, between you and _____. All terms and conditions of the Lease Agreement are incorporated into this Schedule and made a part hereof. If we are not the lessor under the Lease Agreement, then, solely for purposes of this Schedule, we shall be deemed to be the lessor under the Lease Agreement. It is the intent of the parties that this Schedule be separately enforceable as a complete and independent agreement, independent of all other Schedules to the Lease Agreement.

CUSTOMER INFORMATION

SCHOOL BOARD OF HERNANDO COUNTY	JULIE CIRRINCIONE
Customer (Bill To) 8050 MOBLEY RD	Billing Contact Name 8050 MOBLEY RD
Product Location Address BROOKSVILLE HERNANDO FL 34601-9061 City County State Zip	Billing Address *(if different from location address)* BROOKSVILLE HERNANDO FL 34601-9061 City County State Zip

Billing Contact Telephone Number	Billing Contact Facsimile Number	Billing Contact E-Mail Address
(352)-797-7061		CIRRINCIONE_J@HCSB.K12.FL.US

PRODUCT DESCRIPTION ("Product")

Qty	Product Description: Make & Model
42	RICOH IM4000
42	RICOH IM7000
1	RICOH IM7000 w/ HOLE PUNCH
4	RICOH PRO8400S
11	RICOH IM370F
8	RICOH IMC4510 w/ HOLE PUNCH

Qty	Product Description: Make & Model

PAYMENT SCHEDULE

Minimum Term *(months)*	Minimum Payment *(Without Tax)*	Interest Rate	Minimum Payment Billing Frequency	Advance Payment
60	$ 16,966.80	8.56 % per annum	☒ Monthly ☐ Quarterly ☐ Other: _____	☐ 1st Payment ☐ 1st & Last Payment ☐ Other: _____

Sales Tax Exempt: ☒ Yes (Attach Exemption Certificate)
I.R.C. Section 103 Interest Tax Exempt: ☐ Yes
Addendum Attached: ☐ Yes (Check if yes and indicate total number of pages: _____)

Customer Billing Reference Number (P.O.#, etc.) _____

TERMS AND CONDITIONS

1. The first Payment will be due on the Effective Date. If the Lease Agreement uses the terms "Lease Payment" and "Commencement Date" rather than "Payment" and "Effective Date," then, for purposes of this Schedule, the term "Payment" shall have the same meaning as "Lease Payment," and the term "Effective Date" shall have the same meaning as "Commencement Date."

2. You, the undersigned Customer, have applied to us to rent the above-described Product for lawful commercial (non-consumer) purposes. **THIS IS AN UNCONDITIONAL, NON-CANCELABLE AGREEMENT FOR THE MINIMUM TERM INDICATED ABOVE**, except as otherwise provided in the Lease Agreement, if applicable. If we accept this Schedule, you agree to rent the above Product from us, and we agree to rent such Product to you, on all the terms hereof, including the terms and conditions of the Lease Agreement. **THIS WILL ACKNOWLEDGE THAT YOU HAVE READ AND UNDERSTAND THIS SCHEDULE AND THE LEASE AGREEMENT AND HAVE RECEIVED A COPY OF THIS SCHEDULE AND THE LEASE AGREEMENT.**

Customer Initials

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3. Purchase Option:

The parties agree that the purchase option for the Product is a $1.00 purchase option plus applicable taxes. In connection with such option, Customer further agrees as follows:

(i) notwithstanding anything to the contrary in the Lease Agreement, with respect to this Schedule only: It is the mutual intention of the parties that Customer shall be considered the owner of the Product (excluding all Software, which is owned and licensed to you by the Software Supplier) for various purposes, including federal income tax purposes, as of the Effective Date. You are entitled to all federal income tax benefits afforded to the owner of the Product, but we shall not be liable to you if you fail to secure or obtain such benefits. You will keep the Product free of all liens and encumbrances. You hereby grant to us a security interest in the Product covered by this Schedule (including any replacements, substitutions, additions, attachments and proceeds) as security for the payment of the amounts due or to become due under each Schedule;

(ii) in the event of default under the Lease Agreement or this Schedule, we may exercise all rights and remedies of a secured party under applicable law, in addition to any and all rights and remedies we may otherwise have under the Lease Agreement, including, without limitation, the right to repossess the Product free and clear of any of your rights and interests in the Product; and

(iii) notwithstanding anything to the contrary in the Lease Agreement, if no default has occurred and is continuing under the Lease Agreement or this Schedule and all of your obligations under this Schedule have been satisfied, we will release any security interest that we may have in the Product, you shall have no obligation to provide any end-of-term notice to us, and this Schedule will terminate and not be renewed.

4. WE MAKE NO REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, WITH RESPECT TO THE LEGAL, TAX OR ACCOUNTING TREATMENT OF THE LEASE AGREEMENT, THIS SCHEDULE OR THE TRANSACTIONS EVIDENCED THEREBY. YOU ACKNOWLEDGE THAT WE ARE NOT AN AGENT OR A FIDUCIARY OF CUSTOMER. YOU WILL OBTAIN YOUR OWN LEGAL, TAX AND ACCOUNTING ADVICE AND WILL MAKE YOUR OWN DETERMINATION OF THE PROPER TREATMENT OF THE LEASE AGREEMENT AND THIS SCHEDULE.

5. Additional Provisions (if any) are: _____

THE PERSON SIGNING THIS SCHEDULE ON BEHALF OF THE CUSTOMER REPRESENTS THAT HE/SHE HAS THE AUTHORITY TO DO SO.

CUSTOMER	**Accepted by: RICOH USA, INC.**
By: X Shannon Rodriguez Authorized Signer Signature	By: Robert Griffin Authorized Signer Signature
Printed Name: Shannon Rodriguez	Printed Name: Robert Griffin
Title: Board Chair Date: 7/29/25	Title: Regional Vice President Date: 6/18/25

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
2:12 pm, 07/10/2025

Vendor's proposed Purchase Order terms rejected to the extent inconsistent with School Board's purchasing instructions. Purchase subject to terms of School Board Standard Addendum. http://www.hernandoschools.org/departments/purchasing/vendor-information

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RICOH

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OMNIA PARTNERS PUBLIC SECTOR
MASTER MAINTENANCE & SALE AGREEMENT

CUSTOMER INFORMATION					
Full Legal Name	SCHOOL BOARD OF HERNANDO COUNTY				
Address	8050 MOBLEY RD				
City	BROOKSVILLE	**State**	FL	**Zip Code**	34601-9061

This OMNIA Partners Public Sector Master Maintenance & Sale Agreement ("Agreement") sets forth the specific terms and conditions under which Ricoh USA, Inc. ("Ricoh") agrees to sell the specific equipment, software, and/or hardware ("Products") and/or provide the services ("Services") identified on an Order (defined below). This Agreement is executed pursuant to the contract by and between Ricoh and The Regents of the University of California, a California public corporation ("UC") on behalf of the University of California; and National Intergovernmental Purchasing Alliance Company, a Delaware corporation d/b/a OMNIA Partners, Public Sector Omnia. and all public agencies, non-profits and higher education entities ("Participating Public Agencies"), having a Purchasing Agreement number _____ and the contract period is from January 15, 2021 to January 14, 2026 (the "Contract Period"), including any and all exercised renewal periods, (the "Contract"). In order to obtain Products and/or Services from Ricoh hereunder, Customer will either: (i) execute an order form (in a form to be provided and executed by Ricoh) referencing this Agreement; or (ii) issue a purchase order to Ricoh (each, an "Order"). Termination of this Agreement shall not, however, alter or otherwise modify the rights or obligations of the parties with respect to any Order placed and accepted prior to such termination. Each Order is separately enforceable as a complete and independent binding agreement, independent of all other Orders, if any. This Agreement shall consist of the terms and conditions of the Contract and this Agreement. As it pertains to this Agreement, the order of precedence of the component parts of the Maintenance Agreement shall be as follows: (a) the terms and conditions of this Agreement, (b) the terms and conditions of any Order, and (c) the terms and conditions of the Contract. The foregoing order of precedence shall govern the interpretation of this Maintenance Agreement in cases of conflict or inconsistency therein.

Terms applicable to Service transactions only:

1. **Services**. (a) Each Order for Services must identify the specific Services to be performed, including, if applicable, the equipment to be serviced (the "Serviced Products"), the Term (defined in Section 3) of the Service engagement, the location at which Services shall be performed and the applicable Service Charges (defined in Section 4) for such Order. Ricoh will not be responsible to provide Services for Serviced Products in the event the Term and location(s) are not identified on the Order accepted by Ricoh.

(b) For maintenance and repair Services, Ricoh will repair or replace in accordance with the terms and conditions of this Agreement and the manufacturer's specifications, any part of the Serviced Products that becomes unserviceable due to normal usage (other than consumable supplies). Replacement parts will be furnished on an exchange basis and will be new, reconditioned or used. All parts removed due to replacement will become the property of Ricoh.

(c) The maintenance and repair Services provided by Ricoh under an Order will not include the following: (i) repairs resulting from misuse (including without limitation improper voltage or the use of supplies that do not conform to the manufacturer's specifications) or the failure to provide, or the failure of, adequate electrical power, air conditioning or humidity control; (ii) repairs made necessary by service performed by persons other than Ricoh representatives; (iii) unless covered under an extended hour service contract, service calls or work which Customer requests to be performed outside of Normal Business Hours (defined below) and Service calls or work which Customer requests to be performed on Ricoh Holidays (defined below); (iv) removable cassette, copy cabinet, exit trays, or any item not related to the mechanical or electrical operation of the Serviced Products; (v) consumable supplies such as paper, staples, clear toner and white toner, unless expressly provided for in the applicable Order; (vi) repairs, service calls and/or connectivity of attachments not purchased from Ricoh; (vii) any software, system support or related connectivity unless specified in writing by Ricoh; (viii) parts no longer available from the applicable manufacturer; (ix) electrical work external to the Serviced Products, including problems resulting from overloaded or improper circuits; (x) installation or de-installation and/or movement of the Serviced Products from one location to another unless specified in writing by Ricoh; (xi) repairs of damage or increase in service time caused by force majeure events; (xii) reconditioning and similar major overhauls of Serviced Products; (xiii) any obligation to remove, delete, preserve, maintain or otherwise safeguard any information, images or content retained by or resident in any Serviced Products, whether through a digital storage device, hard drive or other electronic medium ("Data Management Services"), unless Customer engages Ricoh to perform such Data Management Services at then-prevailing rates pursuant to an Order for such purpose; and (xiv) engineering changes which provide additional capabilities to the Ricoh Equipment (defined in Section 13) covered herein unless made at Customer's request and paid at Ricoh's applicable time and material rates then in effect. Damage to Serviced Products or parts arising from causes beyond the control of Ricoh are not covered by this Agreement. Ricoh may terminate its Service obligations under any Order for Serviced Products that have been modified, damaged, altered or serviced by personnel other than those employed by Ricoh.

2. **Service Calls**. Unless otherwise specified in an Order, service calls will be made during 9:00am – 5:00pm local service time, Monday through Friday ("Normal Business Hours") at the installation address shown on the applicable Order. Service does not include coverage on Ricoh holidays, which include New Year's Day, Memorial Day, 4th of July, Labor Day, Thanksgiving, the day after Thanksgiving and Christmas Day (collectively, "Ricoh Holidays"). Travel and labor-time for the service calls after Normal Business Hours, on weekends and on Ricoh Holidays, if and when available and only in the event and to the extent that Ricoh agrees to provide such non-standard coverage, will be charged at overtime rates in effect at the time the service call is made. While on-site at any Customer location, Ricoh personnel shall comply with Customer's reasonable policies pertaining to access, security and use of Customer sites and systems, provided that such policies are provided to Ricoh in advance and in writing and do not conflict with the terms and conditions of this Agreement.

3. **Term; Early Termination**. Each Order shall become effective on the delivery and Customer acceptance of the Equipment and/or solution and shall continue for the term specified therein (the "Initial Term") so long as no ongoing default exists on Customer's part. At the expiration of the Initial Term or any renewal term, unless Customer provides written notice of its intention not to renew within thirty (30) days of the expiration of the Initial Term or any renewal term, the Order shall automatically renew on a month-to-month basis (any such renewal period together with the Initial Term, the "Term"). In addition to any other rights or remedies which either party may have under this Agreement or at law or equity, either party shall have the right to cancel the Services provided under this Agreement immediately: (i) if the other party fails to pay any fees or charges or any other payments required under this Agreement when due and payable, and such failure continues for a period of thirty (30) days after being notified in writing of such failure; or (ii) if the other party fails to perform or

observe any other material covenant or condition of this Agreement, and such failure or breach shall continue un-remedied for a period of thirty (30) days after such party is notified in writing of such failure or breach.

4. **Service Charges**. (a) Service charges ("Service Charges") will be set forth on an Order. Service Charges will not include any charges for repairs or Service that are otherwise covered by the applicable manufacturer's limited warranty during the period covered by any such warranty, to the extent Ricoh has agreed with such manufacturer not to charge a customer for any such charges. Customer acknowledges and agrees that: (i) alterations, attachments, specification changes, or use by Customer of sub-standard supplies that cause excessive service calls may require an increase in Service Charges; (ii) the transfer of the Serviced Products from the location indicated on the applicable Order may result in an increase of Service Charges or the termination of the Order; and (iii) to the extent that Customer requests that Ricoh registers with a third-party vendor prequalification service and Ricoh agrees to register, Customer will be charged for Ricoh's registration and any other related fees for registering with such service and this Agreement shall be the only terms and conditions to govern such registration and service. Customer shall be responsible for any costs related to freight (including fuel surcharges, which may be imposed from time to time), postage/mailing expense (meter rentals) and/or administrative and processing fees and, to the extent Ricoh pays such costs, Customer shall immediately reimburse Ricoh.

(b) Unless otherwise specified in an Order, Service Charges are based on standard 8.5x11 images. Ricoh reserves the right to assess additional images charges for non-standard images, including 11x17 images. Customer acknowledges that pricing is based on the prevailing rates at the time of the Order. Unless otherwise expressly agreed to in writing, if the Term of the Order exceeds twelve (12) months, the Service Charges and any rate expressly set forth in the Order may be increased by Ricoh up to fifteen percent (15%) of the then-current Service Charges and rates annually for each year beyond the initial twelve (12) month period, and Customer expressly consents to such adjustment without additional notice.

5. **Use of Recommended Supplies; Meter Readings**. (a) It is not a condition of this Agreement that Customer use only Ricoh-provided supplies. If Customer uses other than manufacturer-recommended supplies, including paper, developer, toner, and fuser oil, and if such supplies are defective or not acceptable for use on the Serviced Products or cause abnormally frequent service calls or service problems, then Ricoh may, at its option, assess a surcharge or terminate the applicable Order with respect to such Serviced Products. If so terminated, Customer will be offered Service on a "per call" basis at Ricoh's then-prevailing time and material rates. If Ricoh determines that Customer has used more Ricoh-provided supplies than the manufacturer's recommended specifications, then Customer will pay reasonable charges for those excess supplies and/or Ricoh may refuse Customer additional supply shipments.

(b) Customer is required to provide Ricoh actual and accurate meter readings in accordance with the billing schedule set forth on an Order. Ricoh may, at its discretion and dependent upon Serviced Product capabilities, collect remote meter readings and utilize equipment monitoring services using automatic meter reading solutions ("AMR"). This may allow for automated meter reading and submission, automatic placement of low toner alerts, automatic placement of service calls in the event of a critical Serviced Product failure and may enable firmware upgrades. The meter count and other information collected by AMR ("Data") is sent via the internet to remote servers some of which may be located outside the U.S. **AMR cannot and does not collect Customer document content**. Ricoh uses reasonably available technology to maintain the security of the Data; however, Customer acknowledges that no one can guaranty security of information maintained on computers and on the internet. Ricoh retains full rights to the Data (but not Customer documents or information), which it or its authorized third parties may use to service the Serviced Products. Ricoh may also use the Data for its normal business purposes including product development and marketing research, however, the Data will not be provided to any non-Ricoh third party in a form that personally identifies the Customer. Ricoh may dispose of the Data at any time and without notice. AMR technology is the confidential and proprietary information of Ricoh and/or its licensors protected by copyright, trade secret and other laws and treaties. Ricoh retains full title, ownership and all intellectual property rights in and to AMR.

(c) If an actual and accurate meter reading is not supplied to Ricoh in accordance with the billing schedule set forth on an Order, Ricoh may calculate an estimated meter reading from previous meter readings and Customer agrees to pay Service Charges based on such calculated estimate. Appropriate adjustments will be made by Ricoh in a subsequent billing cycle following Customer providing actual and accurate meter readings. If Ricoh contacts Customer to obtain a meter reading, then Ricoh may assess an administrative fee in an amount equal to fifteen dollars ($15.00) per meter reading collected per billing period for the time and expense associated with meter collection activity in addition to the Service Charges. If Ricoh visits Customer location to obtain a meter reading, Ricoh may assess a fee according to the hourly service charge rate.

6. **Connectivity and Professional Services**. Customer may acquire connectivity, IT and professional services from Ricoh ("Professional Services") by executing and delivering to Ricoh an Order setting forth the specific services to be provided. Ricoh shall provide the Professional Services at Customer's location(s) or on a remote basis as set forth in the Order. Customer shall provide Ricoh with such access to its facilities, networks and systems as may be reasonably necessary for Ricoh to perform the Professional Services. Customer acknowledges that Ricoh's performance of the Professional Services is dependent upon Customer's timely and effective performance of its responsibilities as set forth in the Order. Estimated delivery and/or service schedules contained in any Order are non-binding estimates. Intellectual property rights, if any, arising from the Professional Services provided under any Order shall remain the property of Ricoh. Unless connectivity Services are specifically identified in the Order as part of the Services to be performed by Ricoh, Ricoh shall have no obligation to perform and no responsibility for the connection of any hardware or software to any Customer network or system.

7. **Customer Obligations**. Customer agrees to provide a proper place for the use of the Serviced Products, including but not limited to, electric service, as specified by the manufacturer. Customer will provide adequate facilities (at no charge) for use by Ricoh representatives in connection with the Service of the Serviced Products hereunder within a reasonable distance of the Serviced Products. Customer agrees to provide such access to its facilities, networks and systems as may be reasonably necessary for Ricoh to perform its Services, including but not limited to "360 degree" service access to the Serviced Products. Customer will provide a key operator for the Serviced Products and will make operators available for instruction in use and care of the Serviced Products. Unless otherwise agreed upon by Ricoh in writing or designated in the applicable Order, all supplies for use with the Serviced Products will be provided by Customer and will be available "on site" for servicing. Customer agrees that (i) any equipment not serviced by Ricoh which utilizes identical supplies to the Serviced Products must be covered under a separate inclusive non-Ricoh service program; and (ii) any Serviced Products under one Ricoh Service Level may not utilize any supplies provided to other Serviced Products with a different Ricoh Service Level (i.e., no sharing of supplies across different Ricoh Service Levels).

8. **Insurance**. Each party certifies that it maintains, through self-insurance or otherwise, reasonable amounts of general liability, auto and personal property insurance, and workers' compensation insurance in the amount required by law, and that such insurance will remain in effect during the Term of an Order. Such insurance shall be primary and non-contributory. Limits provided may not be construed to limit liability. General liability insurance shall include the other party as an additional insured and contain no exclusions for cross liability between insureds. Upon request, each party agrees to deliver the other party evidence of such insurance coverage. Failure to maintain adequate insurance does not relieve liability under this Agreement.

9. **Indemnification**. Each party ("Indemnifying Party") shall indemnify, defend and hold harmless the other ("Indemnified Party") from all third-party claims incurred by the Indemnified Party arising out of the death or bodily injury of any agent, employee, or business invitee of the Indemnified Party, or the

damage, loss, or destruction of any tangible property of the Indemnified Party to the extent proximately caused by the negligent acts or omissions or willful misconduct of the Indemnifying Party, its employees, or agents. Without intending to create any limitation relating to the survival of any other provisions of this Agreement, Ricoh and Customer agree that the terms of this paragraph shall survive the expiration or earlier termination of this Agreement. Each party shall promptly notify the other in the event of the threat or initiation of any claim, demand, action or proceeding to which the indemnification obligations set forth in this Section may apply.

Terms applicable to Product sale transactions only:

10. **Order; Delivery and Acceptance**. Each Order for Products must identify the Products, the Product delivery location and the applicable Product charges. Ricoh will not be obligated to sell or deliver Products where such information is not provided in the applicable Order. Customer shall be responsible for all installation, transportation and rigging expenses. Customer agrees to confirm delivery of all Products covered by each Order when the same is delivered by signing a delivery and acceptance certificate or written delivery acknowledgement. Payment for accepted purchased Products will be due and payable in accordance with this Agreement and shall not be contingent on installation of software or performance of Professional Services. Orders shall not be cancelable by Customer following acceptance by Ricoh. Ricoh reserves the right to make Product deliveries in installments. All such installments shall be separately invoiced and paid for when due, without regard to subsequent deliveries. Delay in delivery of any installment shall not relieve Customer of its obligation to accept remaining installments and remit payments as invoiced by Ricoh. Ricoh reserves the right at any time to revoke any credit extended to Customer because of Customer's failure to pay for any Products when due or for any other credit reason.

11. **Title; Risk of Loss**. Unless otherwise agreed upon by both parties in writing, Products are deemed delivered and title passes to Customer: (i) upon delivery by Ricoh to common carrier; or (ii) in the case of an arranged delivery by a local Ricoh installation vehicle, upon delivery by such vehicle to Customer shipping point. Upon delivery in either case, Customer assumes all risk of theft, loss or damage to the Products, no matter how occasioned.

12. **Returns; Damaged Products**. No Products may be returned without Ricoh's prior written consent. Only consumable goods invoiced within sixty (60) days will be considered for return. On authorized returns, Customer agrees to pay a restocking charge equivalent to thirty percent (30%) of the purchase price. Products returned without written authorization from Ricoh may not be accepted by Ricoh and is the sole responsibility of Customer. All nonsaleable merchandise (that has been opened or partially used) will be deducted from any credit due to Customer. All claims for damaged Products or delay in delivery shall be deemed waived unless made in writing and delivered to Ricoh within five (5) days after receipt of Products.

Terms applicable to all transactions:

13. **Warranty**. Ricoh agrees to perform its Services in a professional manner, consistent with applicable industry standards. Ricoh will re-perform any Services not in compliance with this warranty and brought to Ricoh's attention in writing within a reasonable time, but in no event more than thirty (30) days after such Services are performed, which shall be an exclusive remedy for such non-compliance. For any Products manufactured by Ricoh ("Ricoh Equipment"), Ricoh further warrants that, at the time of delivery and for a period of ninety (90) days thereafter the Ricoh Equipment will be in good working order and will be free from any defects in material and workmanship. Ricoh's obligations under this warranty are limited solely to the repair or replacement (at Ricoh's option) of parts proven to be defective upon inspection. The foregoing warranty shall not apply if (a) the Ricoh Equipment is installed, wired, modified, altered, moved or serviced by anyone other than Ricoh, (b) the Ricoh Equipment is installed, stored and utilized and/or maintained in a manner not consistent with Ricoh specifications, (c) a defective or improper non-Ricoh accessory or supply or part is attached to or used in the Ricoh Equipment, or (d) the Ricoh Equipment is relocated to any place where Ricoh services are not available. CUSTOMER ACKNOWLEDGES THAT THE LIMITED WARRANTY CONTAINED HEREIN DOES NOT ASSURE UNINTERRUPTED OPERATION AND USE OF THE RICOH EQUIPMENT. In connection with any other Product sale, Ricoh shall transfer to Customer any Product warranties made by the applicable Product manufacturer, to the extent transferable and without recourse, and Ricoh makes no additional warranty or guaranty with respect to any such third-party Products. Physical or electronic copies of any applicable Product warranty will be delivered by Ricoh to Customer only upon Customer's specific written request. Customer agrees to comply with any applicable license agreement or license terms relating to intangible property or associated services included in any Serviced Products or Products, such as software licenses and/or prepaid data base subscription rights ("Software License"), whether pursuant to written, click-through, shrink-wrap or other agreements for such purpose, with the licensor of the software ("Software Supplier"). Ricoh has no right, title or interest in any third-party software. Customer is solely responsible for entering into Software Licenses with the applicable Software Supplier and acknowledges that its rights and obligations with respect to such software as well as those of the Software Supplier are solely as set forth in such Software Licenses. EXCEPT AS EXPRESSLY SET FORTH IN THIS AGREEMENT, RICOH DISCLAIMS ALL WARRANTIES AND REPRESENTATIONS, EXPRESS OR IMPLIED, OF ANY NATURE WHATSOEVER, INCLUDING BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR USE, OR FITNESS FOR A PARTICULAR PURPOSE.

14. **Limitations**. IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR CONSEQUENTIAL, INCIDENTAL, PUNITIVE OR INDIRECT DAMAGES, EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. EXCEPT FOR CUSTOMER'S PAYMENT OBLIGATIONS HEREIN AND ANY LIABILITY RESULTING FROM THE INDEMNIFICATION OBLIGATIONS SET FORTH IN SECTION 9 HEREIN, THE AMOUNT OF ANY DIRECT LIABILITY OF A PARTY TO THE OTHER OR ANY THIRD-PARTY, FOR ONE OR MORE CLAIMS ARISING FROM OR RELATING TO THIS AGREEMENT, SHALL NOT EXCEED, IN THE AGGREGATE, THE AMOUNT PAID TO RICOH FOR THE PERFORMANCE OF SERVICES UNDER THIS AGREEMENT DURING THE TWELVE-MONTH PERIOD PRECEDING THE DATE ON WHICH THE CLAIM AROSE. IN NO EVENT SHALL RICOH BE LIABLE TO CUSTOMER FOR ANY DAMAGES RESULTING FROM OR RELATED TO ANY FAILURE OF ANY SOFTWARE PROVIDED HEREUNDER, INCLUDING, BUT NOT LIMITED TO, LOSS OF DATA, OR DELAY OF DELIVERY OF SERVICES UNDER THIS AGREEMENT. RICOH ASSUMES NO OBLIGATION TO PROVIDE OR INSTALL ANY ANTI-VIRUS OR SIMILAR SOFTWARE AND THE SCOPE OF SERVICES CONTEMPLATED HEREBY DOES NOT INCLUDE ANY SUCH SERVICES.

15. **Payment; Taxes**. Payment terms are net thirty (30) days. If invoices are unpaid and overdue, Customer agrees to pay Ricoh a late charge of one and one-half percent (1.5%) per month on any unpaid amounts or the maximum allowed by law, whichever is less, and in addition shall pay Ricoh all costs and expenses of collection, or in the enforcement of Ricoh's rights hereunder, including, but not limited to, reasonable internal and external legal costs, whether or not suit is brought. Ricoh has no obligation to use Customer's invoicing or billing portals, processes, methods or invoicing formats specific to Customer billing requirements. All remedies hereunder or at law are cumulative. Except to the extent of any applicable and validated exemption, Customer agrees to pay any applicable taxes that are levied on or payable as a result of the use, sale, possession or ownership of the Products and/or Services covered hereunder, other than income taxes of Ricoh.

16. **Default**. In addition to any other rights or remedies which either party may have under this Agreement or at law or equity, either party shall have the right to cancel the applicable Services specified in an Order made pursuant to this Agreement immediately: (i) if the other party fails to pay any fees or charges or any other payments required under the Order when due and payable, and such failure continues for a period of ten (10) days after being notified in writing of such failure; or (ii) if the other party fails to perform or observe any other material covenant or condition of this Agreement as incorporated into the Order, and such failure or breach shall continue un-remedied for a period of thirty (30) days after such party is notified in writing of such failure or breach; or (iii) if the other party becomes insolvent, dissolves, or assigns its assets for the benefit of its creditors, or files or has filed against it any bankruptcy or reorganization proceeding. Failure to permit Ricoh to repair or replace the Serviced Products shall constitute a material breach of this Agreement and excuse Ricoh from any and all future performance hereunder. Except as expressly permitted by this Agreement, no refund or credit will be given for any early termination of this Agreement or any Order. If Customer defaults in its obligations hereunder, Ricoh may, in addition to any other remedies available at law or equity, require Customer to immediately pay to Ricoh all past due payments under all Orders.

17. **Non-Solicitation; Independent Contractors**. Customer agrees that during the Term of any Order and for a period of one (1) year after termination or expiration of the last Order to be executed hereunder, it shall not directly or indirectly solicit, hire, or otherwise retain as an employee or independent contractor any employee of Ricoh that is or was involved with or part of the Services. The relationship of the parties is that of independent contractors.

18. **Assignment; Force Majeure**. Customer shall neither assign any right or interest arising under this Agreement nor delegate any obligations hereunder, whether voluntarily or by process of law, without the prior written consent of Ricoh. Any such attempted assignment or delegation shall be void. Ricoh shall not be liable for failure to deliver or delays in delivery of Products or Services occasioned by causes beyond Ricoh's control, including without limitation, strikes, lockout, fires, embargoes, war or other outbreak of hostilities, inability to obtain materials or shipping space, receipt of orders in excess of Ricoh's or its supplier's then-scheduled production capacity, machinery breakdowns, delays of carrier or suppliers, governmental acts and regulations, unavailability of Services, personnel or materials or other causes beyond Ricoh's control.

19. **Electronic Signatures**. Each party agrees that electronic signatures of the parties on this Agreement and any Order will have the same force and effect as manual signatures.

20. **Governing Law; Entire Agreement**. This Agreement shall be governed by and construed and interpreted in accordance with the laws of the State where the Customer's principal place of business or residence is located both as to interpretation and performance, without regard to its choice of law requirements. The Uniform Computer Information Transactions Act shall not apply to this Agreement. This Agreement constitutes the entire agreement between the parties with respect to the subject matter contained in this Agreement, supersedes all proposals, oral and written, and all other communications between the parties relating to the Products and Services and may not be amended except in writing and signed by an officer or authorized representative of both parties. Customer agrees and acknowledges that it has not relied on any representation, warranty or provision not explicitly contained in this Agreement, whether in writing, electronically communicated or in oral form. Any and all representations, promises, warranties, or statements by any Ricoh agent, employee or representative, including but not limited to, statements or representations made in sales presentations or sales proposals that differ in any way from the terms of this Agreement shall be given no force or effect. In the event of any conflict or inconsistency betweens the terms and conditions set forth in this Agreement and those contained in any Order, the terms and conditions of the Order shall control; provided, however, purchase orders issued to Ricoh for Products and/or Services, even if they do not expressly reference or incorporate this Agreement, shall: (i) be subject to this Agreement; (ii) serve only to identify the Products and/or Services (along with pricing and quantities) ordered; and (iii) not be deemed to alter or otherwise modify the terms and conditions of this Agreement. The delay or failure of either party to enforce at any time any of the provisions of this Agreement shall in no way be construed to be a waiver of such provision or affect the right of such party thereafter to enforce each and every provision of this Agreement. If any provision of this Agreement is held to be invalid or unenforceable, this Agreement shall be construed as though it did not contain the particular provision held to be invalid or unenforceable. Ricoh may accept any Order under this Agreement by either its signature or by commencing performance (e.g. Product delivery, initiating Services, etc.). Ricoh may accept or reject any order in the exercise of its discretion and may rely upon each order submitted by Customer as a binding commitment. No local, general or trade custom or usage or course of prior dealings between the parties shall be relevant to supplement or explain any term used herein. Ricoh shall comply with all applicable laws in its performance under this Agreement in delivering Products and Services. This Agreement may be executed in one or more counterparts which, taken together, shall constitute one and the same original document. Any notices required under this Agreement should be sent to: Ricoh USA, Inc., 3920 Arkwright Road Macon, GA 31210 Attn: Quality Assurance.

CUSTOMER		**RICOH USA, INC.**	
By:	Shannon Rodriguez	By:	Robert Griffin
Name:	Shannon Rodriguez	Name:	Robert Griffin
Title:	Board Chair	Title:	Regional Vice President
Date:	7/29/25	Date:	6/24/25

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
2:14 pm, 07/10/2025

Vendor's proposed Purchase Order terms rejected to the extent inconsistent with School Board's purchasing instructions. Purchase subject to terms of School Board Standard Addendum. http://www.hernandoschools.org/departments/purchasing/vendor-information

RICOH

ORDER AGREEMENT

Sales Type: LEASE

Master Maintenance and Sale Agreement Number: MMSAP00005237
Master Maintenance and Sale Agreement Date:

EQUIPMENT BILL TO INFORMATION		
Customer Legal Name: SCHOOL BOARD OF HERNANDO COUNTY		
Address Line 1: 8050 MOBLEY RD		**Contact:** Julie Cirricione
Address Line 2:		**Phone:** (352)797-7060
City: BROOKSVILLE		**E-mail:** cirricione_j@hcsb.k12.fl.us
ST/Zip: FL / 34601-9061	**County:** HERNANDO	**Fax:**

	PO Included PO#
Yes	Sales Tax Exempt (Attach Valid Exemption Certificate)
	Syndication
	PS Service (Subject to and governed by additional Terms and Conditions)
	IT Service (Subject to and governed by additional Terms and Conditions)

	TS PO# (if applicable) _
	Add to Existing Service Contract #
Yes	Fixed Rate Service Term 60 Months
	Annual Escalation (after initial Fixed term) 15%

This is an Order made pursuant to the terms and conditions of the above referenced Master Agreement(s) between Customer and Ricoh USA, Inc. The signature below indicates that the customer accepts all terms and conditions of the applicable Master Agreement(s) for this sale, all of which are incorporated herein by reference and made part of this Order. This Order is not valid unless and until signed by and Authorized Signatory of Ricoh USA, Inc.

SERVICE INFORMATION

SERVICE BILL TO INFORMATION

Customer Legal Name: SCHOOL BOARD OF HERNANDO COUNTY		
Address Line 1: 8050 MOBLEY RD		**Contact:** Julie Cirricione
Address Line 2:		**Phone:** (352)797-7060
City: BROOKSVILLE		**E-mail:** cirricione_j@hcsb.k12.fl.us
ST/Zip: FL /34601-9061	**County:** HERNANDO	**Fax:**

Service Term (Months)	Base Billing Frequency	Overage Billing Frequency	Service Type
60 Months	MONTHLY	MONTHLY	GOLD

SHIP TO / PRODUCT INFORMATION

Product Description	QTY	Service Level	11 x 17	B/W Allowance *QUARTERLY*	B/W Ovg	Color Allowance *QUARTERLY*	Color Ovg	Service Base *MONTHLY*	Ship To / Equipment Address Contact Info
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	885 N BROAD ST BROOKSVILLE FL 34601-2302 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	13400 ELGIN BLVD SPRING HILL FL 34609-0401 US

RICOH

									Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	1036 VARSITY DR BROOKSVILLE FL 34601-2203 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3339 CALIFORNIA ST BROOKSVILLE FL 34604-0676 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3339 CALIFORNIA ST BROOKSVILLE FL 34604-0676 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3339 CALIFORNIA ST BROOKSVILLE FL 34604-0676 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3339 CALIFORNIA ST BROOKSVILLE FL 34604-0676 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	13400 ELGIN BLVD SPRING HILL FL 34609-0401 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH PRO8400S CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4135 CALIFORNIA ST BROOKSVILLE FL 34604-0682 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us

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RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4135 CALIFORNIA ST BROOKSVILLE FL 34604-0682 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4135 CALIFORNIA ST BROOKSVILLE FL 34604-0682 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4135 CALIFORNIA ST BROOKSVILLE FL 34604-0682 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	2055 DELTONA BLVD SPRING HILL FL 34606-3216 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034		0	$0.00	2055 DELTONA BLVD SPRING HILL FL 34606-3216 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	2055 DELTONA BLVD SPRING HILL FL 34606-3216 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	2055 DELTONA BLVD SPRING HILL FL 34606-3216 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	885 N BROAD ST BROOKSVILLE FL 34601-2302 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	19220 YOUTH DR BROOKSVILLE FL 34601-8600 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	19220 YOUTH DR BROOKSVILLE FL 34601-8600 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	19220 YOUTH DR BROOKSVILLE FL 34601-8600 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	27151 ROPER RD BROOKSVILLE FL 34602-7210 US Julie Cirricione (352)797-7060

RICOH

									cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	27151 ROPER RD BROOKSVILLE FL 34602-7210 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	27151 ROPER RD BROOKSVILLE FL 34602-7210 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14063 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14063 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH PRO8400S CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	10252 NORTHCLIFFE BLVD SPRING HILL FL 34608-3616 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH PRO8400S CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	10252 NORTHCLIFFE BLVD SPRING HILL FL 34608-3616 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14075 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	10252 NORTHCLIFFE BLVD SPRING HILL FL 34608-3616 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	10252 NORTHCLIFFE BLVD SPRING HILL FL 34608-3616 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	9412 FOX CHAPEL LN SPRING HILL FL 34606-1215 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	9412 FOX CHAPEL LN SPRING HILL FL 34606-1215 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	9412 FOX CHAPEL LN SPRING HILL FL 34606-1215 US

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									Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	9412 FOX CHAPEL LN SPRING HILL FL 34606-1215 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	9412 FOX CHAPEL LN SPRING HILL FL 34606-1215 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	1070 VARSITY DR BROOKSVILLE FL 34601-2203 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	111 ERNIE CHATMAN RUN BROOKSVILLE FL 34601-6840 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	111 ERNIE CHATMAN RUN BROOKSVILLE FL 34601-6840 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14075 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	111 ERNIE CHATMAN RUN BROOKSVILLE FL 34601-6840 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	111 ERNIE CHATMAN RUN BROOKSVILLE FL 34601-6840 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3139 DUMONT AVE SPRING HILL FL 34609-4236 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3139 DUMONT AVE SPRING HILL FL 34609-4236 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3139 DUMONT AVE SPRING HILL FL 34609-4236 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us

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RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	7175 EMERSON RD BROOKSVILLE FL 34601-5752 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	7175 EMERSON RD BROOKSVILLE FL 34601-5752 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	7175 EMERSON RD BROOKSVILLE FL 34601-5752 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4057 CALIFORNIA ST BROOKSVILLE FL 34604-0683 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4057 CALIFORNIA ST BROOKSVILLE FL 34604-0683 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14075 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4057 CALIFORNIA ST BROOKSVILLE FL 34604-0683 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4057 CALIFORNIA ST BROOKSVILLE FL 34604-0683 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4057 CALIFORNIA ST BROOKSVILLE FL 34604-0683 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14411 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4992 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14411 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4992 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4100 BARCLAY AVE BROOKSVILLE FL 34609-0862 US Julie Cirricione (352)797-7060

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									cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4100 BARCLAY AVE BROOKSVILLE FL 34609-0862 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4100 BARCLAY AVE BROOKSVILLE FL 34609-0862 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	6001 MARINER BLVD SPRING HILL FL 34609-1314 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	6001 MARINER BLVD SPRING HILL FL 34609-1314 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14075 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	6001 MARINER BLVD SPRING HILL FL 34609-1314 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3300 MARINER BLVD SPRING HILL FL 34609-2799 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3300 MARINER BLVD SPRING HILL FL 34609-2799 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3300 MARINER BLVD SPRING HILL FL 34609-2799 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3300 MARINER BLVD SPRING HILL FL 34609-2799 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3300 MARINER BLVD SPRING HILL FL 34609-2799 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	11135 QUALITY DR SPRING HILL FL 34609-9605 US

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									Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	11135 QUALITY DR SPRING HILL FL 34609-9605 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	11135 QUALITY DR SPRING HILL FL 34609-9605 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH PRO8400S CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	12150 VESPA WAY WEEKI WACHEE FL 34614-3062 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14075 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	12150 VESPA WAY WEEKI WACHEE FL 34614-3062 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	12150 VESPA WAY WEEKI WACHEE FL 34614-3062 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14325 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4907 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14325 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4907 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14325 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4907 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14325 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4907 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	5400 APPLEGATE DR SPRING HILL FL 34606-4505 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us

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RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	5400 APPLEGATE DR SPRING HILL FL 34606-4505 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	12240 VESPA WAY WEEKI WACHEE FL 34614-3066 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	12240 VESPA WAY WEEKI WACHEE FL 34614-3066 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14075 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	12240 VESPA WAY WEEKI WACHEE FL 34614-3066 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	17050 SPRING HILL DR SPRING HILL FL 34604 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	17050 SPRING HILL DR SPRING HILL FL 34604 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	17050 SPRING HILL DR SPRING HILL FL 34604 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	1036 VARSITY DR BROOKSVILLE FL 34601-2203 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	1036 VARSITY DR BROOKSVILLE FL 34601-2203 US Julie Cirricione (352)797-7060

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									cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	1036 VARSITY DR BROOKSVILLE FL 34601-2203 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	8016 MOBLEY RD BROOKSVILLE FL 34601-9061 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	13400 ELGIN BLVD SPRING HILL FL 34609-0401 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	8008 MOBLEY RD BROOKSVILLE FL 34601-9061 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	8008 MOBLEY RD BROOKSVILLE FL 34601-9061 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	801 N BROAD ST BROOKSVILLE FL 34601-2302 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	8050 MOBLEY RD BROOKSVILLE FL 34601-9061 US

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RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us

BASIC CONNECTIVITY / PS / IT SERVICES INFORMATION

BASIC CONNECTIVITY / PS / IT Services Description	QTY
[OA]CIP ISF TRAINING M8400 FAMILY WITH GW	1
TS GENERIC BUNDLED SERVICE 60 MONTHS	1
[OA]CIP ISF TRAINING M8400 FAMILY WITH GW	1
[OA]CIP ISF TRAINING M8400 FAMILY WITH GW	1
[OA]CIP ISF TRAINING M8400 FAMILY WITH GW	1
[SOW NO SDA]RICOH PS PROJECT MANAGEMENT-CORE 3 MONTH	165
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 6 INCLUDES D6I DIGIMASTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1

RICOH

TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 6 INCLUDES D6I DIGIMASTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 6 INCLUDES D6I DIGIMASTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
TS NETWORK & SCAN CONNECT - SEG 5	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1

RICOH

RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1

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RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 6 INCLUDES D6I DIGIMASTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1

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RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - SEG BC4	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - SEG BC4	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - SEG BC4	1
TS NETWORK & SCAN CONNECT - SEG 5	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN - SEG BC4	1
TS NETWORK & SCAN CONNECT - SEG 5	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN - SEG BC4	1
TS NETWORK & SCAN - SEG BC4	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN - SEG BC4	1
TS NETWORK & SCAN - SEG BC4	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1

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ORDER TOTALS		
Service Type Offerings:	**Product Total:**	
Gold: Includes all supplies and staples. Excludes paper. **Silver:** Includes all supplies. Excludes paper and staples. **Bronze:** Parts and labor only. Excludes paper, staples and supplies.	**BASIC CONNECTIVITY / PS / IT Services :**	
	BuyOut After Promotions:	
Additional Provisions: ***Insert ANY additional provisions here***	**Grand Total: (Excludes Tax)**	

Accepted by Customer

By: X Shannon Rodriguez
Authorized Signer Signature

Printed Name: Shannon Rodriguez

Title: Board Chair Date: 7/29/25

Accepted: Ricoh USA, Inc.

By: Robert Griffin
Authorized Signer Signature

Printed Name: Robert Griffin

Title: Regional Vice President Date: 6/24/25

RICOH

EQUIPMENT REMOVAL/BUYOUT AUTHORIZATION

Customer Name:	SCHOOL BOARD OF HERNANDO COUNTY				
Contact Name:	JULIE CIRRINCIONE			Phone:	(352)-797-7060
Address:	SEE ATTACHED			City:	
State:		Zip:		Fax/Email:	CIRRINCIONE_J@HCSB.K12.FL.US

Make	Model	Serial Number	Machine Status
		SEE ATTACHED LIST	CONTRACT END

This Authorization applies to the equipment identified above and to the following Removal/Buy Out Option

This Authorization will confirm that Customer desires to engage Ricoh USA, Inc. ("Ricoh") to pick-up and remove certain items of equipment that are currently (i) owned by Customer or (ii) leased from Ricoh or other third party (as specified below), and that you intend to issue written or electronic removal requests (whether such equipment is identified in this Authorization, in a purchase order, in a letter or other written form) to Ricoh from time to time for such purpose. Such removal request will set forth the location, make, model and serial number of the equipment to be removed by Ricoh. By signing below, you confirm that, with respect to every removal request issued by Customer (1) Ricoh may rely on the request, (2) the request shall be governed by this Authorization, and (3) Ricoh may accept this Authorization by either its signature or by commencing performance (e.g., equipment removal, initiating Services, etc.). Each party agrees that electronic signatures of the parties on this Authorization will have the same force and effect as manual signature. Notwithstanding the foregoing, the parties acknowledge and agree that Ricoh shall have no obligation to remove, delete, preserve, maintain or otherwise safeguard any information, images or content retained by, in or on any item of equipment serviced by Ricoh, whether through a digital storage device, hard drive or similar electronic medium ("Data Management Services"). If desired, Customer may engage Ricoh to perform such Data Management Services at its then-current rates. Notwithstanding anything in this Authorization to the contrary, (i) Customer is responsible for ensuring its own compliance with legal requirements pertaining to data retention and protection, (ii) it is the Customer's sole responsibility to obtain advice of competent legal counsel as to the identification and interpretation of any relevant laws and regulatory requirements that may affect the customer's business or data retention, and any actions required to comply with such laws, (iii) Ricoh does not provide legal advice or represent or warrant that its services or products will guarantee or ensure compliance with any law, regulation or requirement, and (iv) the selection, use and design of any Data Management Services, and any and all decisions arising with respect to the deletion or storage of any data, as well as any loss of data resulting therefrom, shall be the sole responsibility of Customer, and Customer shall indemnify and hold harmless Ricoh and its subsidiaries, directors, officers, employees and agents from and against any and all costs, expenses, liabilities, claims, damages, losses, judgments or fees (including reasonable attorneys' fees) (collectively, "Losses") arising therefrom or related thereto.

☐ **Equipment Removal (Owned by Customer)**. In addition to the terms and conditions set forth above, the following terms and conditions shall apply for Customer-owned equipment removals: Customer confirms that (1) Customer has good, valid and marketable title to such equipment and has satisfied all payment and other obligations relating to such equipment which may be owing to any third party under applicable lease, financing, sale or other agreements, (2) Customer has obtained any and all necessary consents and approvals required to authorize Ricoh to remove such items of equipment and to take title thereto, and (3) by this Authorization, Customer hereby transfers good and valuable title and ownership to Ricoh to the equipment, free and clear of any and all liens and encumbrances of any nature whatsoever and Customer will cause to be done, executed and delivered all such further instruments of conveyance as may be reasonably requested for the vesting of good title in Ricoh.

☒ **Equipment Removal (Leased by Customer)**. In addition to the terms and conditions set forth above, the following terms and conditions shall apply for equipment removals of equipment leased by Customer: Except for the obligations of Ricoh to pick up and remove the identified equipment, Ricoh does not assume any obligation, payment or otherwise, under any lease agreement, which shall remain Customer's sole responsibility. As a material condition to the performance by Ricoh, Customer hereby releases Ricoh from, and shall indemnify, defend and hold Ricoh harmless from and against, any and all claims, liabilities, costs, expenses and fees arising from or relating to any breach of Customer's representations or obligations in this Authorization or of any obligation owing by Customer under its lease agreement.

☐ **Buy Out Terms**. Upon execution and delivery by Customer of a sale, lease (and related delivery and acceptance certificate), service and/or other agreement ("Agreement") between Ricoh and/or other third party, Ricoh agrees to pay to

(A) ☐ the customer (and Customer hereby agrees to promptly pay such amount to the below named payee ("Payee"), or

(B) ☐ the Payee identified below, an amount ("Buy Out Amount") equal to $_____, to pay off an/or reduce Customer's obligations owing under that certain equipment lease agreement _____for third party lease company ("Third Party Lease") between Customer and Payee relating to the equipment identified in the Third Party Lease.

THIRD PARTY LEASE – COMPANY INFORMATION

Payee Name: Attention To:

Address:

City: State: Zip Code:

☐ W-9 included ☐ Third-Party Quote or Proof of Buy Out Included Mailing Method: (select one) ☐ Mail Check (regular) ☐ Overnight Check

The Buy Out Amount represents the total amount payable by Ricoh for such purpose. Ricoh shall have no obligation, and does not assume any obligation, under the Third-Party Lease. Customer acknowledges that Customer is solely responsible to make payments to the Payee under the Third-Party lease, to return the Equipment at the appropriate time to the appropriate location as determined by the Payee, and to fulfill any and all payment and other obligations under the Third-Party Lease. Customer agrees to indemnify and hold Ricoh harmless from any losses, damages, claims, suits and actions (including reasonable attorneys' fees) arising from the breach by Customer of any of its obligations contained in this authorization and/or the Third-Party Lease.

CUSTOMER

Signature: Shannon Rodriguez

Name: Shannon Rodriguez

Title: Board Chair

Date: 7/29/25

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
3:12 pm, 07/09/2025

RICOH USA, INC.

Signature: Robert Griffin

Name: Robert Griffin

Title: Regional Vice President

Date: 6/18/25

RICOH

Address	Manufacturer/Model	Mfr SN / Config SN / Equip ID
1036 VARSITY DR, EXCEPTIONAL STUDENT SUPPORT SERVICES, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-2203	MP4055SP	C320R801355 C83241605 14691948
919 N BROAD ST, PROFESSIONAL DEVELOPMENT, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-2397	MP4055SP	C320R801133 C83241700 14692300
13400 ELGIN BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-0401	MP7503SP	G660C800033 C83242153 14692587
3300 MARINER BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-2799	MP4055SP	C320R800964 C83241859 14692381
10252 NORTHCLIFFE BLVD, TRG: 02/17/2011, SPRING HILL HERNANDO FL 34608-3616	PRO8300S	3670C600132 C83241746 14691497
3139 DUMONT AVE, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-4236	MP7503SP	G660C700015 C83242006 14692544
13400 ELGIN BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-0401	MP7503SP	G660C800034 C83242154 14692580
27151 ROPER RD, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34602-7210	MP4055SP	C320R801469 C83241705 14692179
11135 QUALITY DR, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-9605	MP4055SP	C320R800808 C83241927 14692457
4135 CALIFORNIA ST, TRG: 09/01/2010, BROOKSVILLE HERNANDO FL 34604-0682	MP4055SP	C320R800789 C83241731 14691827
9412 FOX CHAPEL LN, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-1215	MP4055SP	C320R801174 C83241734 14504421
1036 VARSITY DR, EXCEPTIONAL STUDENT SUPPORT SERVICES, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-2203	MP4055SP	C320R801364 C83241606 14504416
3139 DUMONT AVE, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-4236	MP7503SP	G660C800076 C83242002 14692545
5400 APPLEGATE DR, TRG: 12/15/2010, SPRING HILL HERNANDO FL 34606-4505	IM350F	3370P901471 C83241738 14692186
12150 VESPA WAY, TRG: 07/09/2010, WEEKI WACHEE HERNANDO FL 34614-3062	MP7503SP	G660C700021 C83242214 14692559
3339 CALIFORNIA ST, TRANSPORTATION DEPARTMENT, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34604-0676	IM350F	3370P901476 C83241740 14691826
4100 BARCLAY AVE, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34609-0862	MP4055SP	C320R800856 C83241928 14692484

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19220 YOUTH DR, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34601-8600	MP7503SP	G660C800085 C83242003 14692540
12240 VESPA WAY, TRG: 07/05/2011, WEEKI WACHEE HERNANDO FL 34614-3066	MP7503SP	G660C800084 C83242217 14691709
1036 VARSITY DR, EXCEPTIONAL STUDENT SUPPORT SERVICES, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-2203	MP4055SP	C320R801457 C83241607 14692162
9412 FOX CHAPEL LN, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-1215	MP7503SP	G660C800079 C83242010 14692219
14411 KEN AUSTIN PKWY, TRC: 07/17/2009, BROOKSVILLE HERNANDO FL 34613-4992	MP7503SP	G660C700025 C83242212 14692596
14325 KEN AUSTIN PKWY, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34613-4907	MP7503SP	G660C800095 C83242215 14692403
111 ERNIE CHATMAN RUN, HERNANDO HIGH SCHOOL, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-6840	MP7503SP	G660C800046 C83242012 14692326
14325 KEN AUSTIN PKWY, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34613-4907	MP7503SP	G660C800091 C83242216 14692089
4057 CALIFORNIA ST, TRC: 04/03/2015, BROOKSVILLE HERNANDO FL 34604-0683	MP7503SP	G660C800065 C83242008 14691685
111 ERNIE CHATMAN RUN, HERNANDO HIGH SCHOOL, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-6840	MP7503SP	G660C700027 C83242011 14691686
2055 DELTONA BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-3216	MP7503SP	G660C800087 C83242019 14504424
4100 BARCLAY AVE, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34609-0862	MP7503SP	G660C700050 C83242005 14692543
111 ERNIE CHATMAN RUN, HERNANDO HIGH SCHOOL, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-6840	MP4055SP	C320R801467 C83241612 14692167
9412 FOX CHAPEL LN, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-1215	MP7503SP	G660C800080 C83242014 14504427
4135 CALIFORNIA ST, TRG: 09/01/2010, BROOKSVILLE HERNANDO FL 34604-0682	PRO8300S	3670C600131 C83241744 14692303
12150 VESPA WAY, TRG: 07/09/2010, WEEKI WACHEE HERNANDO FL 34614-3062	MP7503SP	G660C700005 C83242213 14692597
4057 CALIFORNIA ST, TRC: 04/03/2015, BROOKSVILLE HERNANDO FL 34604-0683	MP4055SP	C320R801237 C83241695 14504420
3300 MARINER BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-2799	MP7503SP	G660C800013 C83242148 14692228

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19220 YOUTH DR, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34601-8600	IM350F	3370P901477 C83241711 14692190
6001 MARINER BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-1314	MP4055SP	C320R800966 C83241923 14692390
111 ERNIE CHATMAN RUN, HERNANDO HIGH SCHOOL, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-6840	MP4055SP	C320R801448 C83241611 14691820
27151 ROPER RD, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34602-7210	MP7503SP	G660C700037 C83242013 14692546
17050 SPRING HILL DR, TRX: 01/07/2025, SPRING HILL PASCO FL 34604	IM350F	3370P901398 C83241739 14692128
14075 KEN AUSTIN PKWY, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34613-4904	MP4055SP	C320R800991 C83241854 14691669
13400 ELGIN BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-0401	MP4055SP	C320R800982 C83241924 14692458
14075 KEN AUSTIN PKWY, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34613-4904	MP7503SP	G660C700024 C83242209 14691708
2055 DELTONA BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-3216	MP4055SP	C320R700981 C83241733 14692129
885 N BROAD ST, TRG: 01/31/2011, BROOKSVILLE HERNANDO FL 34601-2302	MP4055SP	C320R801274 C83241608 14691645
14075 KEN AUSTIN PKWY, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34613-4904	MP4055SP	C320R800847 C83241855 14692379
14325 KEN AUSTIN PKWY, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34613-4907	MP4055SP	C320R800812 C83241860 14692450
3300 MARINER BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-2799	MP7503SP	G660C800054 C83242147 14692509
17050 SPRING HILL DR, TRX: 01/07/2025, SPRING HILL PASCO FL 34604	MP4055SP	C320R801417 C83241694 14691825
3339 CALIFORNIA ST, TRANSPORTATION DEPARTMENT, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34604-0676	MP4055SP	C320R700976 C83241737 14692314
3300 MARINER BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-2799	MP7503SP	G660C800021 C83242149 14692586
7175 EMERSON RD, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34601-5752	MP7503SP	G660C700043 C83242007 14504426
6001 MARINER BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-1314	MP7503SP	G660C800077 C83242145 14504438

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17050 SPRING HILL DR, TRX: 01/07/2025, SPRING HILL PASCO FL 34604	MP4055SP	C320R801032 C83241699 14691652
3339 CALIFORNIA ST, TRANSPORTATION DEPARTMENT, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34604-0676	MP4055SP	C320R800796 C83241736 14692185
14063 KEN AUSTIN PKWY, TRG: 07/06/2015, BROOKSVILLE HERNANDO FL 34613-4904	MP4055SP	C320R800819 C83241857 14692382
12150 VESPA WAY, TRG: 07/09/2010, WEEKI WACHEE HERNANDO FL 34614-3062	PRO8300S	3670C600098 C83241937 14692459
7175 EMERSON RD, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34601-5752	IM350F	3370P801949 C83241629 14692141
11135 QUALITY DR, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-9605	MP7503SP	G660C800007 C83242150 14691702
8016 MOBLEY RD, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34601-9061	MP4055SP	C320R801263 C83241697 14691653
14411 KEN AUSTIN PKWY, TRC: 07/17/2009, BROOKSVILLE HERNANDO FL 34613-4992	MP7503SP	G660C700032 C83242211 14692514
14075 KEN AUSTIN PKWY, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34613-4904	MP7503SP	G660C800101 C83242219 14504444
6001 MARINER BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-1314	MP7503SP	G660C800001 C83242146 14692599
10252 NORTHCLIFFE BLVD, TRG: 02/17/2011, SPRING HILL HERNANDO FL 34608-3616	PRO8300S	3670C600123 C83241745 14691655
5400 APPLEGATE DR, TRG: 12/15/2010, SPRING HILL HERNANDO FL 34606-4505	MP7503SP	G660C800078 C83242069 14504429
12240 VESPA WAY, TRG: 07/05/2011, WEEKI WACHEE HERNANDO FL 34614-3066	MP4055SP	C320R800924 C83241925 14692110
4135 CALIFORNIA ST, TRG: 09/01/2010, BROOKSVILLE HERNANDO FL 34604-0682	MP7503SP	G660C800093 C83242016 14691684
7175 EMERSON RD, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34601-5752	MP7503SP	G660C700112 C83242018 14692327
14075 KEN AUSTIN PKWY, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34613-4904	MP7503SP	G660C800088 C83242210 14692605
4057 CALIFORNIA ST, TRC: 04/03/2015, BROOKSVILLE HERNANDO FL 34604-0683	MP7503SP	G660C800074 C83242009 14692333
12240 VESPA WAY, TRG: 07/05/2011, WEEKI WACHEE HERNANDO FL 34614-3066	MP7503SP	G660C800099 C83242218 14692515

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14063 KEN AUSTIN PKWY, TRG: 07/06/2015, BROOKSVILLE HERNANDO FL 34613-4904	MP4055SP	C320R800923 C83241858 14692385
4100 BARCLAY AVE, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34609-0862	MP7503SP	G660C800081 C83242004 14692334
2055 DELTONA BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-3216	IM350F	3370P901473 C83241743 14691657
11135 QUALITY DR, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-9605	MP4055SP	C320R800928 C83241926 14692335
919 N BROAD ST, DIVISION OF TEACHING & LEARNING, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-2397	MP7503SP	G660C800090 C83242071 14692550
2055 DELTONA BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-3216	MP7503SP	G660C700060 C83242017 14692325
9412 FOX CHAPEL LN, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-1215	IM350F	3370P901472 C83241741 14692187
885 N BROAD ST, TRG: 01/31/2011, BROOKSVILLE HERNANDO FL 34601-2302	MP7503SP	G660C800096 C83242015 14504425

CUSTOMER INITIAL _____

Hernando School District

Legislation Details (With Text)

File #:	26-3165		
Type:	Purchase Order/Bid Items	**Status:**	Passed
File created:	7/10/2025	**In control:**	School Board Regular Meeting
On agenda:	7/29/2025	**Final action:**	7/29/2025
Title:	Approve piggybacking U.S. Communities, National IPA & NCPA, wholly owned subsidiaries of OMNIA Partners Public Sector, Contract No. 2021002788, RFP No. 001811, Print Goods & Services, and approve the master agreement with Ricoh USA, Inc. for the 60-month leasing of multi-function copier devices district-wide and authorize spending for an estimated $522,683.57 annually.		
Sponsors:			
Indexes:			
Code sections:			
Attachments:	1. (1) Omnia - Ricoh Master Lease Document - Attorney Stamped (R), 2. (2) Omnia - Ricoh Florida Rider - Attorney Stamped (R), 3. (3) Omnia - Ricoh Fleet Product Schedule - Attorney Stamped (R), 4. (4) Omnia - Ricoh FNS Product Schedule - Attorney Stamped (R), 5. (5) Omnia - Ricoh Print Shop Product Schedule - Attorney Stamped (R), 6. (6) Omnia - Ricoh Project Management Statement of Work - Attorney Stamped (R), 7. (7) Ricoh - Dollar Out Letter - Attorney Stamped, 8. (8) Hard Drive Security Protocol - Attorney Stamped (R), 9. (9) Print Shop Proposal, 10. (10) Fleet & FNS Proposal, 11. (11) Affidavit (R), 12. (12) PUR 1355 (CM) (R), 13. (13) Standard Addendum to Agreements (CM)(R), 14. (14) Federal Terms and Conditions for Contracts (CM)(R), 15. 26-015-06 PB Print Good & Services (07-29-25), 16. Budget Sheet		

Date	Ver.	Action By	Action	Result
7/29/2025	1	School Board Regular Meeting		

Title and Board Action Requested

Approve piggybacking U.S. Communities, National IPA & NCPA, wholly owned subsidiaries of OMNIA Partners Public Sector, Contract No. 2021002788, RFP No. 001811, Print Goods & Services, and approve the master agreement with Ricoh USA, Inc. for the 60-month leasing of multi-function copier devices district-wide and authorize spending for an estimated $522,683.57 annually.

Executive Summary

The Director of Purchasing & Warehousing, on behalf of the Superintendent of Schools, hereby requests the Board approve the piggybacking of U.S. Communities, National IPA & NCPA, wholly owned subsidiaries of OMNIA Partners Public Sector, Contract No. 2021002788, RFP No. 001811, Print Goods & Services, and approve the master agreement with Ricoh USA, Inc. for the 60-month leasing of multi-function copier devices district-wide. The 60-month lease agreement expenditure is as follows:

District Fleet Lease:	$16,966.80 monthly (10.44% savings from previous contract)
District Fleet Usage:	$10,000.00 monthly (estimated)
CPC:	$.0034 B&W/$.040 Color
Print Shop Lease:	$7,766.26 monthly (19.83% savings from previous contract)
Print Shop Usage:	$6,000.00 monthly (estimated)
CPC:	$.0032 B&W/$.040 Color

Food & Nutrition:	$907.20 monthly (10% savings from previous contract)
Food & Nutrition Usage:	$250.00 monthly (estimated)
CPC:	$.0034 B&W/$.040 Color

The cost per copy (CPC) includes toner cartridges, staples, service, maintenance, parts and labor.

The district will also be exercising the $1 buyout option with our ending lease agreement, for 45 low volume multi-function units. These units will be utilized district-wide where needed. The CPC for these units (attached) will include all toner, staples, service, maintenance, parts and labor. Ricoh will arrange for the pickup and redistribution of each of these 45 units, at no charge, during the initial launch of the new contract.

Included with the new lease agreement, Ricoh will remove old equipment, deliver, install and set up all new equipment, transfer any internal ID codes, and train staff. Ricoh will also provide a hard drive surrender certification, which will erase the memory on all old equipment.

The budget sheet includes spending for 2025-2026 fiscal year, which is prorated and reflects five (5) months of payments under the current/ending contract. The new contract rates begin December 1, 2025.

HCSB Bid No. 26-015-05 PB has been assigned for internal tracking purposes.

My Contact
Christopher Reckner
Director of Purchasing & Warehousing
(352) 797-7060

2023-28 Strategic Focus Area
Priority 5: Fiscal Transparency and Capital Planning

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source: 2026-2027 Capital Budget Request

Account Name: District Fleet Copiers

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
37xx	7400	6410	9215	M2070	43010

Amount $ 4,584.84 ($382.07 x 12 months)

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ⊗

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Agenda Item # 26. 26-3811 5/26/2026

Title and Board Action Requested

Approve the Purchase of Simulator Enhancements Supporting Cybersecurity and Information Technology Instruction from Apex Industries, LLC (d/b/a SimCraft) and Authorize the Issuance of a Purchase Order in an Estimated Amount of $65,000.00

Executive Summary

The Supervisor of College and Career Programs, on behalf of the Superintendent of Schools, hereby requests the Board to approve the purchase of additional simulator equipment and components from SimCraft to enhance instructional opportunities within Hernando County School District's technology programs.

The SimCraft Racing Simulators are being used as a hands-on platform to introduce students to real-world cybersecurity and information technology concepts. Students have developed a custom program to network the simulators, gaining valuable experience in system integration, server management, and network configuration. This additional purchase will allow students to further expand these technical skills while also building and configuring a simulator, creating deeper opportunities to explore cybersecurity, troubleshooting, hardware installation, and information technology career pathways through authentic, project-based learning experiences.

The purchase supports Career and Technical Education (CTE) program expansion and aligns with workforce demands in high-skill, high-wage technology fields. Funding for this initiative will be provided through approved grant funding sources. No General Fund dollars will be used for this purchase.

My Contact

Beth Lastra
Supervisor of College and Career Programs
352-797-7000 ext. 70474
lastra_b@hcsb.k12.fl.us

2023-28 Strategic Focus Area

Priority 1: Student Success

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

April 29, 2026 Date Issued
May 29, 2026 Expires
2-3 Months Lead Time

Hernando High School Mason Lewis 353-797-7015 ext 307 | lewis_m@hcsb.k
111 Ernie Chatman Run
Brooksville , Fl 34601

Apex Industries, LLC d/b/a SimCraft
2100 Barrett Park Drive NW Suite 501
Kennesaw, GA 30144

QTY				
1	**APEX3 GT 2020 Chassis**	Footprint - 10' x 10'	$	49,999.00

CHASSIS SPEC

Yaw (Oversteer/Understeer) 30°	**Yes**	**Preferred Side Entry**	**Pedal Adjustment Length**
Pitch (Nose Up/Down - Acceleration/Deceleration) 30 °	**Yes**	Left	Long
~~Sway (Lateral Momentum Shifts - Linear Sliding) 2" / 50mm~~	**No**	**ACE Box Location**	
~~Surge (Momentum Shifts - Acceleration/Deceleration) 8" / 200mm~~	**No**	Front Right	
Roll (Banking and Body Roll) 50 °	**Yes**	**Chassis Color**	
~~Heave (Vertical Momentum Shifts - Lift and Compression) 2" / 50mm~~	**No**	Textured Flat Black	

COMPONENT SPEC

Seat	Recaro GT Seat (Client Specified)
Force Feedback	Simucube2 SPORT direct drive force feedback wheel base
Steering Wheel	GOMEZ Sim Industries X-29 (2 Paddle)
Pedals	2 Pedal Tilton
Shifter	MME H-pattern / seq combo, Paddle shifters
Visuals	Triple 43" Flats
Audio	1000W 5.1 THX Certified Surround (Logitech z906)
Vibration	Haptics: 3 transducers / amplifier
Included Software	SimCraft Control Panel and motion integration suite iRacing Motorsport Simulations and ACC **SimCraft Simulation Processing Engine Powered by Intel / nVidia with Included Software:** SimCraft Motion Integration Suite
Extras	Low profile dashboard with digital button panel and powered USB hub Data Display Unit (for laptimes and telemetry) 15-button StreamDeck interface for motion adjustments and sim ops Electronic pedal position control Corsair haptic headphones Adjustable damping shocks and overhead fans (GT models only)

Grid1 Builder				**$12,900.00**
	Seat	**SimCraft GT-style fiberglass racing seat in XL**		**INCLUDED**
	Force Feedback	NONE		
	Steering Wheel	NONE		
	Pedals	**Tilton 2-pedal**		**INCLUDED**
	Shifter	NONE		
	Visuals	NONE		
	Audio	NONE		
	Vibration	NONE		
	Included Software	**SimCraft Control Panel and motion integration suite**		**INCLUDED**
	PC	NONE		
	Extras	NONE		

SERVICES

Warranty	**Limited lifetime warranty on chassis** **3 Year replacement warranty on actuator and electronics**
Technical support	**3 Years Email / Phone / Remote included**

SUBTOTAL		$	62,899.00
	Preferred Partner Discount		(~~$4,999.00~~)
Georgia state tax	**NO**	$	-
PRODUCT TOTAL		$	57,900.00
Delivery / Installation / Setup / Training (Full service -)		$	7,100.00
PRODUCT AND SERVICES TOTAL			**$65,000.00**

CONFIDENTIALITY NOTICE
This quote contains proprietary pricing and configuration details for SimCraft systems and is intended solely for the recipient. It may not be shared, distributed, or reproduced without express written permission from SimCraft.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: Voc Tech Ed Supplies CTE Industry Certification Cybersecurity

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	1100E	5300	5100	9415	13300	88020

Original Approved Budget	+ - Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$ 179,689.31	$ 0.00	$ 0.00	$ 179,689.31	$ 65,000.00	$ 114,689.31

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ - Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$	$	$	$	$	$

B. Item Currently Not Budgeted -**

Funding Source: _____

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

Funding Source: _____

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ☑

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 27. 26-3817 5/26/2026

Title and Board Action Requested
Approve the piggyback of the Interlocal Purchasing System, TIPS USA, Region 8 Education Service Center, RFP/Contract No. 250604: Glass, Services, Break Repair, Replacement, and Miscellaneous Glass, and approve the Proposal Contract with Armoured One LLC to authorize the purchase of goods and services for an estimated amount of $280,458.68.

Executive Summary
The Director of Safe Schools, on behalf of the Superintendent of Schools, hereby requests the Board approve the piggyback of the Interlocal Purchasing System, TIPS USA, Region 8 Education Service Center, RFP/Contract No. 250604: Glass, Services, Break Repair, Replacement, and Miscellaneous Glass, and approve the Proposal Contract with Armoured One LLC to authorize the purchase of goods and services for an estimated amount of $280,458.68.

Funding for this project will be provided from the Hardening Grant and Capital Projects funding.

HCSB Bid No. 26-440-43 PB has been assigned for internal tracking purposes.

My Contact
Angel Pagan
Director of Safe Schools
352-797-7233

2023-28 Strategic Focus Area
Priority 3: Safe and Healthy Learning Environment

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: May 26, 2026

Bid No. 26-440-43 PB

Bid Title: Glass, Services, Break Repair, Replacement, and Miscellaneous Glass

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s)	☐Request for Proposal(s)	☐Low Bid(s) Meeting Specification	☐Rejection/Cancellation
☐Revised Award	☐Renewal of Contract	☐Sole/Single Source	☐Re-Award (Partial/Whole)
☐Contract Termination	☐Amendments to Contract	☐Extension of Contract	☐Emergency
☐Reversed Auction	☒Piggyback: Cooperative	☐Responsive/Responsible Bidders	

Bid Contract Period: 05/26/2026 through 08/31/2028 ☐ N/A – One Time Purchase

Contract Type: ☐ Estimated Dollar Amount ☐ Firm, Fixed Dollar Amount ☐ Firm, Fixed Unit Prices ☒ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options:	No. of Terms Remaining	☐ Length of Each Term (month)	☒ Length of Each Term (year)	☐ None
	1		3	

Rationale/Reason: Piggyback The Interlocal Purchasing System, TIPS USA, Region 8 Education Service Center, RFP/Contract No. 250604: Glass, Services, Break Repair, Replacement, and Miscellaneous Glass, awarded to Armoured One LLC. HCSB Bid No. 26-440-43 PB has been assigned for internal tracking purposes.

Bidders Electronically Downloaded From Bidnet Direct Website: n/a	**Bids Received:**	**No Bids:**	**Late Bids:**	**Rejected Bids:**	☒ **N/A – Bids Not Required:** Piggyback

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: Angel Pagan
Director of Safe Schools

Department(s): Office of Safe Schools

Recommended award: (See attached)

T/C CODE: 2643

Awarded Vendor:

Armoured One, LLC
Tom Connellan
(315) 382-7785
Tom.connellan@armouredone.com

ARMOURED ONE



SAFETY IS OUR MISSION

We Save Lives By Staying One Step Ahead

Proposal for the Installation of Shooter Attack Entry Resistant Film

Hernando County School District, Florida

Project No.: TBD

386 N. Midler Avenue, Syracuse NY 13206 | (315) 720-4186 | info@armouredone.com | www.armouredone.com

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ARMOURED ONE Core Values

Safety: Everyone has the right to a safe community.
Excellence: We do everything to the best of our ability.
Boldness: We courageously bring change in our industry to provide safe communities.
Integrity: Trust is built through uncompromising honesty and integrity.
Quality: Outstanding products and unsurpassed service to meet community needs.

ARMOURED ONE
Staying One Step Ahead

ARMOURED ONE
Staying One Step Ahead

Hernando County School District

Location	Estimate Number	Dollar Amount
Brooksville ES	4114	$28,900.66
Central HS	4141	$668.60
Chocachatti ES	4117	$4,465.21
Deltona ES	4147	$14,714.42
DS Parrot MS	4118	$7,236.58
Endeavor Academy	4144	$4,859.48
Explorer K-8	4146	$7,897.94
F.W Springstead HS	4153	$26,609.45
Fox Chapel MS	4094	$18,516.82
Hernando HS	4127	$18,885.98
JD Floyd ES	4100	$9,747.63
Moton ES	4131	$18,241.46
Pine Grove ES	4154	$19,502.47
Powell MS	4098	$13,953.56
Springhill ES	4097	$17,598.17
Suncoast ES	4099	$5,713.36
Weeki Wachee HS	4134	$25,539.42
West Hernando MS	4080	$6,329.81
Westside ES	4087	$10,107.66
Winding Water K-8	4128	$20,970.00

Armoured One, LLC is committed to the mission of saving lives. Our goal is to deter, prevent, defend, and protect against Active Shooter or deadly aggressive behavior incidents with solutions that save lives through assessments, training, and protection.
This document is for the exclusive use of the addressee and may contain proprietary, confidential and/or privileged information. If you are not the intended recipient, any use, copying, disclosure, dissemination or distribution is strictly prohibited.

386 N. Midler Ave | Syracuse, NY 13206 | 315-720-4186 | www.armouredone.com

GRAND TOTAL:	**$280,458.68**

Additional Information

Updated Scope

- Central HS
  - Removed exterior windows
- Chocachatti ES
  - Removed Issues 1, 2, 3, 4, 5
- Deltona ES
  - Removed main entrance to enter campus
  - Removed library windows
- Endeavor School
  - Removed first floor parking lot side
  - Removed cafe windows
- Explorer K8
  - Removed cafe windows
- Fox Chapel MS
  - Removed Bldg 1, 2, 5, 10
- FW Springstead HS
  - Removed 199 circulation windows
  - Removed Building 10 parent drop off windows
- Hernando HS
  - Kept Issue 1, 2, 3, 4, & 5
- Pine Grove ES
  - Removed cafe windows on Issue 4
  - Removed media center windows
  - Removed admin windows
- West Hernando MS
  - Removed admin courtyard windows
  - Removed building one parking lot side windows
  - Removed building two next to electrical windows
  - Removed building five guidance windows
  - Removed building five parking lot side windows
  - Removed cafe parking lot side windows

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ARMOURED ONE
Staying One Step Ahead

- Weeki Wachee HS
  - Removed 500 & 600 hallways

Armoured One, LLC is committed to the mission of saving lives. Our goal is to deter, prevent, defend, and protect against Active Shooter or deadly aggressive behavior incidents with solutions that save lives through assessments, training, and protection.
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386 N. Midler Ave | Syracuse, NY 13206 | 315-720-4186 | www.armouredone.com

Total Contract Amount: **$280,458.68**

Armoured One Authorized Representative: **Tom Connellan**

Authorized Signature:

Date: **May 14, 2026**

Hernando County School District
Authorized Representative:

Authorized Signature:

Date:

Terms:

Invoicing Procedure: Armoured One will invoice after substantial completion of each campus with 30-day net terms for payment.

Coordination with Maintenance: Once we receive a purchase order, we'll assign a project manager to this job. They'll coordinate with you and your maintenance team to schedule installation dates for each school, ensuring everything aligns with your plans

ARMOURED ONE
Staying One Step Ahead

Approved as to Legal Sufficiency
Caroline I. Mockler, Esq.
Staff Counsel, HCSD
5:41 pm, 05/14/2026

FLORIDA DEPARTMENT OF STATE
Division of Corporations

May 19, 2023

COGENCYGLOBAL

,

Qualification documents for ARMOURED ONE, LLC were filed on May 18, 2023, and assigned document number M23000006510. Please refer to this number whenever corresponding with this office.

Your limited liability company is authorized to transact business in Florida as of the file date.

The certification you requested is enclosed.

To maintain "active" status with the Division of Corporations, an annual report must be filed yearly between January 1st and May 1st beginning in the year following the file date or effective date indicated above. If the annual report is not filed by May 1st, a $400 late fee will be added.

A Federal Employer Identification Number (FEI/EIN) will be required when this report is filed. Apply today with the IRS online at:

https://sa.www4.irs.gov/modiein/individual/index.jsp

Please notify this office if the limited liability company address changes, it is the responsibility of the corporation to notify this office.

Should you have any questions regarding this matter, please contact this office at the address given below.

Corey Pettway
Regulatory Specialist II
CoT
Division of Corporations

Letter Number: 523A00011515

Account number: I20000000088

Amount charged: 155.00

www.sunbiz.org

Division of Corporations - P.O. BOX 6327 -Tallahassee, Florida 32314

State of Florida

Department of State

I certify the attached is a true and correct copy of the application by ARMOURED ONE, LLC, a New York limited liability company, authorized to transact business within the state of Florida on May 18, 2023 , as shown by the records of this office.

The document number of this limited liability company is M23000006510.

Given under my hand and the Great Seal of the State of Florida at Tallahassee, the Capital, this the Nineteenth day of May, 2023

Cord Byrd
Secretary of State

CR2E022 (01-11)

COVER LETTER

TO: **Registration Section**
Division of Corporations

SUBJECT: Armoured One, LLC
Name of Limited Liability Company

The enclosed "Application by Foreign Limited Liability Company for Authorization to Transact Business in Florida," Certificate of Existence, and check are submitted to register the above referenced foreign limited liability company to transact business in Florida.

Please return all correspondence concerning this matter to the following:

Deepa Francis
Name of Person

Armoured One, LLC
Firm/Company

386 N Midler Ave
Address

Syracuse, NY 13206
City/State and Zip Code

dfrancis@armouredone.com
E-mail address: (to be used for future annual report notification)

For further information concerning this matter, please call:

Deepa Francis at (_____) 315 883 2042
Name of Contact Person — Area Code — Daytime Telephone Number

MAILING ADDRESS:
Division of Corporations
Registration Section
P.O. Box 6327
Tallahassee, FL 32314

STREET ADDRESS:
Division of Corporations
Registration Section
Clifton Building
2661 Executive Center Circle
Tallahassee, FL 32301

Enclosed is a check for the following amount:
Please make check payable to: **FLORIDA DEPARTMENT OF STATE**

☐ $125.00 Filing Fee ☐ $130.00 Filing Fee & Certificate of Status ☒ $155.00 Filing Fee & Certified Copy ☐ $160.00 Filing Fee, Certificate of Status & Certified Copy

APPLICATION BY FOREIGN LIMITED LIABILITY COMPANY FOR AUTHORIZATION TO TRANSACT BUSINESS IN FLORIDA

IN COMPLIANCE WITH SECTION 605.0902, FLORIDA STATUTES, THE FOLLOWING IS SUBMITTED TO REGISTER A FOREIGN LIMITED LIABILITY COMPANY TO TRANSACT BUSINESS IN THE STATE OF FLORIDA:

1. Armoured One, LLC
(Name of Foreign Limited Liability Company; must include "Limited Liability Company," "L.L.C.," or "LLC.")

(If name unavailable, enter alternate name adopted for the purpose of transacting business in Florida. The alternate name must include "Limited Liability Company," "L.L.C." or "LLC.")

2. NY
(Jurisdiction under the law of which foreign limited liability company is organized)

3. 46-1864542
(FEI number, if applicable)

4. Not Applicable
(Date first transacted business in Florida, if prior to registration.)
(See sections 605.0904 & 605.0905, F.S. to determine penalty liability)

5. 386 N Midler Ave
Syracuse
NY, 13206
(Street Address of Principal Office)

6. 386 N Midler Ave
Syracuse
NY, 13206
(Mailing Address)

7. Name and street address of Florida registered agent: (P.O. Box NOT acceptable)

Name: Cogency Global Inc.

Office Address: 115 North Calhoun St. Suite 4

Tallahassee (City), Florida 32301 (Zip code)

FILED
2023 MAY 18 PM 1:37
SECRETARY OF STATE
TALLAHASSEE, FL

Registered agent's acceptance:
Having been named as registered agent and to accept service of process for the above stated limited liability company at the place designated in this application, I hereby accept the appointment as registered agent and agree to act in this capacity. I further agree to comply with the provisions of all statutes relative to the proper and complete performance of my duties, and I am familiar with and accept the obligations of my position as registered agent.

Karen McKeown
(Registered agent's signature)

8. For initial indexing purposes, list names, title or capacity and addresses of the primary members/managers or persons authorized to manage [up to six (6) total]:

Title or Capacity:	Name and Address:	Title or Capacity:	Name and Address:
☐ Manager	Name: Lisa Henderson	☐ Manager	Name: Deepa Francis
☐ Member	Address: 386 N Midler Ave	☐ Member	Address: 386 N Midler Ave
☒ Authorized	Syracuse, NY 13206	☒ Authorized	Syracuse, NY 13206
Person		Person	
☐ Other	☐ Other	☐ Other	☐ Other
☐ Manager	Name:	☐ Manager	Name:
☐ Member	Address:	☐ Member	Address:
☐ Authorized		☐ Authorized	
Person		Person	
☐ Other	☐ Other	☐ Other	☐ Other
☐ Manager	Name:	☐ Manager	Name:
☐ Member	Address:	☐ Member	Address:
☐ Authorized		☐ Authorized	
Person		Person	
☐ Other	☐ Other	☐ Other	☐ Other

Important Notice: Use an attachment to report more than six (6). The attachment will be imaged for reporting purposes only. Non-indexed individuals may be added to the index when filing your Florida Department of State Annual Report form.

9. Attached is a certificate of existence, no more than 90 days old, duly authenticated by the official having custody of records in the jurisdiction under the law of which it is organized. (If the certificate is in a foreign language, a translation of the certificate under oath of the translator must be submitted)

10. This document is executed in accordance with section 605.0203 (1) (b), Florida Statutes. I am aware that any false information submitted in a document to the Department of State constitutes a third degree felony as provided for in s.817.155, F.S.

COO
Signature of an authorized person

Lisa Henderson, COO
Typed or printed name of signee

STATE OF NEW YORK

DEPARTMENT OF STATE

Certificate of Status

I, ROBERT J. RODRIGUEZ, Secretary of State of the State of New York and custodian of the records required by law to be filed in my office, do hereby certify that upon a diligent examination of the records of the Department of State, as of the date and time of this certificate, the following entity information is reflected:

Entity Name:	ARMOURED ONE, LLC
DOS ID Number:	4350928
Entity Type:	DOMESTIC LIMITED LIABILITY COMPANY
Entity Status:	EXISTING
Date of Initial Filing with DOS:	01/25/2013
Statement Status:	CURRENT
Statement Due Date:	01/31/2023

No information is available from this office regarding the financial condition, business activity or practices of this entity.

WITNESS my hand and official seal of the Department of State, at the City of Albany, on May 18, 2023 at 03:21 P.M.

ROBERT J. RODRIGUEZ, Secretary of State

By Brendan C. Hughes
Executive Deputy Secretary of State

Authentication Number: 100003534197 To Verify the authenticity of this document you may access the Division of Corporation's Document Authentication Website at http://ecorp.dos.ny.gov

Form **W-9**
(Rev. March 2024)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give form to the requester. Do not send to the IRS.

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See *Specific Instructions* on page 3.

1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)

Armoured One LLC

2 Business name/disregarded entity name, if different from above.

3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor ☐ C corporation ☐ S corporation ☐ Partnership ☐ Trust/estate

☑ LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) . . . . P

Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.

☐ Other (see instructions)

3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions . . . . . ☐

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any)

Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any)

(Applies to accounts maintained outside the United States.)

5 Address (number, street, and apt. or suite no.). See instructions.

386 North Midler Ave

Requester's name and address (optional)

6 City, state, and ZIP code

Syracuse, NY 13206

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			–			–				

or

Employer identification number

4	6	–	1	8	6	4	5	4	2

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here | **Signature of U.S. person** DMB, DOF | Director of Finance | **Date** 10/13/2025

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 5/14/2026

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Acentria Insurance - Myrtle Beach
36 Business Center Dr
Pawleys Island SC 29585

License#: 3000471083

CONTACT NAME: Mary Gandy
PHONE (A/C, No, Ext): 228-215-0559 **FAX (A/C, No):** 228-215-0559
E-MAIL ADDRESS: mary.gandy@acentria.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Progressive Northern Insurance Company	38628
INSURER B : PartnerRe Insurance Solutions Bermuda Ltd.	
INSURER C : Travelers Casualty Insurance Company of America	19046
INSURER D : Partner Reinsurance Company of the U.S.	38636
INSURER E : Progressive Express Insurance Company	10193
INSURER F : Progressive Casualty Insurance Company	24260

INSURED ARMOONE-01
Armoured One LLC, Armoured One Glass LLC, and One Training LLC
386 N Midler Ave
Syracuse NY 13206

COVERAGES **CERTIFICATE NUMBER:** 657642800 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
D	X **COMMERCIAL GENERAL LIABILITY** CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY X PRO-JECT LOC OTHER:	Y	Y	VCP202516001	8/5/2025	8/5/2026	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG Deductible	$ 1,000,000 $ 50,000 $ Exluded $ 1,000,000 $ 2,000,000 $ 2,000,000 $ 5,000
A E F	**AUTOMOBILE LIABILITY** ANY AUTO OWNED AUTOS ONLY X SCHEDULED AUTOS X HIRED AUTOS ONLY X NON-OWNED AUTOS ONLY	Y	Y	995607115 995608923 996109295	4/16/2026 4/12/2026 4/15/2026	4/16/2027 4/12/2027 4/15/2027	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
B	**UMBRELLA LIAB** X OCCUR X **EXCESS LIAB** CLAIMS-MADE DED RETENTION $	Y	Y	VCX202510601	8/5/2025	8/5/2026	EACH OCCURRENCE AGGREGATE Products / Completed	$ 3,000,000 $ 3,000,000 $ 3,000,000
C	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N: N **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A	Y	UB0K559738	10/17/2025	10/17/2026	X PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 1,000,000 $ 1,000,000 $ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
386 N Midler Ave, Syracuse, NY, 13206
Named Insureds - Armoured One LLC, Armoured One Glass, LLC & One Training, LLC

Certificate Holders are named as additional insureds on any General Liability, Excess/Umbrella, and Workers Compensation insurance policies represented on this certificate. Insurance is primary and non-contributory to any other insurance.
Waiver of Subrogation applies to all policies in favor of General Contractor, Owner and all parties as required in Prime Contract.

$1,000,000 CWC Coverage Policy # UB5P2740222342G Armoured One Glass, LLC
$1,000,000 CWC Coverage Policy # UB0K5597382342G Armoured One LLC

CERTIFICATE HOLDER

Hernando County School District
919 N Broad St
Brooksville FL 34601

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE
Charles H. Lydick

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ARMOURED ONE
Staying One Step Ahead

The Interlocal Purchasing System

Purchasing Made Personal

Printed: May 14, 2026

www.armouredone.com/

Armoured One LLC

EMAIL PO & VENDOR QUOTE TO: TIPSPO@TIPS-USA.COM

PO AND QUOTE MUST REFERENCE VENDOR'S TIPS CONTRACT NUMBER

ATTACH PO AS A PDF - ONLY ONE PO (WITH QUOTE) PER ATTACHMENT

PAYMENT TO

ADDRESS	**386 N Midler Avenue**
CITY	**Syracuse**
STATE	**NY**
ZIP	**13206**

TIPS CONTACT

NAME	**Charlie Martin**
PHONE	**(866) 839-8477**
FAX	**(866) 839-8472**
EMAIL	**tips@tips-usa.com**

DISADVANTAGED/MINORITY/WOMAN BUSINESS ENTERPRISE: N HUB: N

SERVING STATES

AL | AK | AZ | AR | CA | CO | CT | DE | DC | FL | GA | HI | ID | IL | IN | IA | KS | KY | LA | ME | MD | MA | MI | MN | MS | MO | MT | NE | NV | NH | NJ | NM | NY | NC | ND | OH | OK | OR | PA | RI | SC | SD | TN | TX | UT | VT | VI | VA | WA | WI | WY | PR

Overview

Armoured One LLC is a security-focused company dedicated to enhancing safety through high-performance security solutions. We specialize in providing cutting-edge products and expert services designed to fortify buildings against threats. Our advanced security film offers an added layer of protection, reinforcing glass to withstand forced entry, impact, and even ballistic threats. In addition to supplying top-tier security film, our team provides professional installation services, ensuring seamless application for maximum effectiveness. Whether safeguarding schools, commercial properties, or government facilities, we are committed to delivering superior security solutions that help protect lives and assets.

AWARDED CONTRACTS

"View EDGAR Doc" on Website

Contract	Commodity	Exp Date	EDGAR
220601	Consulting and Other Related Services	08/31/2027	Yes
24020301	Fire, Firearm, and Active Shooter Safety and Security Solutions (NON-JOC)	04/30/2027	Yes
250106	Technology Solutions Products and Services	05/31/2030	Yes
250604	Glass, Services, Break Repair, Replacement, and Miscellaneous Glass	08/31/2028	Yes

CONTACTS BY CONTRACTS

220601

Name	Title	Phone	Email
Lisa Henderson	COO	(315) 720-4186	lisah@armouredone.com
Deepa Francis	Admin Fee	(315) 720-4186	ap@armouredone.com
Vitaliy Novytskyy	PO Contact	(315) 720-4186	vnovytskyy@armouredone.com

24020301

Name	Title	Phone	Email
Vitaliy Novytskyy	Sr. Account Manager	(605) 759-5081	vnovytskyy@armouredone.com
Lisa Henderson	COO	(315) 726-4186	lisah@armouredone.com
Deepa Francis	Admin Fee	(315) 726-4186	ap@armouredone.com

250106

Name	Title	Phone	Email
Vitaliy Novytskyy	Manager	(605) 759-5081	vnovytskyy@armouredone.com
Emma Kobylyanskyi	Director	(315) 883-2036	ekobylyanskyi@armouredone.com
Deepa Thalappillil	Admin Fee	(315) 883-2042	dthalappillil@armouredone.com

250604

Name	Title	Phone	Email
Vitaliy Novytskyy	Manager	(315) 883-2049	vnovytskyy@armouredone.com
Emma Kobylyanskyi	Director	(315) 883-2036	ekobylyanskyi@armouredone.com
Deepa Thalappillil	Admin Fee	(315) 883-2042	dthalappillil@armouredone.com

Our Mission Is Clear: Save Lives During An Active Shooter Attack

Armoured One is a privately owned company that specializes exclusively in security solutions, including planning and preparedness, active shooter training, and the production of laminated security glazing and security film, primarily for educational facilities. Our products are specifically designed to slow down an active shooter. By leveraging the insights and expertise of subject matter experts—ranging from law enforcement and military personnel to first responders, school administrators, architects, engineers, contractors, and material scientists—Armoured One has established itself as a leading authority in protecting against active shooter incidents.

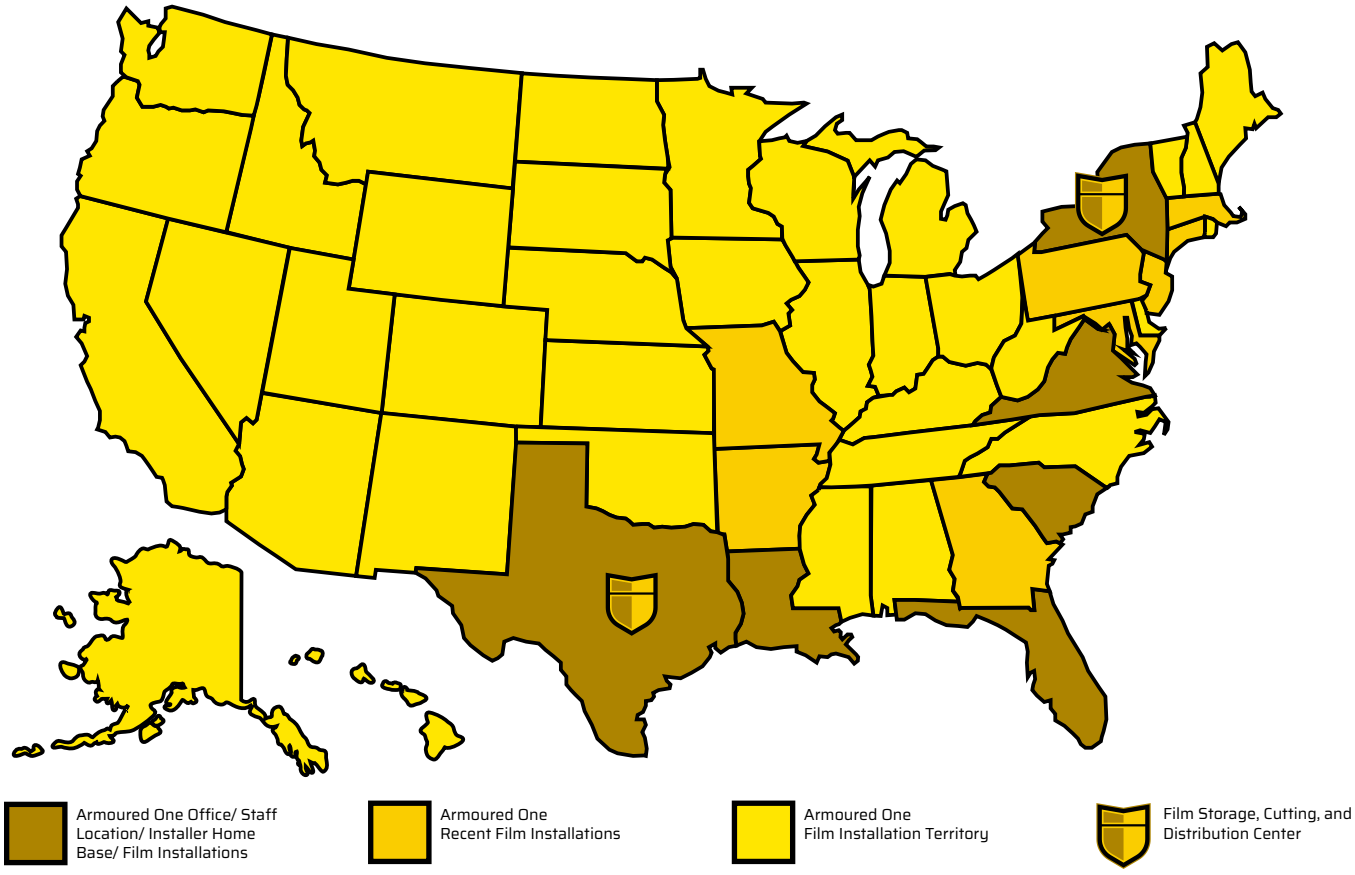
More than just a glass and film manufacturer, Armoured One has tirelessly lobbied for effective change in school safety requirements, educated school administrators on reacting to dangerous threats, and trained law enforcement to respond faster and more efficiently to save lives.

Key Certifications:

- ASTM F3561: Standard Test Method for Forced-Entry-Resistance of Fenestration Systems After Simulated Active Shooter Attack Certification, Level 1 on 24"x24" specimen *(Glass Only for film since not full assembly)*
- FILTI Testing and Development FTD-SA Active Shooter Attack Certification, Class 1
- Miami Dade County Approved

Manufacturer-Certified Installation

Armoured One manufactures the film products proposed under this RFP. All Armoured One installers are trained directly by the manufacturer — by Armoured One's own Quality Assurance and Field Services Training Specialist. No third-party certification program is required because Armoured One is the certifying authority. This is not a distinction any competing general film contractor can match.



Not all film products are created equal. Many of the film products currently available on the market have evolved from safety films designed primarily to guard against adverse weather, accidental damage, or burglary and vandalism. These situations typically involve less forceful or sustained attacks compared to those posed by determined active shooters or assailants.

Similarly, the common test methods used to test the performance of these films against attacks are not all equally effective. Films can behave dramatically differently when subjected to attack after being perforated or shot, making them easier to tear and breach. If existing tests were sufficient for assessing performance in an active shooter scenario, there would not have been a need for the ASTM to establish the ASTM F3561 standard.

ARMOURED ONE
Staying One Step Ahead



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Maria Czyz
President | One Training
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Lisa Henderson
Chief Operating Officer
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Tom Connellan
Southeast Sales Director
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Dan Luttrell, AIA, LEED AP, RA (TX 19774)
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Environmental Health & Safety Coordinator
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Jaron Hamby
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Curtis Morehead
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Aaron Butterfield
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Valentin Morin III
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(210) 710-1311



Loudon Smith
Texas Field Services Project Manager
lsmith@armouredone.com
(315) 849-1486

ARMOURED ONE
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Curtis Morehead

Florida Field Services Project Manager

cmorehead@armouredone.com | (315) 234-4912 | Lakeland, Florida

Professional Background and Experience

Curtis brings 7+ years of construction-related project management experience across industrial, commercial, and public projects, including 3+ years specializing specifically in security window film and security glazing. He has directly overseen 300+ security and safety upgrade projects, primarily within K-12 school districts and other occupied public facilities throughout the Southeast Region.

His project management experience includes multi-site programs involving scheduling, installation oversight, quality control, logistics coordination, and direct communication with school district personnel, custodial teams, and project stakeholders at all levels.

Florida K-12 Districts Managed

Curtis has personally overseen security film projects in the following Florida school districts:

- Lee County Schools
- Polk County Public Schools
- Martin County School District
- Santa Rosa County School District
- Multiple private school systems across Florida

Project Manager Resume Summary

Total PM Experience	7+ years construction and project management across industrial, commercial, and public sector facilities.
Security Film Specialization	3+ years dedicated to security window film and security glazing installation management.
Projects Managed	300+ security and safety upgrade projects. Primarily K-12 school districts and occupied public facilities in the Southeast Region.
Florida Districts	Lee County, Polk County, Martin County, Santa Rosa County, and multiple private school systems.
Scheduling & Coordination	Manages multi-site district programs including crew dispatch, material logistics, district access coordination, and schedule management around the academic calendar. Communicates directly with school administrators, facilities directors, custodial staff, and district maintenance personnel.
Quality Control	Conducts pre-installation site walks, supervises installation to Armoured One manufacturer specifications, and verifies DOWSIL 995 sealant application before project sign-off. Works alongside QA Specialist Jaron Hamby on quality audits.
Work Order & Invoicing	All work performed strictly within written work orders. No out-of-scope work without prior written authorization from district maintenance staff — fully consistent with Pasco County Schools' requirement for Robert MacNeill pre-approval on all additional scope. Curtis also handles invoicing directly with the primary contact at each school, ensuring accurate and timely billing tied to completed work orders.
Occupied Building Experience	Specializes in managing security film installation in active, occupied school environments. Places strong emphasis on minimizing disruption to campus operations, student safety, and professional conduct on school grounds at all times.



Jaron Hamby
Quality Assurance and Field Services Training Specialist

jhamby@armouredone.com | (315) 800-0299

Role

Performs routine visual inspections and physical quality checks of completed project sites to ensure installations meet Armoured One's manufacturer standards. Assists in installer development and ongoing field training to maintain consistency and installation quality across all active projects.



Tom Connellan
Southeast Regional Sales Director

tconnellan@armouredone.com | (315) 382-7785

Role

Primary account-level contact for the District School Board of Pasco County. Tom manages the overall relationship between Armoured One and the District -- serving as the point of contact for contract-level matters, scope discussions, pricing, renewals, and any escalations. All district-level communications on contract performance and relationship management flow through Tom.



Jared Henderson
Environmental Health and Safety Coordinator

jhernderson@armouredone.com | (315) 720-4186

Role

Dedicated EHS oversight for all Armoured One field operations. Ensures school site safety compliance across all active installation projects.



Dan Luttrell, AIA, LEED AP, RA
Director of Architectural Business Development

dluttrell@armouredone.com | (315) 234-4874

Role

Strong technical knowledge and architectural background enables effective communication of design value to clients, partners, and stakeholders. Passionate about building partnerships that foster innovation, cultivating lasting client relationships, and educating architects, owners, and contractors to promote Armoured One's mission and vision of saving lives by providing active shooter security in every school.

Installation Team Experience

Armoured One's Florida installation team operates under the direct supervision of Curtis Morehead, Florida Field Services Project Manager. All team members are trained exclusively by Armoured One's internal QA and training staff. No subcontractors are used on any Armoured One project -- every installer performing work under this contract will be a direct Armoured One employee.

Installation Team Members

All seven Florida installation team members have been fingerprinted, background checked, and carry valid Florida Public Schools contractor badges required for work on school campuses. Pasco County Schools will have immediate verified access for every crew member dispatched under this contract.

Bailey Czyz	Lead Installer	Fingerprinted. Background checked. Florida Public Schools contractor badge.
Antonio Gonzalez	Installer	Fingerprinted. Background checked. Florida Public Schools contractor badge.
Noah Czyz	Installer	Fingerprinted. Background checked. Florida Public Schools contractor badge.
Savion Lott	Installer	Fingerprinted. Background checked. Florida Public Schools contractor badge.
Jaden Johnson	Installer	Fingerprinted. Background checked. Florida Public Schools contractor badge.
Thomas Martinez	Installer	Fingerprinted. Background checked. Florida Public Schools contractor badge.
Chris D'Agostino	Installer	Fingerprinted. Background checked. Florida Public Schools contractor badge.

Team Experience and Capabilities

Field	Detail
Average Experience	Approximately 4 years hands-on field experience per team member.
Film Specialization	All team members have extensive experience installing, removing, replacing, and servicing security window film systems within occupied school facilities. All work is performed on 23 mil AOTSF23 film with DOWSIL 995 structural sealant.
Occupied School Protocols	Crews regularly work in active school environments and follow strict operational and safety procedures to minimize disruption. This includes maintaining safe work areas, coordinating with school administration and custodial staff, adhering to district access procedures, and maintaining professional conduct at all times on occupied campuses.
Background Clearances	All team members fingerprinted, background checked, and carry valid Florida Public Schools contractor badges. Ready for immediate campus access.
No Subcontracting	Zero subcontracting on any Armoured One project. Every installer dispatched under this contract is a direct Armoured One employee, trained and supervised under Armoured One's quality standards.

Internal Manufacturer Training Program

All Armoured One installer training is conducted internally by experienced Armoured One field staff with extensive hands-on knowledge. Because Armoured One manufactures the film product, training is conducted by the manufacturer itself -- not by a third-party certification body. This ensures training is specific to the actual product being installed and reflects real-world field experience, not generic industry guidelines.

Training covers:

- Film properties, layers, and performance characteristics of 23 mil AOTSF23
- Surface preparation and substrate inspection prior to installation
- Application technique for multi-layer security film to ensure optical clarity and bond integrity
- DOWSIL 995 Silicone Structural Sealant -- application, tooling, and cure time management
- Edge sealing and anchoring system installation
- Post-installation inspection criteria and acceptance standards
- Site safety protocols for occupied school environments
- Work order scope management -- no out-of-scope work without prior written authorization
- Customer interaction and professional conduct on school campuses
- Material handling, storage, and site cleanup procedures

Ongoing Quality Assurance

Jaron Hamby, Quality Assurance and Field Services Training Specialist, performs routine visual inspections and physical quality checks of completed project sites across all active Armoured One installations. In addition to quality oversight, Jaron assists in ongoing installer development and field training to maintain consistency across all projects. Installers do not advance to unsupervised field work until quality audit results confirm consistent installation standards.

Company and Product Certifications

Certification / Standard	Held By	Relevance to this Contract
FILTI-SA-Class 1 (ASTM F3561 equivalent)	Armoured One, LLC (as manufacturer)	Film tested to the active shooter attack standard on 1/4" tempered glass - the glass in Florida school entry systems. Installers are trained on this certified product by the manufacturer.
Miami-Dade County Approved (Intertek)	Armoured One, LLC	Florida-specific product approval. Directly applicable to Florida school district procurement.
Florida Public Schools Contractor Badges	All 7 Florida installation team members	All team members fingerprinted, background checked, and badged for immediate verified access to Florida school campuses.
AIA CE Provider (No. 406119336)	Armoured One, LLC	Approved 1 LU/HSW continuing education on attack-resistant openings. Demonstrates recognized subject matter authority at the architect level.
Registered Architect TX 19774 AIA Member 38013289	Dan Luttrell, AIA	Strong technical knowledge and architectural background for assisting with special field conditions.
Environmental Health & Safety Oversight	Jared Henderson, EHS Coordinator	Dedicated EHS oversight for all field operations including school site safety compliance.

SECTION 08 87 00 SECURITY GLAZING FILM

PART 1 - GENERAL

1.1 SECTION INCLUDES

A. Security Glazing film applied to new and existing glazing assemblies.

B. Locations: As identified in the Contract Documents.

1.2 RELATED SECTIONS

A. Drawings and general provision of the Contract, including General and Supplementary Conditions and Division 01 Specification Sections, apply to this Section.

1.3 REFERENCED STANDARDS

A. American National Standards Institute (ANSI)

1. ANSI Z97.1 - American National Standard for Safety Glazing Materials Used in Buildings, Safety Performance Specifications and Methods of Test; current version.

B. American Society for Testing and Materials (ASTM)

1. ASTM C1036 – Standard Specification for Flat Glass; current version.
2. ASTM D882 – Standard Test Method for Tensile Properties of Thin Plastic Sheeting; current version.
3. ASTM D1003 – Standard Test Method for Haze and Luminous Transmittance of Transparent Plastics; current version.
4. ASTM D2244 – Standard Practice for Calculation of Color Tolerances and Color Differences from Instrumentally Measured Color Coordinates; current version.
5. ASTM E84 – Standard Test Method for Surface Burning Characteristics of Building Materials; current version.
6. ASTM F3561 - Standard Test Method for Forced-Entry-Resistance of Fenestration Systems After Simulated Active Shooter Attack; current version.

C. Code of Federal Regulations

1. 16 CFR 1201 - Safety Standard for Architectural Glazing Materials; Consumer Products Safety Commission; current edition.

D. FILTI Testing and Development

1. FTD SA – FILTI Shooter Attack Certification Testing, FILTI Testing and Development Shooter Attack Certification.

E. Florida Building Code (Miami-Dade County) for Hurricane Resistance

1. TAS 201 – Impact Test Procedures
2. TAS 202 – Criteria for Testing Impact & Non-Impact Resistant Building Envelope Components Using Uniform Static Air Pressure
3. TAS 203 – Criteria for Testing Products Subject to Cyclic Wind Pressure Loading

1.4 QUALITY ASSURANCE

A. Manufacturer Qualifications: Glazing film manufacturer specializing in the manufacture of

security glazing films with minimum 5 years' experience manufacturing products meeting specified requirements.

B. Installer Qualifications: Direct employees of film manufacturer or manufacturer-approved installers trained in all aspects of film installation.

C. Field Mockup: Apply security glazing film in location(s) as directed to verify installation requirements and to demonstrate application effects and qualities of materials and execution.
   1. Obtain approval of field samples before continuing with remainder of installation.
   2. Maintain mockup during duration of installation in an undisturbed condition as a standard for judging the completed Work.
   3. Approved field mockup may become part of the completed Work.

D. Film application and performance verification:
   1. In addition to only proceeding with reviewed and approved submittals, the awarded contractor/ installer shall certify that the security film installed meets the performance requirements identified within the Contract Documents.
   2. Post installation film verification may include the random choosing and removal of up to three pieces of glass with applied film to be tested to verify that film installed meets specification and performance requirements as indicated. Film may need to be removed as part of the verification process.
   3. All installed film locations shall be subject to inspection of structural sealant to verify full bite on frames has been achieved.

1.5 SUBMITTALS

A. Submit under provisions of Division 01.

B. Test Reports: Detailed reports of full-scale chamber tests to specified criteria, using assemblies commensurate with those required for this project.

C. Product Data: Manufacturer's data sheets on product to be used, including:
   1. Record of product certification for safety requirements.
   2. Preparation instructions and recommendations.
   3. Storage and handling requirements and recommendations.
   4. Installation methods.

D. Samples: For each film product to be used, minimum size 4-inches by 6-inches, representing actual product.

E. Manufacturer Guidelines
   1. Completed work inspection procedure and viewing guidelines.
   2. Post-Installation Inspection Procedures and Agreement
      a. Curing time and expectations
      b. Cleaning guidelines
      c. Other manufacturer specific information

F. Specimen Warranty.

1.6 DELIVERY, STORAGE, AND HANDLING

A. Store products as directed in manufacturer's unopened packaging until ready for installation.

B. Store and dispose of solvent-based materials, and materials used with solvent-based materials, in accordance with requirements of authorities having jurisdiction.

1.7 INSTALLATION AND FIELD CONDITIONS

A. Coordinate installation timeline with General Contractor's and/or Owner's schedule and potential other adjacent work that may create or cause adverse installation conditions.

B. Maintain environmental conditions (temperature, humidity, and ventilation) within limits recommended by manufacturer for optimum results. Do not install products under environmental conditions outside the manufacturer's absolute limits.

1. Elevation: Installation of film at elevations exceeding 7,000 feet above sea level shall require prior approval from the film manufacturer.
2. Cold climates: Cold ambient temperatures may require extended curing time to allow the adhesive to fully cure and properly bond the film to the glass.

1.8 EXISTING CONDITIONS FOR RETROFIT APPLIED FILM

A. Glass

1. Verify that all glass receiving film is free of damage, including cracks, chips, or breakage.
2. Security film shall be installed on the innermost surface (protected side) of the glass pane.
   a. All existing films, stickers, numbering, lettering, signage, paint, or other surface coatings shall be completely removed prior to installation.
   b. Film shall not be stacked or installed in multiple layers.
3. Glass shall be a minimum of ¼ inch thick. Glass thinner than this may be susceptible to damage or breakage due to installation pressures.
4. Glass size limitations
   a. No single glass side dimension shall exceed 6 feet.
   b. The other glass side dimension shall not exceed 11 feet.
   c. Insulated glass units shall not exceed 40 square feet in surface area.
   d. For window sizes exceeding limits noted, or for irregular shaped windows, consult with film manufacturer.
5. Film shall be installed only on tempered or annealed glass, and—subject to written confirmation from the film manufacturer—certain laminated glass compositions.
6. Film shall not be installed on plastic, polycarbonate, acrylic, or other non-glass substrates.
7. Film shall not be installed on textured glass, wired glass, skylights, glass block, or other specialty glass surfaces without prior review and written approval from the film manufacturer.

B. Frame

1. Window and storefront framing shall be metal (aluminum, steel, or equivalent) and shall be free of loose paint, corrosion, rust, or other conditions that may inhibit proper adhesion of the anchoring structural sealant.
    a. Wood frames are not acceptable, as they cannot be adequately anchored.
2. Frames shall include a continuous return (shoulder) perpendicular to the glass face, with a minimum bite depth of 3/8 inch, to allow proper anchoring of the structural sealant.

C. Residential Style Windows

1. General “residential” style windows frames are usually not suitable for security film application, regardless of construction material.
    a. Residential windows are commonly constructed of 1/8 thick glass panes.
    b. Residential window frames generally do not have the required shoulder for proper anchoring bite for structural sealant.

1.9 WARRANTY

A. Provide 15 Year manufacturers replacement warranty to cover film against peeling, cracking, discoloration, and deterioration.

PART 2 - PRODUCTS

2.1 MANUFACTURERS

A. Acceptable Manufacturer: Armoured One, LLC., 386 North Midler Ave. Syracuse, NY 13206. Tel: 315-720-4186; Email: info@armouredone.com; Web: www.armouredone.com.
    1. Basis of design: Armoured One 23mil Shooter Attack Security Film.

B. Substitutions: Must provide demonstrated equality to the specified basis of design product and performance requirements.

2.2 SECURITY GLAZING FILM MATERIALS

A. Security Glazing Film

1. Single thickness 23 mil (0.023 inch) thick, clear, UV stable, optically transparent, adhesive backed polyester film for permanent bonding to glass.
    a. Installing multiple layers of thinner film to accomplish the required thickness is not acceptable nor considered equal to the basis of design.
2. Adhesive Type: Pressure sensitive as recommended by glazing film manufacturer.
3. Performance Requirements:
    a. ASTM F3561 - Standard Test Method for Forced-Entry-Resistance of Fenestration Systems After Simulated Active Shooter Attack, Resistance Level 1 (tested on 1/4-inch tempered glass.).
        1) Specimen sample shall be evaluated per the requirements of the ASTM F3561 Appendix for Glazing Only Weakening Testing – Non-System Test, as this method is not a systems test and therefore not a certified assembly.

b. FTD SA – Standard for Shooter Attack certification, Class 1 (tested on 1/4-inch tempered glass).
c. Tensile Strength: ASTM D-882, 35,000 psi minimum.
d. Breaking Strength: ASTM D-882, 640 lbs. / inch.
e. Elongation at Break: ASTM D-882, 230%
f. Haze: ASTM D1003, <4%
g. Color b: ASTM D2244, 4.2
h. Surface Burning Characteristics: Flame spread index of 25, maximum, and smoke developed index of 450, maximum, as tested in accordance with ASTM E84 (Class A).

2.3 SUPPLEMENTAL MATERIALS

A. Structural Sealant: Per manufacturer's recommendations for the installation application.
   1. Acceptable product: DOW Corning DOWSIL795 Silicone Building Sealant, DOWSIL 995 Structural Silicone Sealant, or glazing film manufacturer approved equal.
B. Provide supplemental anchoring system components as required.
C. Cleaners, Primers, and Sealers: Types recommended by glazing film manufacturer.

2.4 FIRE RATED SECURITY GLAZING

A. Fire-rated laminated glass panes can be fabricated to fire-rating resistance ratings of 20-, 45-, 60-, and 90-minute protection as required utilizing security glazing film applied in factory under controlled conditions.
   1. Consult with manufacturer if higher rating resistance is required.
B. Security glazing film may be field applied to existing fire-rated glazing assemblies maintaining the existing fire-resistance protection rating.

2.5 CLARIFICATION ON PERFORMANCE REQUIREMENTS

A. ASTM F3561 is an assembly test standard.
   1. Film applied to glass tested within a new window or door assembly matching the actual completed and installed assembly can be classified as “certified.”
   2. Film tested under the glass only portion of test standard for retrofitting to existing glass cannot be classified as “certified” under the standard but can be provided with test results indicating performance achieved by the testing criteria.

PART 3 - EXECUTION

3.1 GENERAL

A. At existing glazed openings, retrofit glazing assemblies to provide impact resistance and forced/ attack resistance complying with FTD-SA-C1, ANSI Z97.1 and CPSC 16 CFR 1201 Category II.

3.2 PRE-INSTALLATION VERIFICATION

A. Field-Applied Film: Verify that existing conditions are adequate for proper application and performance of film.

B. Examine glass and frames, ensure that existing conditions are adequate for proper application and performance of film.

C. Verify glass is not cracked, chipped, broken, or damaged.

D. Verify that frames are securely anchored and free of defects.

3.3 PREPARATION

A. Clean glass of dust, dirt, paint, oil, grease, mildew, mold, and other contaminants that would inhibit adhesion.

B. Blade the inside surface of window glass to ensure removal of foreign contaminants.

C. Immediately prior to applying film, thoroughly wash glass with neutral cleaning solution.

D. Protect adjacent surfaces.

E. Do not begin installation until substrates have been properly prepared.

3.4 INSTALLATION

A. Install in accordance with manufacturer's instructions as required to achieve specified performance.

B. Seams. Seam film only as required to accommodate material sizes, seam without overlaps. Seam orientation to be identified and coordinated in field prior to installation.

C. Apply bead of structural sealant overlapping 3/8-inch to 1/2-inch of the exposed edge of film and overlapping equally onto the glazing system frame. Allow to cure before cleaning.

D. Clean glass and excess structural sealants from finished surfaces.

E. Remove any labels or protective covers. Do not encapsulate anything under the film.

3.5 POST INSTALLATION VERIFICATION

A. Awarded contractor will be required to verify that film installed meets the requirements highlighted in this bid. By submitting a bid, contractor understands that three pieces of glass, chosen at random, may be removed and tested to verify that film installed meets performance criteria as specified. Glass and/or film may need to be removed as part of the verification process.

3.6 PROTECTION

A. Protect installed products until completion and final acceptance of project.

B. Repair or replace damaged products before Substantial Completion.

1. Bubbles and haziness during the curing period is not considered grounds for replacement.
2. Imperfections identified in and consistent with the post-installation inspection procedure and agreement are not considered grounds for replacement.

3.7 CURING

A. After installation, small bubbles or a hazy appearance may appear due to trapped moisture between the film and the glass. These imperfections typically disappear as the film cures, a process that can take anywhere from a few days to several weeks, depending on temperature, humidity, and other environmental conditions.

B. Allow the film to cure undisturbed for a smooth, clear finish.

C. Allow film to cure for up to six weeks prior to initiating inspection review of filmed glass.

D. If after 11 months of curing, bubbles and haziness persist, replace film.

3.8 INSPECTION

A. Conduct inspection of completed installation consistent with the manufacturer's post-installation inspection procedure as submitted.

END OF SECTION 08 8753

ARMOURED ONE®
Staying One Step Ahead



23MIL

SHOOTER ATTACK/ BOMB FILM

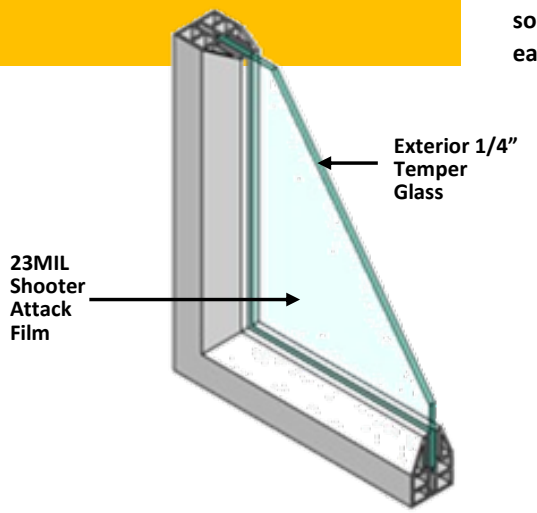
Armoured One is a law enforcement - based company that is one of the nation's leading experts in protection from active shooter attacks.

Subject matter experts invented and designed Armoured One's proprietary film to hold its integrity by being stronger and holding together for longer. Our films are much thicker and utilize a patented adhesive technology that allows us to achieve the strength that other films cannot.

The Recognized Leader in Shooter Attack Protection.

When an attacker shoots at a standard window, the glass will shatter instantly, and the intruder is inside in seconds. The added layer of Armoured One's proprietary shooter attack film protection slows down the active shooter and allows emergency response teams more time to arrive at the scene.

There are many "security films" sold in the U.S., but Armoured One is the only one that has passed a Class 1 Shooter Attack Test. That means that every other film sold is not going to protect you from someone with a gun. Every competitor window film will rip very easily after a hole is pierced in it.



USES

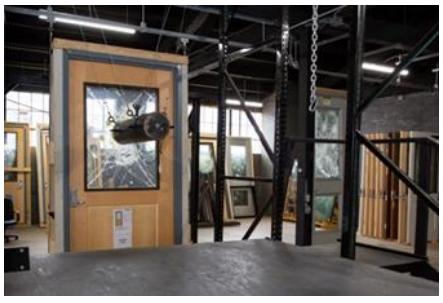
We recommend this for exterior locations, such as windows at vestibules, doors, classroom exterior windows, office windows, large gathering room windows and entry ways.

SPECS

- Installation of our 23MIL film is applied on the inner most surface of your existing glass and anchored to your existing framing.
- Our films are much thicker and utilize a proprietary adhesive technology to achieve the strength that other films cannot.

SHOOTER ATTACK TEST

Armoured One's Security Film has passed a Class 1 Shooter Attack Test where the film was shot 10 times with an AR15 .223 round and then hit with a 100 lb. ram where the glass is struck minimally two (2) times at 50-foot pounds of force by the ram. If the ram penetrates the glass before the completion of the two hits, it is considered a failure. This test is completed by FILTI. This test was created to not only protect the people behind the glass, but also protect decision makers from liability.



SAFETY GLAZING & GLASS BREAKAGE
ANSI Z97.1 | 16 CFR CPSC 1201

SHOOTER ATTACK CERTIFIED
FTD-SA-LEVEL 1

OPTICAL AND SOLAR PRODUCT SPECIFICATION						
No.	**Parameter**	**Test Method**	**Measurement Tool**	**Spec**	**Unit**	**Comments**
1	Haze	ASTM D 1003	Haze Gard Plus	<4	%	Film only
2	Color b	ASTM D 2244	MiniScan XE Plus	4.2	N/A	CIE-LAB D65/10 film only
3	Visible Light Transmitted	Optical and Solar performance...*	CARY 500 Scan Spectropho...**	87	%	Performance data on 1/8" clear glass***
4	Visible Light Reflected (Int)	*	**	12	%	***
5	Visible Light Reflected (Ext)	*	**	12	%	***
6	UV Block	*	**	>99	%	***
7	Total Solar Energy Reflected	*	**	11	%	***
8	Total Solar Energy Transmitted	*	**	77	%	***
9	Total Solar Energy Absorbed	*	**	12	%	***
10	Shading Coefficient	*	**	0.93	N/A	***
11	Total Solar Energy Rejected	*	**	19	%	***
12	Solar Heat Gain Coefficient	*	**	0.81	N/A	***
13	U-Value Winter	*	**	1.03	N/A	***
14	K-Value Winter	*	**	5.85	N/A	***
15	Glare Reduction	*	**	3	&	***

* Optical and Solar performance simulated using LBNL softwares (Optics and WINDOW 5.2) according NFRC methodology
** CARY 500 Scan Spectrophotometer
*** Performance data on 1/8" clear glass

ARMOURED ONE
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ARMOURED ONE
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SHOOTER ATTACK
CERTIFIED 23MIL FILM



In the US there is an active shooter incident that happens every day and when your building needs to go into lockdown, it is important to have glass that is designed to slow down or deter an attacker from gaining entry with a gun. If you have glass that you're not planning on replacing, then our shooter attack and bomb resistant security film is a great option. It's the first film to be Shooter Attack certified, which means it is designed for bullets to go through, but will still hold the glass together for a much longer time frame than typical safety film. Armoured One's security film was designed by active shooter experts and is military/police grade.

Installation of our 23MIL film is applied on the most inside surface of your existing glass and anchored to your existing framing.
Our films are much thicker and utilize a proprietary adhesive technology that allows us to achieve the strength that other films cannot.

ARMOURED ONE SHOOTER ATTACK CERTIFIED 23MIL FILM WITH A 15 YEAR WARRANTY		
Break Strength	640 lbs/inch	Highest rated break strength in the industry
Elongation Strength	230%	Highest rated elongation strength in the industry
Tensile Strength at Break	35,000	Highest rated tensile strength in the industry
Peel Strength	10-11 lbs/inch	Highest rated peel strength in the industry
Safety standard for architectural glazing material.	ANSI Z97.1 | 16CFR CPSC1201	Mandatory Building Code
Shooter Attack Test Method	FTD-SA-C1 (Third Party Tested)	Standard test method for simulating an active shooter attack

info@armouredone.com | www.armouredone.com | (315) 720-4186

intertek
Total Quality. Assured.

Intertek B&C
130 Derry Court
York, PA 17406

Tel +1 717 764 7700
Fax +1 717 764 4129
intertek.com

January 25, 2024

Lisa Henderson
Armoured One Glass, LLC
386 N Midler Ave
Syracuse, NY 13206

RE: Test Results for Job No. Q9347.01-119-12

Dear Lisa Henderson,

Testing was recently conducted on 01/24/24 and 01/25/24 by Intertek[1] Building & Construction (B&C) on filmed and laminated glazing products at their lab in York, PA.

The specimens were tested in accordance with ASTM F3561. The 1/4" tempered glass with film specimens achieved a level 1 rating and the 5/16" laminated glass specimens achieved a level 4 rating per the performance requirements in the above referenced standard.

Results noted herein are preliminary and have not been reviewed and are therefore subject to change. A comprehensive test report including test specimen description and test data will be forthcoming. If you have any questions, please feel free to contact me at your convenience. This document is a letter of results; it is not a test report.

Sincerely,
INTERTEK B&C

Digitally Signed by: Scott Gladfelter

Scott T. Gladfelter
Senior Project Engineer

STG:aas
cc: Q9347.01-119-12-LOR

[1] Intertek is a brand name representing the Intertek Group plc legal entities, including but not limited to, Intertek Testing Services NA Inc., Professional Service Industries, Inc. ("INTERTEK-PSI"), **Architectural Testing Inc. ("INTERTEK-ATI")**, and MT Group Inc. ("INTERTEK-MT").

This Letter of Results (LOR) is for the exclusive use of Intertek's Client and is provided pursuant to the agreement between Intertek and its Client. Intertek's responsibility and liability are limited to the terms and conditions of the agreement. Intertek assumes no liability to any party, other than to the Client in accordance with the agreement, for any loss, expense or damage occasioned by the use of this LOR. Only the Client is authorized to permit copying or distribution of this LOR and then only in its entirety. Any use of the Intertek name or one of its marks for the sale or advertisement of the tested material, product or service must first be approved in writing by Intertek. The observations and test results in this LOR are relevant only to the sample(s) tested. This LOR by itself does not imply that the material, product, or service is or has ever been under an Intertek certification program.

MIAMI-DADE COUNTY
PRODUCT CONTROL SECTION
11805 SW 26 Street, Room 208
Miami, Florida 33175-2474
T (786) 315-2590 F (786) 315-2599
www.miamidade.gov/building

DEPARTMENT OF REGULATORY AND ECONOMIC RESOURCES (RER)
BOARD AND CODE ADMINISTRATION DIVISION

NOTICE OF ACCEPTANCE (NOA)

Armoured One, LLC
386 Midler Avenue
Syracuse, NY 13206

SCOPE: This NOA is being issued under the applicable rules and regulations governing the use of construction materials. The documentation submitted has been reviewed and accepted by Miami-Dade County RER-Product Control Section to be used in Miami Dade County and other areas where allowed by the Authority Having Jurisdiction (AHJ).
This NOA shall not be valid after the expiration date stated below. The Miami-Dade County Product Control Section (In Miami Dade County) and/or the AHJ (in areas other than Miami Dade County) reserve the right to have this product or material tested for quality assurance purposes. If this product or material fails to perform in the accepted manner, the manufacturer will incur the expense of such testing and the AHJ may immediately revoke, modify, or suspend the use of such product or material within their jurisdiction. RER reserves the right to revoke this acceptance if it is determined by Miami-Dade County Product Control Section that this product or material fails to meet the requirements of the applicable building code.
This product is approved as described herein and has been designed to comply with the Florida Building Code, including the High Velocity Hurricane Zone.

DESCRIPTION: AOTSF 23 Shooter Attack Film

APPROVAL DOCUMENT: Drawing No. 23-MIL-SHOOTER ATTACK-NOA**,** titled "Product Description/Test Data", sheet 1 of 1, dated 05/19/23, prepared by manufacturer, signed and sealed by Lucas A. Turner, P.E., bearing the Miami-Dade County Product Control Approval stamp with the Notice of Acceptance number and approval date by the Miami-Dade County Product Control Section.

MISSILE IMPACT RATING: None

LIMITATION: This is not a structural approval.

LABELING: Laminated lites under this product approval shall be permanently marked in a corner of the glass with: AOTSF 23 Shooter Attack Film, MDCA, and the laminator's identification mark or code. The interlayer's packaging is to identify the manufacturer's name or logo, manufacturing plant's city and state, model/series, and the statement reading 'Miami-Dade County Product Control Approved.

RENEWAL of this NOA shall be considered after a renewal application has been filed and there has been no change in the applicable building code negatively affecting the performance of this product.

TERMINATION of this NOA will occur after the expiration date or if there has been a revision or change in the materials, use, and/or manufacture of the product or process. Misuse of this NOA as an endorsement of any product, for sales, advertising or any other purposes shall automatically terminate this NOA. Failure to comply with any section of this NOA shall be cause for termination and removal of NOA.

ADVERTISEMENT: The NOA number preceded by the words Miami-Dade County, Florida, and followed by the expiration date may be displayed in advertising literature. If any portion of the NOA is displayed, then it shall be done in its entirety.

INSPECTION: A copy of this entire NOA shall be provided to the user by the manufacturer or its distributors and shall be available for inspection at the job site at the request of the Building Official.
This NOA consists of this page 1 and evidence page E-1, as well as approval document mentioned above.
The submitted documentation was reviewed by **Manuel Perez, P.E.**

MIAMI-DADE COUNTY APPROVED

8/23/23

NOA No. 23-0803.02
Expiration Date: August 31, 2028
Approval Date: August 31, 2023
Page 1

Armoured One, LLC

NOTICE OF ACCEPTANCE: EVIDENCE SUBMITTED

A. DRAWINGS

1. Manufacturer's original drawings and sections.
(Submitted under NOA No. 23-0803.02)

2. Drawing No. 23-MIL-SHOOTER ATTACK-NOA, titled "Product Description/Test Data", sheet 1 of 1, dated 05/19/23, prepared by manufacturer, signed and sealed by Lucas A. Turner, P.E.
(Submitted under NOA No. 23-0803.02)

B. TESTS

	Test Report No.	Standard	Date	Signature
1.	**Intertek-N6813.01-106-18 R0**	ASTM C 158	03/30/23	Tanya A. Dolby, P.E.
2.	**Intertek-N6813.01-106-18 R0**	ASTM D 1929	03/30/23	Tanya A. Dolby, P.E.
3.	**Intertek-N6813.01-106-18 R0**	ASTM D 2843	03/30/23	Tanya A. Dolby, P.E.
4.	**Intertek-N6813.01-106-18 R0**	ASTM D 635	03/30/23	Tanya A. Dolby, P.E.

(Submitted under NOA No. 23-0803.02)

C. CALCULATIONS

1. None.

D. QUALITY ASSURANCE

1. Miami-Dade Department of Regulatory and Economic Resources (RER)

E. MATERIAL CERTIFICATIONS

1. None.

F. STATEMENTS

1. Statement letter of conformance, complying with **FBC 7th Edition (2020)** and **FBC 8th Edition (2023)**, dated August 22, 2023, issued by Turner Engineering & Consulting, Inc., signed and sealed by Lucas A. Turner, P.E.

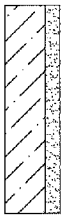
2. Statement letter of no financial interest, dated May 19, 2023, issued by Turner Engineering & Consulting, Inc., signed and sealed by Lucas A. Turner, P.E.

G. OTHERS

1. None.

Manuel Perez, P.E.
Product Control Examiner
NOA No. 23-0803.02
Expiration Date: August 31, 2028
Approval Date: August 31, 2023

ARMOURED ONE, LLC, 23-MIL SHOOTER ATTACK FILM



PRODUCT DESCRIPTION:
A. 1/8" THICK MIN. ANNEALED GLASS

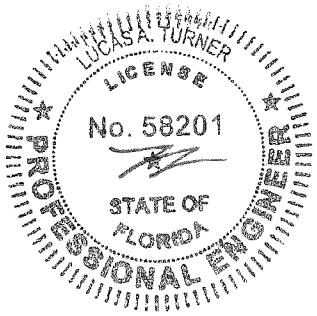
B. CLEAR 23-MIL SHOOTER ATTACK FILM, ATTACHED TO INNERMOST SURFACE OF GLASS LITE.

MANUFACTURER:
ARMOURED ONE, LLC

MATERIAL PROPERTIES TESTED PER FLORIDA BUILDING CODE:

TEST DESCRIPTION	TEST METHOD	TEST RESULTS
SELF-IGNITION TEMPERATURE	ASTM D 1929	842 F / PASS
FLASH IGNITION TEMPERATURE	ASTM D 1929	752 F / PASS
SMOKE DENSITY RATING	ASTM D 2843	47.2 / PASS
RATE OF BURNING	ASTM D 635	CLASS CC2 / PASS
XENON ARC LAMP WEATHERING	ASTM G 155	NO DAMAGE
AVG. FLEXURAL PROPERTIES	ASTM C 158	CONTROL: 5,185 PSI WEATHERED: 5,500 PSI DIFF. +6.1% / PASS

NOTE:
THIS IS A COMPONENT APPROVAL AND DOES NOT INCLUDE AN EVALUATION OF STRUCTURAL OR BALLISTIC PERFORMANCE OF THIS COMPONENT. SYSTEMS INCORPORATING THIS COMPONENT SHALL APPLY FOR A NOA TO THE MIAMI-DADE COUNTY PRODUCT CONTROL SECTION AND SHALL SUBMIT TEST REPORTS AND OTHER REQUIRED DOCUMENTS SHOWNING THAT THE SYSTEM USING THIS COMPONENT WILL RESIST THE LOADS ACCORDING TO CHAPTER 16 OF THE FLORIDA BUILDING CODE.



ARMOURED ONE
Staying One Step Ahead

386 N Midler Ave., Syracuse, NY 13206 | Ph. (315) 720-4186

SHEET DESCRIPTION: PRODUCT DESCRIPTION / TEST DATA	DATE DRAWN: 5/19/2023
DRAWING: 23-MIL-SHOOTER-ATTACK-NOA	REV: 0 SHEET: 1 OF 1

5/19/2023
Lucas A. Turner, FL PE #58201
2428 Old Natchez Trc Trl
Turner Engineering & Consulting, Inc.
Camden, TN 38320 | Ph. 941-380-1574

CLEAR EXPECTATIONS AND ACCEPTABLE GLASS DISTORTIONS IN SECURITY GLASS AND FILM

ARMOURED ONE takes great pride in producing, delivering, and in the case of our security film, installing high-quality products that save lives. To ensure exceptional performance, our glass and film undergoes extreme processes that can cause distortion like bubbles, discolorations, and scratches – occurrences that are experienced industry-wide.

As such, these are not grounds for rejection nor indicative of inferior performance. We adhere to the guidelines established by the American Society for Testing and Materials International (ASTM) on annealed glass, heat-strengthened glass, coated glass, laminated glass, insulated glass units, and filmed glass.

This document includes general guidelines to help you determine if a glass or film related concern is eligible for replacement.

WHAT CAN CAUSE GLASS AND FILM DISTORTION?

Glass and Film Purpose and Function
Necessary processes that are used to create glass products, pressures, glazing, and heat treatments increase strength, safety and/or efficiency. However, they can cause visible distortion.

Glass Assembly Type
Simple monolithic glass being the simplest form of glazing assembly will inherently have the least distortion and fewest blemishes. Laminated glass with multiple panes and the inter layer bonding process and surface applied films will introduce some visual distortion and invites the possibility for blemishes. Combining monolithic glass into multi-pane units, especially utilizing laminated glass in multi-pane units compounds the likelihood of distortion and blemishes in finished products.

Location and Climactic Conditions
Temperature fluctuations, humidity, barometric pressure changes, elevation, seasonal changes, and other environmental factors can also exacerbate the visibility of glass and film distortion.

COMMON BLEMISHES

Linear Blemishes
- Scratch: damage in the form of a line
- Rub: abrasion that produces a frosty appearance
- Dig: A short, but deep scratch

Point/ Spot Blemishes
- Dust/ Contaminant: small particle of foreign material on trapped in glass assembly
- Gaseous Inclusion: small round or elongated bubble
- Pinhole: small area in which glass coating is partially or entirely absent
- Crush: lightly pitted condition with dull appearance

COMMON MANUFACTURING MARKS NOT CONSIDERED BLEMISHES OR GLASS DISTORTION?

Roller Marks: Pattern of waves or ripple marks across glass that occurs during the heating process.

Coloration DIfferences: Glass exhibiting various coloration or hue differences under various lighting conditions and viewing angles typically resulting from application of thermal (Low-E) coatings, security films, etc.

Label Residue: Residue from label adhesive present on glass from manufacturing, packaging, and handling process. This residue can be removed with proper cleaning, care, and maintenance.

SPECIFIC CONSIDERATIONS FOR SURFACE APPLIED FILMS

Security Film Curing Time: During installation, our technicians will remove as much of the mounting solution as possible; however, a small amount may remain. This trapped moisture can result in temporary water bubbles or a slightly cloudy appearance. These effects are normal and should be expected, as the cloudiness will gradually dissipate during the curing process.

It is crucial not to pierce water bubbles in an attempt to drain the moisture. Doing so may damage the security film, potentially compromising its effectiveness and voiding the warranty. Please refer to the curing guidelines below for proper care and maintenance.

Climate Conditions & Curing Period: After installation, the security film requires a drying-out period to properly cure. This period can range from several weeks to as long as six (6) months, depending on weather conditions and the location of the filmed glass. Factors such as cold temperatures, rain, snow, overcast skies, and shaded areas (including those with overhangs) may extend the drying-out time, while warm weather and direct sunlight exposure can accelerate the process.

During this phase, it is normal for moisture to be temporarily trapped between the window and the film, potentially creating small moisture bubbles or a slightly cloudy appearance. This is not a defect and should not be a cause for concern—over time, the moisture will evaporate, and the cloudy appearance will clear.

Additionally, the thickness of Armoured One Shooter Attack Film directly impacts the length of the drying-out period as thicker films require more time to fully cure. While the film will steadily improve in performance throughout the process, it will reach its maximum effectiveness approximately 90 days after installation.

Cleaning and Cleaning Solutions: Do not clean the film for thirty (30) days after installation. This will help with the proper curing of the mounting adhesive to the glass.

After the initial 30 day curing period following installation, the windows may be cleaned as you normally would. While most standard commercial and residential glass cleaners are safe for use on security film, one of the most effective cleaning solutions consists of ½ ounce of liquid dish soap mixed with 1 quart of fresh water. This gentle solution helps maintain the clarity and longevity of the film without causing damage.

Cleaning Materials: During installation, some dust particles may cling to the glass or film. To clean your security film surfaces effectively, always use fresh, clean, and soft materials. A soft cloth or clean synthetic sponge is recommended for washing, followed by a clean, soft cloth or a soft rubber squeegee for drying.

To prevent scratches, avoid using bristle brushes, abrasive scrubbing sponges, or any rough cleaning materials. Additionally, do not use cleaning tools that may have been contaminated with dirt particles, as commonly happens when using the same materials for both interior and exterior windows. Proper care will help maintain the integrity and clarity of your security film.

HOW DO I INSPECT MY GLASS?

In order to determine if your glass is eligible for replacement, please inspect it within the industry-wide standard featured below to ensure that every pane is evaluated objectively and

consistently:

- *Inspect glass with the naked eye in the vertical position*
- *View it at a 90-degree angle to the glass*
- *Make all inspections during the daytime in uniform light conditions, but not direct sunlight*
- *Observe from the distance specified by each defect type **AND** for the noted amount of time*
- *Understand what merits replacement based upon the location of the blemish (central zone, outer zone, glazed zone)*

KEY TERMS

American Society for Testing and Materials International (ASTM): Organization that develops and publishes technical standards for performance criteria for a wide range of materials and products.

Annealed Glass: Raw glass that has not been heat-treated. When broken, it breaks into long dagger-like shards and is very dangerous.

Daylight Opening: Maximum unobstructed visible area of the glazing surface up to the edge of window frame or mullions.

Heat-Strengthened Glass: Glass that is reheated to below melting point and cooled quickly making it nearly two times stronger than annealed glass.

Insulated Glazing Units (IGU): Window assembly of multiple panes separated by an air- or gas-filled space to improve thermal performance and reduce heat transfer.

Laminated Glass: Two or more pieces of glass bonded together with a strong, clear inter layer to provide improved performance for intended use (break resistance, fire resistance, etc.).

Low-E (Emissivity) Glass: Glass with a transparent, metallic oxide coating applied onto a glass surface, typically in IGU assemblies. The coating typically allows short-wave energy to pass through but reflects long-wave infrared energy, which improves the U-value.

Monolithic Glass: Single pane of glass, often produced using the float glass process where molten glass is floated on a bed of molten tin to create a flat, uniform piece of glass.

Safety Glass: Glass that has been toughened, strengthened, or laminated so that it is less likely to splinter when broken. Typically mandated by code and not to be confused with security glass.

Security Film: Transparent, adhesive backed, and anchored plastic layer applied to glass surfaces to enhance its strength and resistance to shattering. It's designed to hold broken glass together in the event of impact, preventing injuries and deterring forced entry.

Tempered Glass: Glass that is reheated to below melting point and cooled twice as fast as heat-strengthened glass making it nearly four times stronger than annealed glass. When shattered, it breaks into small pieces making it far less dangerous.

APPLICABLE INDUSTRY REFERENCED STANDARDS

Please refer to **www.astm.org** for access to the complete library of ASTM standards if needed. Below are the pertinent standards applicable to security glass and film performance

ASTM C1036 Standard Specification for Flat Glass: This is the standard that establishes all inspection and allowable distortion and blemish criteria for glass and glass related assemblies primarily used in architectural glazing.

ASTM F3561 Standard Test Method for Forced-Entry-Resistance of Fenestration Systems After Simulated Active Shooter Attack: While this standard does not address aesthetic characteristics of the glass and film, it outlines protection performance requirements from an active shooter situation that in order to be achieved, creates the visual imperfections deemed allowable by ASTM C1036.

INSPECTION PROCEDURE

While every reasonable effort is employed to prevent and avoid manufacturing and installation imperfections, when using laminated security glass and surface-applied films, it is important to recognize that minor imperfections in the final installation are inevitable. Unlike standard glass, which prioritizes aesthetics, security glass and film products are designed primarily as a barrier against forced-entry. Security glass and films share similarities with fire-rated glazing and laminated glass, where slight imperfections and distortions are expected.

Unlike standard aesthetic inspection procedures used for architectural flat glass, the evaluation of filmed and security glass employs a similar, but different approach. Due to the unique application processes involved, these materials cannot be assessed with the same level of perfection. The layering, adhesives, and security enhancements inherent in these systems may introduce minor variations that do not compromise their performance but distinguish them from traditional glass. As such, inspection criteria must account for these characteristics while ensuring the integrity and effectiveness of the installation.

VIEWING DISTANCES AND TIMES FOR GLAZING BLEMISHES

Where you stand and how long you review a potential blemish will help you determine if your glass pane is eligible for replacement. See Table 1 for viewing distance guidelines.

Blemishes in the glass or film not visible from the inspection position are allowable. Allowable blemishes do not affect the glass or film performance.

There could be distortion or a champaign effect from certain angles within all zones. This is typical in security or fire rated glass films and glass and is unavoidable.

ACCEPTABLE IMPERFECTIONS

Blemishes are eligible for replacement based upon their location on the glass pane. Before you examine your glass,

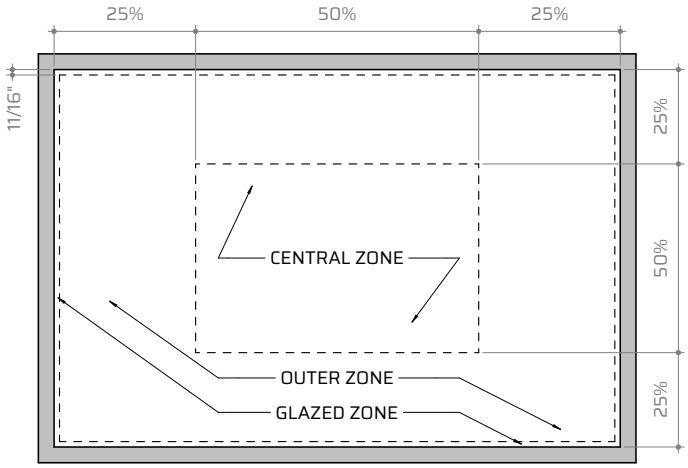
TABLE 1: Viewing Distances and Times for Glazing Blemishes

Blemish Type	Viewing Distance (Based on Size of Glass Pane)			Viewing Time (Based on Size of Glass Pane)		
	6 Square Feet or Less	6-25 Square Feet	Over 25 Square Feet	6 Square Feet or Less	6-25 Square Feet	Over 25 Square Feet
Linear	6 Feet Away		10 Feet Away	5 Seconds	10 Seconds	20 Seconds
Point	39 Inches Away			5 Seconds	10 Seconds	20 Seconds

it is important to understand the various viewing areas for each pane/unit: central zone, outer zone, and glazed zone.

- The **CENTRAL ZONE** is a rectangle in the center of the lite whose width and height are 50% of the overall pane size.
- The **OUTER ZONE** extends from the outside perimeter edge of the central zone to the glazed zone.
- The **GLAZED ZONE** extends from the glass edge to 11/16" from the edge of the lite.

See Tables 2 and 3 below for observation and inspection procedures for linear and point blemishes, respectively.



OWNER ACKNOWLEDGEMENT

Owner: _____

Project Name/ Location: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Ext. _____

Email: _____

Owner Signature: _____

IMPORTANT SECURITY CONSIDERATIONS

Shooter/Attack Certified Security Film and Glass: Armoured One Shooter Attack security glass and film products are "shooter/attack certified" but not bullet-resistant or bulletproof. While it significantly strengthens glass and slows intrusion, a determined attacker with enough time and effort may still penetrate it. Security film is designed to delay and deter intruders, providing critical time for emergency response. However, we cannot guarantee that entry will be entirely prevented and for your safety, never stand behind laminated or filmed glass while it is being shot.

Comprehensive Plan | Other Ways to Stay Protected: Security film and glass should be just considered just one component of a comprehensive security plan. We strongly recommend implementing additional security measures including, but not limited to, surveillance cameras, AI weapons detection, alarms, emergency response plans, and active intruder training. While security film provides a crucial barrier slowing intruders, with enough time and effort, it may eventually be breached.

TABLE 2: Linear Blemish Inspection Procedure

Viewing Area	Blemish Intensity	Replacement Eligibility
Glazing Zone	Light and Heavy	Any occurrence is not eligible for replacement
Outer Zone	Light	Any occurrence **greater** than 3-inches is eligible for replacement
	Heavy	Multiple occurrences **less** than 3-inches with a separation less than 24-inches is eligible for replacement
Central Zone	Light	Any occurrence **greater** than 3-inches is eligible for replacement
	Medium to Heavy	Multiple occurrences **less** than 3-inches, but at least 2-inches with a separation less than 24-inches is eligible for replacement

TABLE 3: Point Blemish Inspection Procedure

Size of Glass Pane	Blemish Intensity		Replacement Eligibility	
	Glazing and Outer Zone	Central Zone	Glazing and Outer Zone	Central Zone
25 Square Feet or Less	3/32-inch or less	1/16-inch or less	Any pane with a point blemish **larger** than 3/32-inch is **eligible** for replacement.	Any pane with a point blemish **larger** than 1/16-inch is **eligible** for replacement.
25-75 Square Feet	3/16-inch or less	1/8-inch or less	Any pane with a point blemish **larger** than 3/16-inch is **eligible** for replacement.	Any pane with a point blemish **larger** than 1/8-inch is **eligible** for replacement.
Over 75 Square Feet	1/4-inch or less		Any pane with a point blemish **larger** than 1/4-inch is **eligible** for replacement.	

PRODUCT WARRANTY STATEMENT

Armoured One LLC (AO) warrants the 23MIL Security window film sold and professionally installed to the interior side of glass by AO Licensed Installer (Installer) against cracking, changing color, crazing, delaminating, demetallizing, and adhesive failure.

AO's warranty extends for a period of fifteen (15) years from the date of **installation completion**. This Limited Warranty covers only window films approved by the manufacturer for flat glass applications, according to the most current Film to Glass Application Chart at the time of installation.

Recommendations by the manufacturer, verbal or in writing, are not to be considered confirmation of coverage by this warranty certificate. In the event of film failure, AO will replace the film, (or issue credit for the film). Any labor cost or credits will need prior written approval from AO.

THE TERMS AND CONDITIONS OF THIS LIMITED COVERAGE ARE AS FOLLOWS:

1. Coverage is limited to the original owner of the property at the time of installation. Subject to registration of original warranty document signed by the Installer.
2. In no event shall AO be liable or responsible for loss and or damage, direct, incidental, or consequential, except as expressly set forth herein. This Limited Warranty is made in lieu of all warranties, expressed or implied, and is void if the product has been subject to abuse or improper care. This Warranty gives the purchaser specific legal rights, and the purchaser may have other rights that vary. AO reserves the right to inspect the damaged film/ window before replacement. Fraud by the Installer or customer shall void this Limited Warranty.
3. This Limited Warranty shall not apply, and shall not be enforceable, when:
   A. Installer's practices do not conform to Armoured One's published installation policies and procedures.
   B. Cleaning and maintenance of film is not in accordance with manufacturer's instructions.
   C. Two or more films are applied to the same glass surface.
   D. Filmed windows are triple or more pane construction, textured, wire film glass, or an IG unit inclusive of a suspended film.
   E. Film is applied to any glass on which there is paint, lettering, signs, stickers or other permanent or temporary ornamentation.
   F. Filmed glass has prior damage, is chipped, cracked, has holes in it, or light is visible between the frame and the glass.
   G. The film is applied to plastics, acrylics, polycarbonates or other non-glass substrates (if not specifically permissible by AO).
   H. One glass side dimension is greater than eleven (11) feet (3.5m) and/or the surface of double pane glass has more than forty (40) square feet (3.7 m2) surface area.
   I. Film applied at an altitude above sea level greater than 7,000ft (2133m) requires prior written approval from AO.
   J. Film applied to interior of skylights requires prior written approval from AO.
   K. Clear annealed glass is thicker than 3/8-inch (9.5mm), or tinted annealed glass is thicker than 1/4-inch (6mm).
   L. Film that is only partially applied to glass.
   M. Windows are architecturally odd-shaped, larger than twenty (20) square feet (1.8m²).
   N. Film applied to any type of laminated glass requires prior written approval from AO.
   O. Damage caused by acts of nature (accidents, floods, fire, explosion etc.).
   P. Film that is applied to glass block.

This Limited warranty is valid only if the manufacturer's original copy is executed, received, validated, and registered by the AO Warranty Department within sixty (60) days from the completion of the installation. This form must be signed by both the Owner/ customer and the Installer.

Owner: _____

Project Name/ Location: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Ext. _____

Email: _____

Owner Signature: _____

AO Project Manager: _____

Purchase Order Number: _____

Warranty Start Date: _____

AO Signature: _____

Please return completed warranty to filmwarranty@armouredone.com.

Armoured One's 23 mil shooter attack film is fully compatible with glass manufacturers like Vitro, Pilkington, Oldcastle, and others. Since our non-thermal, clear film doesn't absorb heat or cause stress, it avoids the risks typically excluded by glass manufacturer warranties.

If our film directly causes any issues, Armoured One is prepared to cover the manufacturer's warranty. This reflects our confidence in the product and commitment to maintaining the integrity of your glass.

Brooksville Elementary School 44
Central High School 51
Chocachatti Elementary School 56
Deltona Elementary School 61
DS Parrott Middle School 70
Endeavor Academy 75
Explorer K-8 School 79
FW Springstead High School 88
Fox Chapel Middle School 95
Hernando High School 105
JD Floyd Elementary School 112
Moton Elementary School 117
Pine Grove Elementary School 123
Powell Middle School 129
Springhill Elementary School 134
Suncoast Elementary School 141
Weeki Wachee High School 147
West Hernando Middle School 155
Westside Elementary School 161
Winding Water K-8 School 167

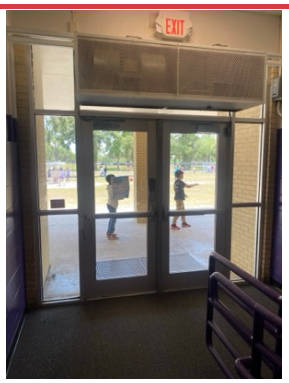
BROOKSVILLE ELEMENTARY SCHOOL

Tim Czyz

Friday, May 1, 2026

Prepared For Hernando District Schools

10 Issues Identified



ISSUE 1

Assigned To Cafeteria Entrance

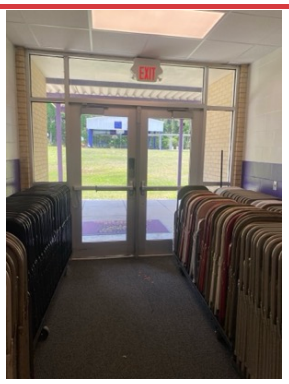
Door 4@ 24 1/2x 69

SL 4@ 16 3/8x 40 3/4

SL 4@ 16 3/8x 39 3/8-b

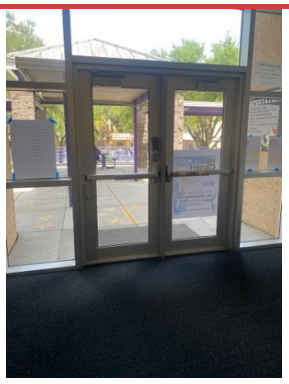
Film removal on side lights

Both ends of serving line hallway



ISSUE 2

Assigned To Cafeteria Entrance



ISSUE 3

Assigned To Library

Door 2@ 24 1/4x 70 1/4

SL 4@ 27 3/4x 35



ISSUE 4

Assigned To Library Back Doors

Door 2@ 24 1/4x 70 1/4

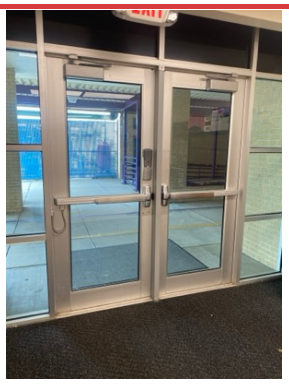


ISSUE 5

Assigned To Building Four Hallway Doors

Door 4@ 24 1/4x 70 1/4

SL 12@ 7 3/4x 26



ISSUE 6

Assigned To Building Two Hallway Doors

Door 4@ 24 1/4x 70 1/4

SL 12@ 24x 26

Film removal on sidelights



ISSUE 7

Assigned To Building Two Blue Hallway Doors

Door 4@ 24 1/4x 70 1/4

Film removal

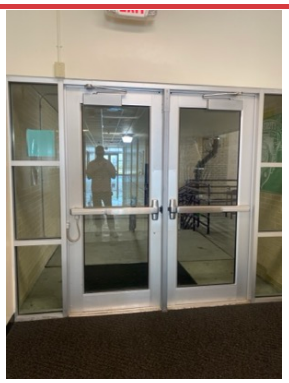


ISSUE 8

Assigned To Building Two Red Hallway Doors

Door 4@ 24 1/4x 70 1/4

Film removal



ISSUE 9

Assigned To Building Three Hallway Doors

Door 4@ 24 1/4x 70 1/4

SL 12@ 15 5/8x 26



ISSUE 10

Assigned To Building Five

Door 2@ 24 1/4x 70 1/4

SL 3@ 18x 26

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04114

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA

Payment Terms
Net 30

ESTIMATOR
Joshua Dorschner

JOB NAME
Brooksville Elementary School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Building 3 Hallway - Door : 24 1/4 X 70 1/4	4	$546.80	$2,187.20
Film Installation: AOTSF23 SECURITY FILM Building 3 Hallway - SL : 15 5/8 X 26	12	$138.66	$1,663.92
Film Installation: AOTSF23 SECURITY FILM Building 4 Hllwy - Door : 24 1/4 X 70 1/4	4	$546.80	$2,187.20
Film Installation: AOTSF23 SECURITY FILM Building 4 Hllwy - SL : 7 3/4 X 26	12	$138.66	$1,663.92
Film Installation: AOTSF23 SECURITY FILM Cafe Ent - Door : 24 1/2 X 69	4	$542.60	$2,170.40
Film Installation: AOTSF23 SECURITY FILM Cafe Ent - SL : 16 3/8 X 40 3/4	4	$214.18	$856.72
Film Installation: AOTSF23 SECURITY FILM Cafe Ent - SL : 16 3/8 X 39 3/8	4	$206.95	$827.80
Film Installation: AOTSF23 SECURITY FILM Library - Door : 24 1/4 X 70 1/4	2	$546.80	$1,093.60
Film Installation: AOTSF23 SECURITY FILM Library - SL : 27 3/4 X 35	4	$311.74	$1,246.96
Film Installation: AOTSF23 SECURITY FILM Library Back - Door : 24 1/4 X 70 1/4	2	$546.80	$1,093.60

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Building 2 Hallway - Door : 24 1/4 X 70 1/4	4	$546.80	$2,187.20
Film Installation: AOTSF23 SECURITY FILM Building 2 Hallway - SL : 24 X 26	12	$200.29	$2,403.48
Film Installation: AOTSF23 SECURITY FILM Building 2 Blue Hallway - Door : 24 1/4 X 70 1/4	4	$546.80	$2,187.20
Film Installation: AOTSF23 SECURITY FILM Building 2 Red Hallway - Door : 24 1/4 X 70 1/4	4	$546.80	$2,187.20
Film Installation: AOTSF23 SECURITY FILM Building 5 - Door : 24 1/4 X 70 1/4	2	$546.80	$1,093.60
Film Installation: AOTSF23 SECURITY FILM Building 5 - SL : 18 X 26	3	$150.22	$450.66
Freight	1	$600.00	$600.00
Crate	1	$200.00	$200.00
Mobility Fee	1	$2,600.00	$2,600.00
		TOTAL:	$28,900.66

Total Pieces
81.00

Total Square Feet
530.37

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

** Wood stops are not acceptable for the proper function of Shooter/Attack Certified Security film and may require upgraded vision kits.

***installation on glass blocks is not allowed.

Disclaimer: Armoured One’s 23 MIL Shooter Attack Film is not “bullet-proof” or “bullet-resistant”. It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:46 pm, 05/14/2026

CENTRAL HIGH SCHOOL

Tim Czyz

Tuesday, April 28, 2026

Prepared For Hernando District Schools

4 Issues Identified



ISSUE 1

Assigned To Building Six Parking Lot Side

2@52 1/8x 52 1/8-these two windows need a waiver, no anchoring in corner

1@ 92 1/2x 52 1/4

6@ 49 3/8x 52 1/4

1@ 92 1/2x 52 1/4

3@ 49 3/8x 52 1/4

1@ 47 1/4x 52 1/4- this Pease needs waiver no anchoring in corner

Measurements go from left to right from outside



ISSUE 2

Assigned To Building One Parking Lot Side

2@ 49 1/2x 52 1/2

1@ 48 1/2x 52 1/8

1@ 46 1/2x 52 1/8

1@ 48 1/3x 52 1/8

2@ 48 1/2x 52 1/8- outsides of this set

1@ 46 3/8x 52 1/8- m

2@ 49 3/8x 52 1/8

Measurements go from left to right from the outside



ISSUE 3

Assigned To Building One Right Side Entrance Parking Lot Side

SL 1@ 30 1/2x 52 1/8



ISSUE 4

Assigned To Building One Field House Side

1@ 92 3/8x 52 3/8

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04141

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA	Payment Terms	ESTIMATOR	JOB NAME
	Net 30	Joshua Dorschner	Central High School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Building One Right Side Entrance Parking Lot Side - SL : 30 1/2 X 52 1/8	1	$668.60	$668.60
Freight - Included on Q4115	1	$0.00	$0.00
Crate - Included on Q4115	1	$0.00	$0.00
Mobility Fee - Included on Q4115	1	$0.00	$0.00
		TOTAL:	$668.60

Total Pieces
1.00

Total Square Feet
11.04

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

** Wood stops are not acceptable for the proper function of Shooter/Attack Certified Security film and may require upgraded vision kits.

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:46 pm, 05/14/2026

CHOCACHATTI ELEMENTARY SCHOOL

Tim Czyz

Friday, May 1, 2026

Prepared For Hernando District Schools

7 Issues Identified



ISSUE 1

Assigned To Exterior Entrance But 4 Kinder Building Four

Door 2@ 24 1/2x 33

Door 2@ 24 1/2x 25 1/4

SL 1@ 15 1/8x 50

SL 1@ 15 1/8x 30

This issue slightly exposed to the weather



ISSUE 2

Assigned To Entrance By 3029 Music Lab

Door 2@ 24 1/2x 33

Door 2@ 24 1/2x 25 1/4

SL 1@ 43x 50

SL 1@ 43x 30

This issue is fully exposed to sunlight and weather



ISSUE 3

Assigned To Cafeteria

Door 2@ 23 5/8x 31 3/4

Door 2@ 23 5/8x 25 7/8

SL 2@ 36 3/8x 48 1/2

SL 2@ 36 3/8x 28 3/8

SL 1@ 14 1/2x 48 1/2

SL 1@ 14 1/2x 28 3/8

Tint removal



ISSUE 4

Assigned To Cafeteria

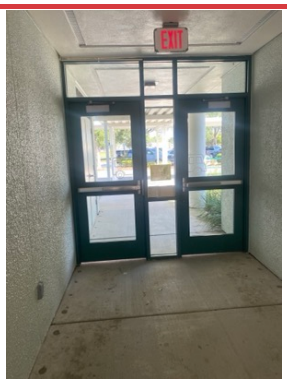
Door 6@ 23 1/2x 31 3/4

Door 6@ 23 1/2x 25 7/8

SL 3@ 14 1/2x 48 1/2

SL 3@ 14 1/2x 28 3/8

Tint removal



ISSUE 5

Assigned To Entrance By 2008 Art Lab

Door 2@ 24 1/2x 33

Door 2@ 24 1/2x 25 1/4

SL 1@ 14 3/4x 50

SL 1@ 14 3/4x 30



ISSUE 6

Assigned To Entrance By Admin One

Door 2@ 24 1/2x 33

Door 2@ 24 1/2x 25 1/4

SL 1@ 14 3/4x 50

SL 1@ 14 3/4x 29 7/8

This issue is slightly open to the weather



ISSUE 7

Assigned To Entrance Bay 612 Classroom

Door 2@ 26 1/8x 71 3/8

SL 1@ 13 1/4x 49 1/4

SL 1@ 13 1/4x 28 3/4

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04117

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA

Payment Terms
Net 30

ESTIMATOR
Joshua Dorschner

JOB NAME
Chocachatti Elementary School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Ent By Admin One - Door : 24 1/2 X 33	2	$261.81	$523.62
Film Installation: AOTSF23 SECURITY FILM Ent By Admin One - Door : 24 1/2 X 25 1/4	2	$200.32	$400.64
Film Installation: AOTSF23 SECURITY FILM Ent By Admin One - SL : 14 3/4 X 50	1	$238.82	$238.82
Film Installation: AOTSF23 SECURITY FILM Ent By Admin One - SL : 14 3/4 X 30	1	$143.29	$143.29
Film Installation: AOTSF23 SECURITY FILM Ent Bay 612 Classroom - Door : 26 1/8 X 71 3/8	2	$603.82	$1,207.64
Film Installation: AOTSF23 SECURITY FILM Ent Bay 612 Classroom - SL : 13 1/4 X 49 1/4	1	$211.31	$211.31
Film Installation: AOTSF23 SECURITY FILM Ent Bay 612 Classroom - SL : 13 1/4 X 28 3/4	1	$139.89	$139.89
Freight	1	$600.00	$600.00
Crate	1	$200.00	$200.00
Mobility Fee	1	$800.00	$800.00
		TOTAL:	$4,465.21

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

770

Total Pieces	Total Square Feet
10.00	61.09

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

** Wood stops are not acceptable for the proper function of Shooter/Attack Certified Security film and may require upgraded vision kits.

***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:46 pm, 05/14/2026

DELTONA ELEMENTARY SCHOOL

Tim Czyz

Wednesday, April 29, 2026

Prepared For Hernando District Schools

18 Issues Identified



ISSUE 1

Assigned To Main Entrance To Enter Campus

Door 4@ 24 1/4x 67 1/4

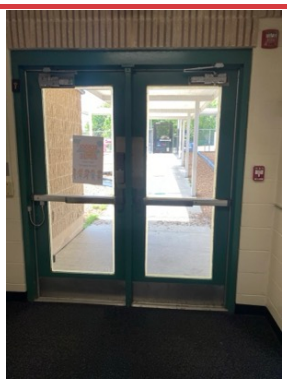
SL 2@ 11 1/4x 56 1/2

SL 2@ 11 1/4x 26 1/4

Windows 4@ 40 1/2x 56 1/2

Windows 4@ 40 1/2x 26 1/4

Center windows are exposed to direct weather and sunlight, and the rest of it is somewhat exposed to direct sunlight



ISSUE 2

Assigned To Ent By Rm 212

Door 2@ 24 1/8x 67 3/8

Tint removal



ISSUE 3

Assigned To Entrance By Room 309

Door 2@ 24 1/4x 67 1/4

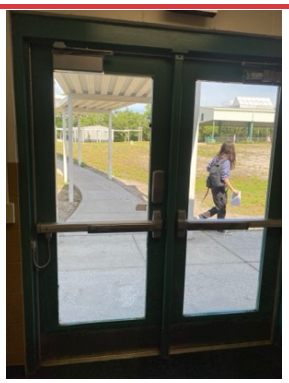
Tint removal



ISSUE 4

Assigned To Ent 341

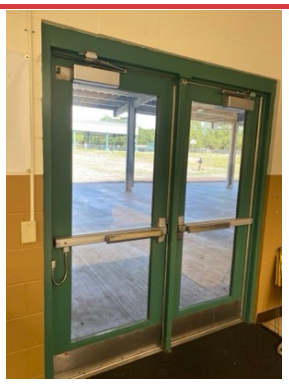
Door 2@ 24 1/4x 67 1/4



ISSUE 5

Assigned To Entrance By 519 Restroom Off Café

Door 2@ 24 1/4x 67 1/8



ISSUE 6

Assigned To Cafeteria

Door 2@ 24 1/4x 67 1/4

Tint removal



ISSUE 7

Assigned To Entrance By 400 Wing

Door 2@ 24 1/4x 67 3/8



ISSUE 8

Assigned To Rm 501

Door 1@ 24 1/4x 67 3/8

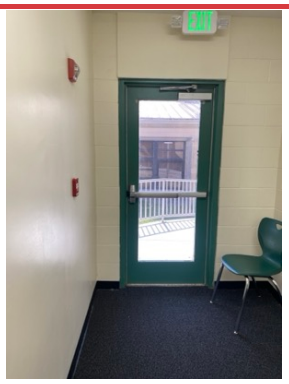


ISSUE 9

Assigned To Ent By Rm 407

Door 2@ 24 1/4x 67 3/8

Tint removal



ISSUE 10

Assigned To Technology Center By Room 423

Door 1@ 24 1/4x 67 3/8

Tint removal

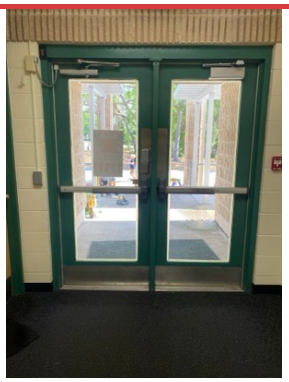


ISSUE 11

Assigned To Ent By Rm 602

Door 2@ 24 1/4x 67 1/4

Tint removal

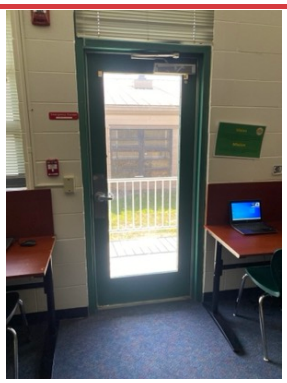


ISSUE 12

Assigned To Ent By Rm 625

Door 2@ 24 1/4x 67 3/8

Tint removal

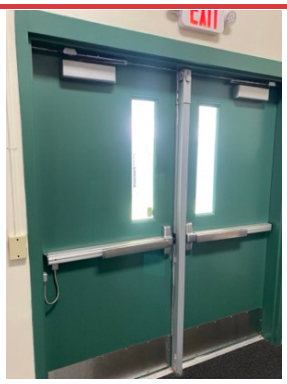


ISSUE 13

Assigned To Computer Lab 4-427

Door 1@ 24 1/4x 67 3/8

Tint removal



ISSUE 14

Assigned To Library

Door 4@ 6 1/2x 30 1/2

Take apart, clip type



ISSUE 15

Assigned To Library

Windows 8@ 30 3/8x 62 3/4



ISSUE 16

Assigned To Building 10 Hallway Doors

4@ 6 1/2x 30 1/2

Take apart, clip type

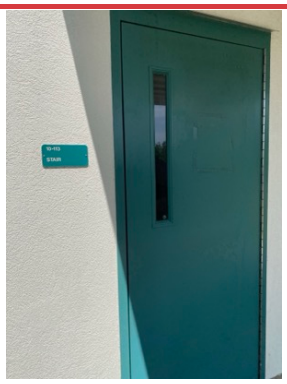


ISSUE 17

Assigned To Building 10–100 Stair

Door 1@ 3 1/2x 30 1/2

Take apart, clip type



ISSUE 18

Assigned To Building 10–113 Stair

Door 1@ 3 1/2x 30 1/2

Take apart, clip tape

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04147

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA

Payment Terms
Net 30

ESTIMATOR
Joshua Dorschner

JOB NAME
Deltona Elementary School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Ent By 519 Restroom off Cafe - Door : 24 1/4 X 67 1/8	2	$523.83	$1,047.66
Film Installation: AOTSF23 SECURITY FILM Ent By Rm 212 - Door : 24 1/8 X 67 3/8	2	$523.07	$1,046.14
Film Installation: AOTSF23 SECURITY FILM Ent By Rm 309 - Door : 24 1/4 X 67 1/4	2	$524.80	$1,049.60
Film Installation: AOTSF23 SECURITY FILM Ent 341 - Door : 24 1/4 X 67 1/4	2	$524.80	$1,049.60
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 24 1/4 X 67 1/4	2	$524.80	$1,049.60
Film Installation: AOTSF23 SECURITY FILM Ent By 400 Wing - Door : 24 1/4 X 67 3/8	2	$525.78	$1,051.56
Film Installation: AOTSF23 SECURITY FILM Rm 501 - Door : 24 1/4 X 67 3/8	1	$525.78	$525.78
Film Installation: AOTSF23 SECURITY FILM Ent By Rm 407 - Door : 24 1/4 X 67 3/8	2	$525.78	$1,051.56
Film Installation: AOTSF23 SECURITY FILM Tech Ctr By Rm 423 - Door : 24 1/4 X 67 3/8	1	$525.78	$525.78
Film Installation: AOTSF23 SECURITY FILM Ent By Rm 602 - Door : 24 1/4 X 67 1/4	2	$524.80	$1,049.60

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Library - Door : 6 1/2 X 30 1/2	4	$139.02	$556.08
Film Installation: AOTSF23 SECURITY FILM Ent By Rm 625 - Door : 24 1/4 X 67 3/8	2	$525.78	$1,051.56
Film Installation: AOTSF23 SECURITY FILM Comp Lab 4-427 - Door : 24 1/4 X 67 3/8	1	$525.78	$525.78
Film Installation: AOTSF23 SECURITY FILM Bldg 10 Hllway - Door : 6 1/2 X 30 1/2	4	$139.02	$556.08
Film Installation: AOTSF23 SECURITY FILM Bldg 10-100 Stair - Door : 3 1/2 X 30 1/2	1	$139.02	$139.02
Film Installation: AOTSF23 SECURITY FILM Building 10-113 Stair - Door : 3 1/2 X 30 1/2	1	$139.02	$139.02
Freight	1	$600.00	$600.00
Crate	1	$200.00	$200.00
Mobility Fee	1	$1,500.00	$1,500.00
		TOTAL:	$14,714.42

Total Pieces
31.00

Total Square Feet
244.89

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

** Wood stops are not acceptable for the proper function of Shooter/Attack Certified Security film and may require upgraded vision kits.

***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:45 pm, 05/14/2026

Accepted By: _____ Accepted Date: _____/_____/_____

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

DS PARROT MIDDLE SCHOOL

Tim Czyz

Monday, May 4, 2026

Prepared For Hernando District Schools

8 Issues Identified



ISSUE 1

Assigned To Hallway 200 Doors

Door 4@ 5 1/2x 20 1/2

Take apart clip type

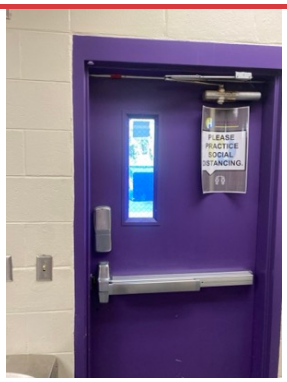


ISSUE 2

Assigned To Gymnasium Doors

Door 4@ 24 1/2x 69

SL 1@ 36 1/2x 82

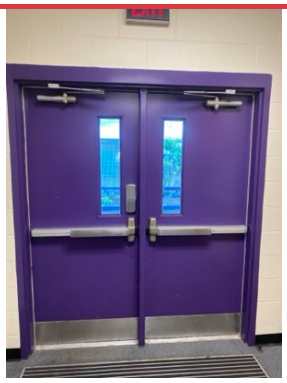


ISSUE 3

Assigned To Is It Going Back Door?

Door 1@ 6x 20 3/4

Take apart, heavy paint

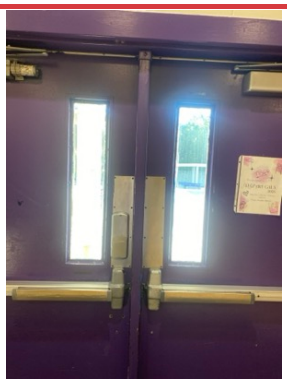


ISSUE 4

Assigned To Music Wing Courtyard Entrance

Door 2@ 7x 30 3/4

Take apart, heavy paint



ISSUE 5

Assigned To Café

Door 6@ 7x 31 1/4

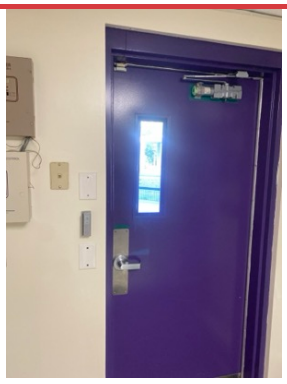
Check apart, very heavy pain



ISSUE 6

Assigned To 100 Hallway Doors

Door 10@ 5 1/2x 20 5/8- take apart clip tape



ISSUE 7

Assigned To 124 Admin Storage

Door 1@ 6 1/4x 21

Take apart

ISSUE 8

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04118

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA	Payment Terms	ESTIMATOR	JOB NAME
	Net 30	Joshua Dorschner	DS Parrot Middle School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Hallway 200 - Door : 5 1/2 X 20 1/2	4	$138.18	$552.72
Film Installation: AOTSF23 SECURITY FILM Gym - Door : 24 1/2 X 69	4	$540.73	$2,162.92
Film Installation: AOTSF23 SECURITY FILM Gym - SL : 36 1/2 X 82	1	$957.34	$957.34
Film Installation: AOTSF23 SECURITY FILM Is it Going Back - Door : 6 X 20 3/4	1	$138.18	$138.18
Film Installation: AOTSF23 SECURITY FILM Music Wing Courtyard Ent - Door : 7 X 30 3/4	2	$138.18	$276.36
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 7 X 31 1/4	6	$138.18	$829.08
Film Installation: AOTSF23 SECURITY FILM Hallway - Door : 5 1/2 X 20 5/8	10	$138.18	$1,381.80
Film Installation: AOTSF23 SECURITY FILM 124 Admin Storage - Door : 6 1/4 X 21	1	$138.18	$138.18
Freight	1	$600.00	$600.00
Crate	1	$200.00	$200.00
Mobility Fee	1	$800.00	$800.00
		TOTAL:	$8,036.58

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

Total Pieces	Total Square Feet
29.00	92.63

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

** Wood stops are not acceptable for the proper function of Shooter/Attack Certified Security film and may require upgraded vision kits.

***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:45 pm, 05/14/2026

ENDEAVOR SCHOOL

Tim Czyz

Tuesday, April 28, 2026

Prepared For Hernando District Schools

4 Issues Identified



ISSUE 1

Assigned To Main Ent

Door 2@ 9x 33 3/4- take apart

This is replacement armored one film, so looks terrible



ISSUE 2

Assigned To Shush Floor Parking Lot Side

32@ 19 1/4x 55 5/8

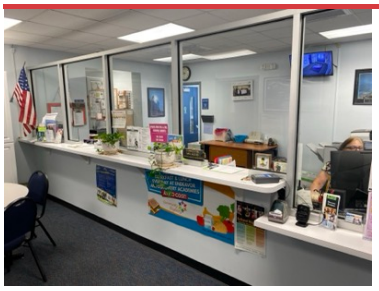


ISSUE 3

Assigned To Cafe

Door 2@ 9x 34 take apart

Windows 8@ 19 1/8x 55 3/4



ISSUE 4

Assigned To Main Office Reception Glass

4@ 44 1/8x 44 3/8

1@ 27 1/2x 54 1/4

Pass through will be cut on site.

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04144

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA	Payment Terms	ESTIMATOR	JOB NAME
	Net 30	Joshua Dorschner	Endeavor Academy

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 9 X 34	2	$138.21	$276.42
Film Installation: AOTSF23 SECURITY FILM Main Office Reception Glass - Window : 44 1/8 X 44 3/8	4	$626.44	$2,505.76
Film Installation: AOTSF23 SECURITY FILM Main Office Reception Glass - Window : 27 1/2 X 54 1/4	1	$477.30	$477.30
Freight	1	$600.00	$600.00
Crate	1	$200.00	$200.00
Mobility Fee	1	$800.00	$800.00
		TOTAL:	$4,859.48

Total Pieces
7.00

Total Square Feet
69.00

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

** Wood stops are not acceptable for the proper function of Shooter/Attack Certified Security film and may require upgraded vision kits.

***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:45 pm, 05/14/2026

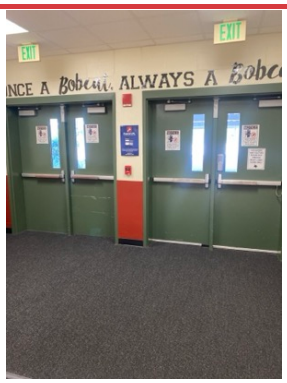
EXPLORER K –8

Tim Czyz

Wednesday, April 29, 2026

Prepared For Ando District School

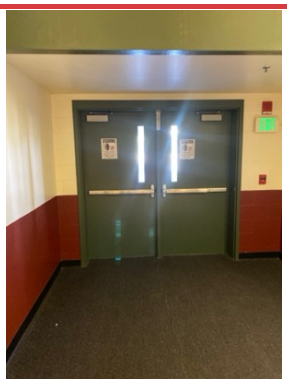
17 Issues Identified



ISSUE 1

Assigned To Entrance By Principal 008

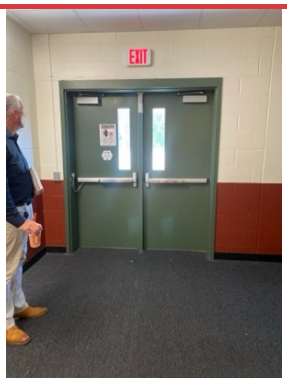
Door 4@ 5 7/8x 30 3/4



ISSUE 2

Assigned To 605 Entrance

Door 2@ 2 7/8x 30 3/4



ISSUE 3

Assigned To Entrance By 619 Science Room

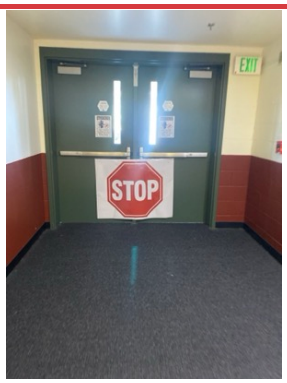
Door 2@ 5 7/8x 30 3/4



ISSUE 4

Assigned To Entrance Next To 034F Administration

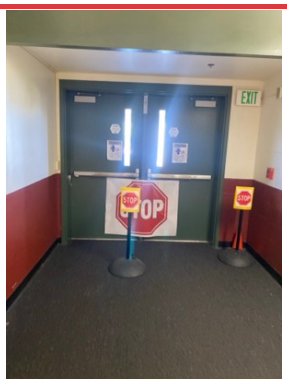
Door 4@ 5 7/8x 30 3/4



ISSUE 5

Assigned To Entrance 129

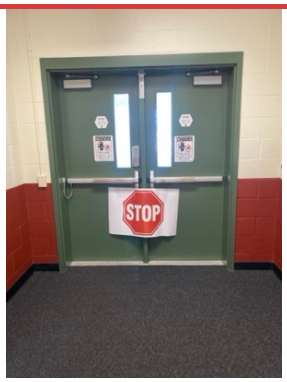
Door 2@ 2 7/8x 30 3/4



ISSUE 6

Assigned To Entrance 120

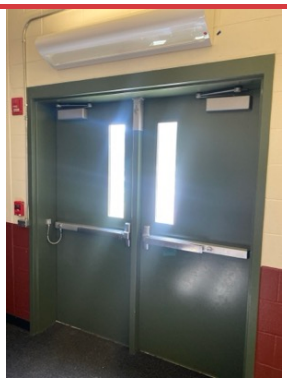
Door 2@ 2 7/8x 30 3/4



ISSUE 7

Assigned To Entrance By Room 103

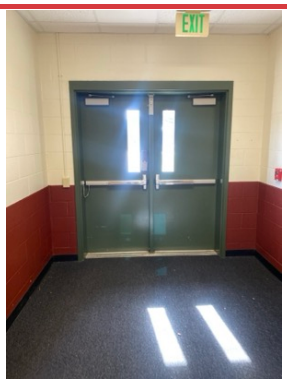
Door 2@ 5 7/8x 30 3/4



ISSUE 8

Assigned To Ent 101

Door 2@ 5 7/8x 30 3/4



ISSUE 9

Assigned To Entrance By 107 Stairs

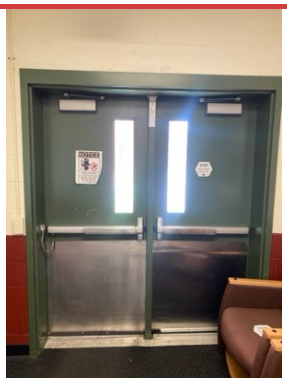
Door 2@ 5 7/8x 30 3/4



ISSUE 10

Assigned To 107 Stairs Entrance

Door 2@ 2 7/8x 30 3/4



ISSUE 11

Assigned To Entrance By 516 Custodial

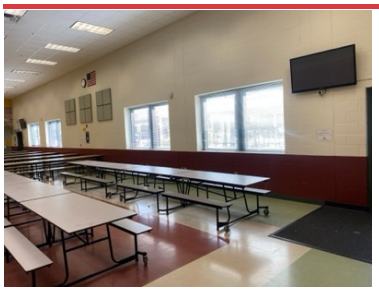
Door 2@ 5 7/8x 30 3/4



ISSUE 12

Assigned To Entrance Rate Of Café

Door 2@ 5 7/8x 30 3/4

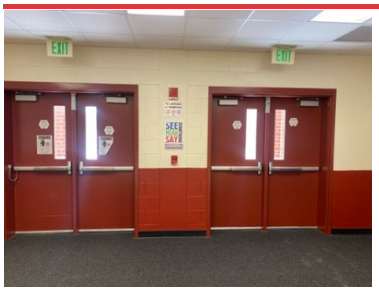


ISSUE 13

Assigned To Cafe

Door 4@ 5 7/8x 30 3/4

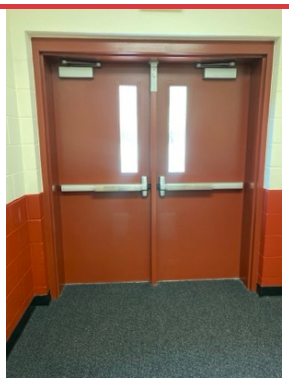
Windows 8@ 52 1/2x 56 3/8



ISSUE 14

Assigned To Gymnasium Entrance

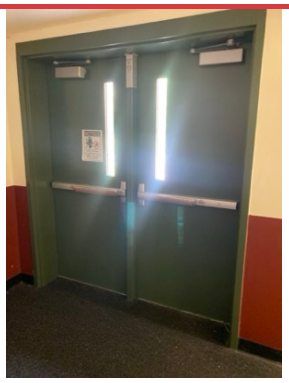
Door 4@ 5 7/8x 30 3/4



ISSUE 15

Assigned To Entrance 646

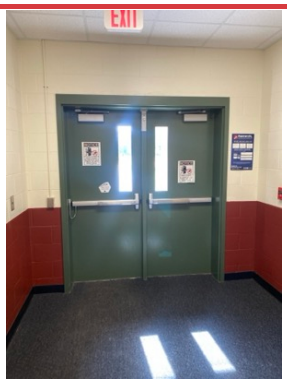
Door 2@ 5 7/8x 30 3/4



ISSUE 16

Assigned To Entrance 631

Door 2@ 2 7/8x 30 3/4



ISSUE 17

Assigned To Ent By 626

Door 2@ 5 7/8x 30 3/4

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04146

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA	Payment Terms	ESTIMATOR	JOB NAME
	Net 30	Joshua Dorschner	Explorer K-8

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Ent By Principal 008 - Door : 5 7/8 X 30 3/4	4	$147.57	$590.28
Film Installation: AOTSF23 SECURITY FILM 605 Ent - Door : 2 7/8 X 30 3/4	2	$147.57	$295.14
Film Installation: AOTSF23 SECURITY FILM Gym Ent - Door : 5 7/8 X 30 3/4	4	$147.57	$590.28
Film Installation: AOTSF23 SECURITY FILM Ent By 619 Science Rm - Door : 5 7/8 X 30 3/4	2	$147.57	$295.14
Film Installation: AOTSF23 SECURITY FILM Ent Nxt To 034F Admin - Door : 5 7/8 X 30 3/4	4	$147.57	$590.28
Film Installation: AOTSF23 SECURITY FILM Ent 129 - Door : 2 7/8 X 30 3/4	2	$147.57	$295.14
Film Installation: AOTSF23 SECURITY FILM 107 Stairs Ent - Door : 2 7/8 X 30 3/4	2	$147.57	$295.14
Film Installation: AOTSF23 SECURITY FILM Ent 101 - Door : 5 7/8 X 30 3/4	2	$147.57	$295.14
Film Installation: AOTSF23 SECURITY FILM Ent 120 - Door : 2 7/8 X 30 3/4	2	$147.57	$295.14
Film Installation: AOTSF23 SECURITY FILM Ent By Rm 103 - Door : 5 7/8 X 30 3/4	2	$147.57	$295.14
Film Installation: AOTSF23 SECURITY FILM Ent By 107 Stairs - Door : 5 7/8 X 30 3/4	2	$147.57	$295.14

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Ent By 516 Custodial - Door : 5 7/8 X 30 3/4	2	$147.57	$295.14
Film Installation: AOTSF23 SECURITY FILM Ent Rate of Cafe - Door : 5 7/8 X 30 3/4	2	$147.57	$295.14
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 5 7/8 X 30 3/4	4	$147.57	$590.28
Film Installation: AOTSF23 SECURITY FILM Ent 646 - Door : 5 7/8 X 30 3/4	2	$147.57	$295.14
Film Installation: AOTSF23 SECURITY FILM Ent 631 - Door : 2 7/8 X 30 3/4	2	$147.57	$295.14
Film Installation: AOTSF23 SECURITY FILM Ent By 626 - Door : 5 7/8 X 30 3/4	2	$147.57	$295.14
Freight	1	$600.00	$600.00
Crate	1	$200.00	$200.00
Mobility Fee	1	$900.00	$900.00
		TOTAL:	$7,897.94

Total Pieces
42.00

Total Square Feet
41.27

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

** Wood stops are not acceptable for the proper function of Shooter/Attack Certified Security film and may require upgraded vision kits.

***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:45 pm, 05/14/2026

Accepted By: _____ Accepted Date: _____/_____/_____

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

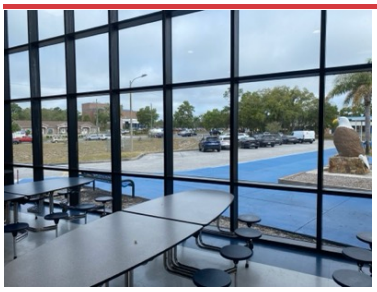
FW SPRINGSTEAD, HIGH SCHOOL

Tim Czyz

Tuesday, April 28, 2026

Prepared For Hernando District Schools

9 Issues Identified



ISSUE 1

Assigned To Cafe

7@ 45 1/4x 59 5/8

7@ 45 1/4x 28 3/4



ISSUE 2

Assigned To Cafe

1@ 56 3/8x 59 5/8

1@ 56 3/8x 28 7/8

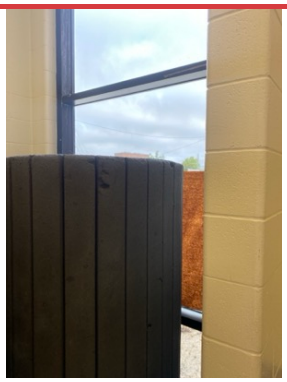


ISSUE 3

Assigned To Cafe

1@ 56 3/8x 59 5/8

1@ 56 3/8x 28 7/8



ISSUE 4

Assigned To 100 Teacher Dining

1@ 56 3/8x 59 5/8

1@ 56 3/8x 28 7/8



ISSUE 5

Assigned To 100 Teacher Dining

Door 1@ 26 1/2x 80 3/4



ISSUE 6

Assigned To 199 Circulation

Door 2@ 24 1/2x 69

SL 2@ 49 3/8x 75 1/2

Windows 3@ 34x 75 1/2

Windows 1@ 58 1/4x 75 1/2

Windows 1@ 58 1/8x 75 1/2

Windows 1@ 58x 75 1/2

Window measurement go from left to right from the outside



ISSUE 7

Assigned To Building 10 Entrance 036

Door 2@ 31 3/4x 34 3/4

Door 2@ 31 3/4x 32

SL 1@ 35 3/4x 45 7/8

SL 1@ 35 3/4x 30 3/8



ISSUE 8

Assigned To Building 10 Parent Drop Off Site

1@ 27 3/4x 70 1/4

1@ 27 3/4x 30 1/2

1@ 33 7/8x 30 3/4

1@ 33 7/8x 30 3/8- b

6@30 7/8x 30 3/4

6@ 30 7/8x 30 1/2- b

Measurements go from left to right from the outside



ISSUE 9

Assigned To Building 10 Parent Drop Off Side

SL 1@ 11 7/8x 70 1/2

SL 1@ 11 7/8x 30 1/4

Windows 1@ 33 7/8x 30 5/8

Windows 1@ 33 7/8x 30 1/4- b

Windows 6@ 30 7/8x 30 5/8

Windows 6@ 30 7/8x 30 5/8- b

Windows 2@ 34 1/8x 30 5/8

Windows 2@ 34 1/8x 30 1/4- b

SL 2@13x 70 1/2

SL 2@ 13x 30 1/4

Windows 3@ 30 7/8 x 30 5/8

Windows 3@ 30 7/8x 30 5/8

SL 1@ 21x 70 1/2

SL 1@ 21x 30 3/8

Windows 6@ 30 7/8x 30 5/8

Window measurements go from left to right from the outside

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04153

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA

Payment Terms
Net 30

ESTIMATOR
Joshua Dorschner

JOB NAME
F.W Springstead High School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM 100 Teacher Dining - Door : 26 1/2 X 80 3/4	1	$691.89	$691.89
Film Installation: AOTSF23 SECURITY FILM Cafe - Window : 45 1/4 X 59 5/8	7	$872.36	$6,106.52
Film Installation: AOTSF23 SECURITY FILM Cafe - Window : 45 1/4 X 28 3/4	7	$420.64	$2,944.48
Film Installation: AOTSF23 SECURITY FILM Cafe - Window : 56 3/8 X 59 5/8	1	$1,086.84	$1,086.84
Film Installation: AOTSF23 SECURITY FILM Cafe - Window : 56 3/8 X 28 7/8	1	$526.33	$526.33
Film Installation: AOTSF23 SECURITY FILM Cafe - Window : 56 3/8 X 59 5/8	1	$1,086.84	$1,086.84
Film Installation: AOTSF23 SECURITY FILM Cafe - Window : 56 3/8 X 28 7/8	1	$526.33	$526.33
Film Installation: AOTSF23 SECURITY FILM 100 Teacher Dining - Window : 56 3/8 X 59 5/8	1	$1,086.84	$1,086.84
Film Installation: AOTSF23 SECURITY FILM 100 Teacher Dining - Window : 56 3/8 X 28 7/8	1	$526.33	$526.33
Film Installation: AOTSF23 SECURITY FILM 199 Circulation - Door : 24 1/2 X 69	2	$546.59	$1,093.18

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM 199 Circulation - SL : 49 3/8 X 75 1/2	2	$1,205.33	$2,410.66
Film Installation: AOTSF23 SECURITY FILM Building 10 Entrance 036 - Door : 31 3/4 X 34 3/4	2	$356.74	$713.48
Film Installation: AOTSF23 SECURITY FILM Building 10 Entrance 036 - Door : 31 3/4 X 32	2	$328.51	$657.02
Film Installation: AOTSF23 SECURITY FILM Building 10 Entrance 036 - SL : 35 3/4 X 45 7/8	1	$530.28	$530.28
Film Installation: AOTSF23 SECURITY FILM Building 10 Entrance 036 - SL : 35 3/4 X 30 3/8	1	$351.11	$351.11
Film Installation: AOTSF23 SECURITY FILM Building 10 Parent Drop Off Site - SL : 27 3/4 X 70 1/4	1	$630.32	$630.32
Film Installation: AOTSF23 SECURITY FILM Building 10 Parent Drop Off Site - SL : 27 3/4 X 30 1/2	1	$273.66	$273.66
Film Installation: AOTSF23 SECURITY FILM Building 10 Parent Drop off Site - SL : 11 7/8 X 70 1/2	1	$270.69	$270.69
Film Installation: AOTSF23 SECURITY FILM Building 10 Parent Drop off Site - SL : 11 7/8 X 30 1/4	1	$139.68	$139.68
Film Installation: AOTSF23 SECURITY FILM Building 10 Parent Drop off Site - SL : 13 X 70 1/2	2	$296.33	$592.66
Film Installation: AOTSF23 SECURITY FILM Building 10 Parent Drop off Site - SL : 13 X 30 1/4	2	$139.68	$279.36
Film Installation: AOTSF23 SECURITY FILM Building 10 Parent Drop off Site - SL : 21 X 70 1/2	1	$478.70	$478.70
Film Installation: AOTSF23 SECURITY FILM Building 10 Parent Drop off Site - SL : 21 X 30 3/8	1	$206.25	$206.25
Freight	1	$600.00	$600.00
Crate	1	$200.00	$200.00
Mobility Fee	1	$2,600.00	$2,600.00
		TOTAL:	$26,609.45

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

Total Pieces	Total Square Feet
41.00	497.44

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

** Wood stops are not acceptable for the proper function of Shooter/Attack Certified Security film and may require upgraded vision kits.

***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:45 pm, 05/14/2026

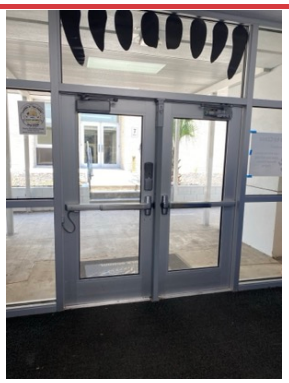
FOX CHAPEL MIDDLE SCHOOL

Tim Czyz

Wednesday, April 29, 2026

Prepared For Hernando District Schools

21 Issues Identified



ISSUE 1

Assigned To Building 10 Entrances

Door 4@ 23 1/2x 63

SL 2@ 28 1/4x 37

SL 2@ 28 1/4x 36 3/4- b

Sl 2@ 27 3/4x 37-fieldside

SL 2@ 27 3/4x 36 3/4- b-fieldside



ISSUE 2

Assigned To Gymnasium

Door 2@ 8 1/2x 29 3/4

Take apart, clip type



ISSUE 3

Assigned To Gymnasium

Door 2@ 4 3/4x 31 3/4

Film removal



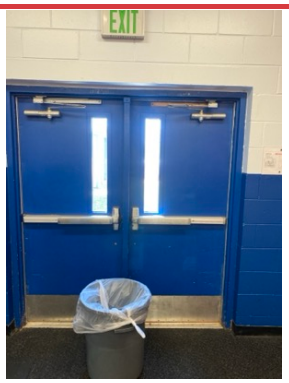
ISSUE 4

Assigned To Gymnasium

Door 2@ 4 3/4x 31 5/8

Film removal

Left door glass is cracked



ISSUE 5

Assigned To Gymnasium Rear Entrance

Door 2@ 4 3/4x 31 1/2

Film removal



ISSUE 6

Assigned To Gymnasium Concession Entrance

Door 4@ 18 1/4x 70 1/4

Film removal



ISSUE 7

Assigned To Building Five Entrance

Door 2@ 22 3/4x 62 1/4



ISSUE 8

Assigned To Building Five Entrance Middle

Door 2@ 24 1/2x 65



ISSUE 9

Assigned To Building Five Entrance

Door 2@ 5 3/4x 20 3/4



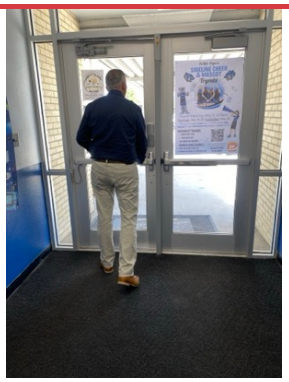
ISSUE 10

Assigned To Building One Entrances

Door 2@ 23 1/2x 63

SL 2@ 6 1/4x 37

SL 2@ 6 1/4x 36 3/4- b



ISSUE 11

Assigned To Building One Entrance Parking Lot Side

Door 2@ 24 1/2x 69

Sl 2@ 7 3/4x 47 3/4

SL 2@ 32 1/4-b



ISSUE 12

Assigned To Building Two Entrances

Door 4@ 23 1/2x 63

SL 4@ 6 1/2x 37 1/8

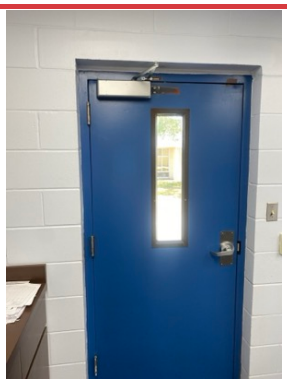
SL 4@ 6 1/2x 36 3/4



ISSUE 13

Assigned To Library

Door 6@ 24 1/4x 70 1/4

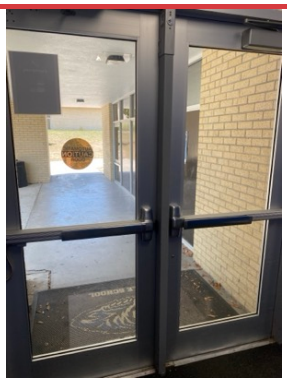


ISSUE 14

Assigned To Library Safe Area Entrance

Door 1@ 6 3/4x 30 1/2

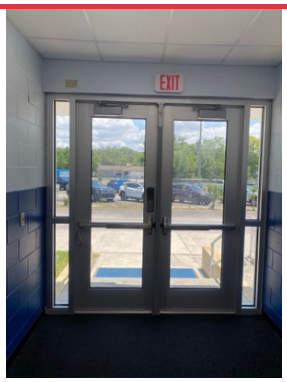
Take apart



ISSUE 15

Assigned To Entrance By Janitor Building Three

Door 2@ 24 1/2x 69



ISSUE 16

Assigned To Building Three Entrance By Room 001B Parking Lot Side

Door 2@ 23 1/2x 75 7/8

SL 2@ 6 1/2x 49 7/8

SL 2@ 6 1/2x 36 3/4

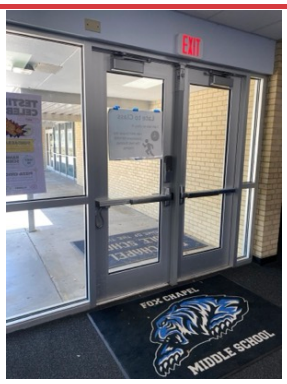


ISSUE 17

Assigned To Rm 005 Ent

Door 1@ 30 1/2x 75 7/8

Static film removal



ISSUE 18

Assigned To Building Three Foyer

Door 2@ 23 1/2x 74 3/4

SL 1@ 44 3/4x 48 7/8

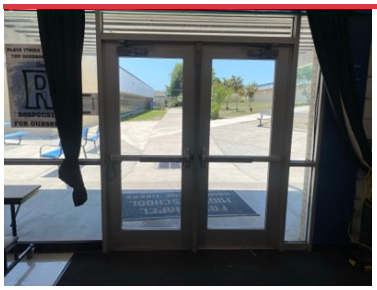
SL 1@ 44 3/4x 36 3/4



ISSUE 19

Assigned To Café

Door 2@ 24 1/2x 69



ISSUE 20

Assigned To Cafe

Door 2@ 24 1/2x 69

SL 1@ 43 5/8x 55

SL 1@ 43 5/8x 32 1/2

SL 1@ 10 x 55

SL 1@ 10x 32 1/2

Film removal on side lights



ISSUE 21

Assigned To Principals Office

Door 1@ 24 1/4x 33 7/8

Door 1@ 24 1/4x 28

Film removal

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04166

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA

Payment Terms
Net 30

ESTIMATOR
Joshua Dorschner

JOB NAME
Fox Chapel Middle School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Gym - Door : 8 1/2 X 29 3/4	2	$138.36	$276.72
Film Installation: AOTSF23 SECURITY FILM Gym - Door : 4 3/4 X 31 3/4	2	$138.36	$276.72
Film Installation: AOTSF23 SECURITY FILM Gym - Door : 4 3/4 X 31 5/8	2	$138.36	$276.72
Film Installation: AOTSF23 SECURITY FILM Gym Rear Ent - Door : 4 3/4 X 31 1/2	2	$138.36	$276.72
Film Installation: AOTSF23 SECURITY FILM Gym Concession Ent - Door : 18 1/4 X 70 1/4	4	$410.62	$1,642.48
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 24 1/2 X 69	2	$541.43	$1,082.86
Film Installation: AOTSF23 SECURITY FILM Cafe - SL : 43 5/8 X 55	1	$768.47	$768.47
Film Installation: AOTSF23 SECURITY FILM Cafe - SL : 43 5/8 X 32 1/2	1	$454.09	$454.09
Film Installation: AOTSF23 SECURITY FILM Cafe - SL : 10 X 55	1	$176.15	$176.15
Film Installation: AOTSF23 SECURITY FILM Cafe - SL : 10 X 32 1/2	1	$138.36	$138.36

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 24 1/2 X 69	2	$541.43	$1,082.86
Film Installation: AOTSF23 SECURITY FILM Library - Door : 24 1/4 X 70 1/4	6	$545.61	$3,273.66
Film Installation: AOTSF23 SECURITY FILM Lib Safe Area Ent - Door : 6 3/4 X 30 1/2	1	$138.36	$138.36
Film Installation: AOTSF23 SECURITY FILM Ent By Janitor Building 3 - Door : 24 1/2 X 69	2	$541.43	$1,082.86
Film Installation: AOTSF23 SECURITY FILM Building 3 Ent By Rm 001B Parking Lot - Door : 23 1/2 X 75 7/8	2	$571.08	$1,142.16
Film Installation: AOTSF23 SECURITY FILM Building 3 Ent By Rm 001B Parking Lot - SL : 6 1/2 X 49 7/8	2	$138.36	$276.72
Film Installation: AOTSF23 SECURITY FILM Building 3 Ent By Rm 001B Parking Lot - SL : 6 1/2 X 36 3/4	2	$138.36	$276.72
Film Installation: AOTSF23 SECURITY FILM Rm 005 Ent - Door : 30 1/2 X 75 7/8	1	$741.18	$741.18
Film Installation: AOTSF23 SECURITY FILM Building 3 Foyer - Door : 23 1/2 X 74 3/4	2	$562.61	$1,125.22
Film Installation: AOTSF23 SECURITY FILM Building 3 Foyer - SL : 44 3/4 X 48 7/8	1	$700.50	$700.50
Film Installation: AOTSF23 SECURITY FILM Building 3 Foyer - SL : 44 3/4 X 36 3/4	1	$526.72	$526.72
Film Installation: AOTSF23 SECURITY FILM Principal Off - Door : 24 1/4 X 33 7/8	1	$263.10	$263.10
Film Installation: AOTSF23 SECURITY FILM Principal Off - Door : 24 1/4 X 28	1	$217.47	$217.47
Freight	1	$600.00	$600.00
Crate	1	$200.00	$200.00
Mobility Fee	1	$1,500.00	$1,500.00
		TOTAL:	$18,516.82

Total Pieces
42.00

Total Square Feet
253.33

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

** Wood stops are not acceptable for the proper function of Shooter/Attack Certified Security film and may require upgraded vision kits.

***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:45 pm, 05/14/2026

HERNANDO HIGH SCHOOL

Tim Czyz

Friday, May 1, 2026

Prepared For Hernando District Schools

11 Issues Identified

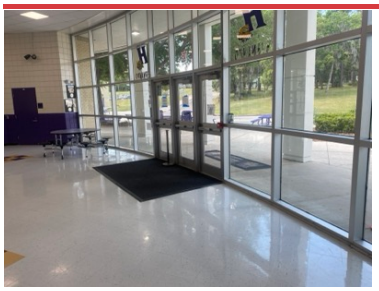


ISSUE 1

Assigned To Main Ent

SL 6@ 31 3/4x 25 3/4

For some reason, these sidelights were not done on original vestibule Work



ISSUE 2

Assigned To Gymnasium, Foyer

Door 6@ 24 1/2x 34 7/8

Door 6@ 24 1/2x 26- 4 are missing top stops

SL 2@ 50x 40 1/8

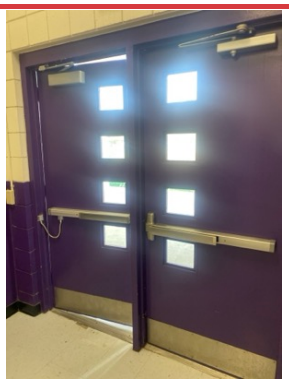
SL 2@ 47 1/4x 40 1/8

SL 2@ 46 5/8x 40

SL 2@ 49 3/4x 40

Tint removal

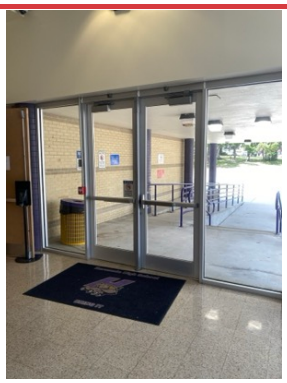
Satellite measurements go from left to right from the inside



ISSUE 3

Assigned To Entrance By 25–5 14 Gymnasium Area

Door 8@ 7 3/4x 6 1/2



ISSUE 4

Assigned To Theater Entrance

Door 2@ 27 1/2x 82

SL 2@ 36 1/2x 93 5/8



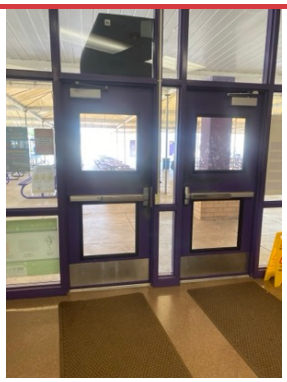
ISSUE 5

Assigned To Theater

Door 2@ 27 1/8x 82

Door 2@ 24 1/8x 45 7/8

Door 2@ 24 1/8x 25 3/4



ISSUE 6

Assigned To Cafeteria Entrance By Outside Dining

Door 4@ 23x 23- take apart - two need film removal

SL 2@ 24 1/2x 46 1/2

SL 2@ 24 1/2x 28 1/4

SL 1@ 6 1/2x 46 1/2

SL 1@ 6 1/2x 28 1/2



ISSUE 7

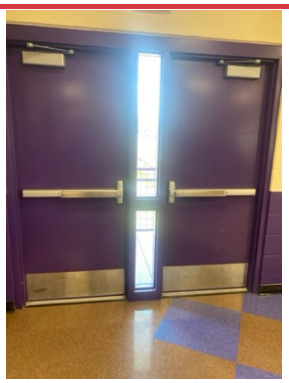
Assigned To Cafeteria Main Entrance

Door 2@ 23 3/4x 31 3/4

Door 2@ 23 3/4x 22 3/4

SL 2@ 29 1/2x 46 1/2

SL 2@ 29 1/2x 28 1/2

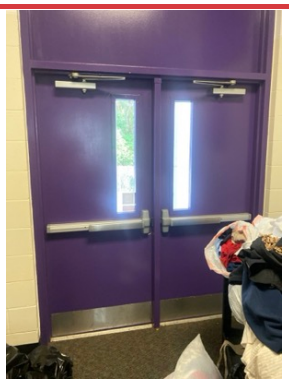


ISSUE 8

Assigned To Cafeteria

SL 1@ 6 1/2x 44 1/2

SL 1@ 6 1/2x 28 1/2

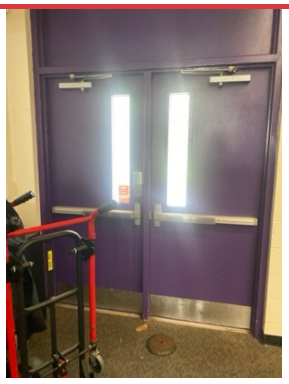


ISSUE 9

Assigned To Building 17 Drama Room

Door 2@ 6 1/4x 36 1/4- take apart

Pervy paint



ISSUE 10

Assigned To Building 17 Band Room

Door 2@ 6 1/4x 36 1/4- take apart

Heavy paint



ISSUE 11

Assigned To Library

Door 2@ 24 1/2x 69

SL 1@ 39 3/4x 70 1/4

SL 1@ 39 3/4x 32 1/8

SL 1@ 20 3/4x 70 1/4

SL 1@ 20 3/4x 32 1/8

Door 2@ 27x 71 3/4

SL 1@ 20 3/4x 70 1/2

SL 1@ 20 3/4x 32 1/4

SL 1@ 39 3/4x 70 1/2

SL 1@ 39 3/4x 32 1/4

Measurements are from left to right from inside

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04127

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA	Payment Terms	ESTIMATOR	JOB NAME
	Net 30	Joshua Dorschner	Hernando High School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Theater Ent - Door : 27 1/2 X 82	2	$720.50	$1,441.00
Film Installation: AOTSF23 SECURITY FILM Theater Ent - SL : 36 1/2 X 93 5/8	2	$1,091.88	$2,183.76
Film Installation: AOTSF23 SECURITY FILM Main Ent - SL : 31 3/4 X 25 3/4	6	$261.22	$1,567.32
Film Installation: AOTSF23 SECURITY FILM Ent By 25-5 14 Gym Area - Door : 7 3/4 X 6 1/2	4	$138.03	$552.12
Film Installation: AOTSF23 SECURITY FILM Gym Foyer - Door : 24 1/2 X 34 7/8	6	$273.00	$1,638.00
Film Installation: AOTSF23 SECURITY FILM Gym Foyer - D : 24 1/2 X 26	6	$203.53	$1,221.18
Film Installation: AOTSF23 SECURITY FILM Gym Foyer - SL : 50 X 40 1/8	2	$641.02	$1,282.04
Film Installation: AOTSF23 SECURITY FILM Gym Foyer - SL : 47 1/4 X 40 1/8	2	$605.77	$1,211.54
Film Installation: AOTSF23 SECURITY FILM Gym Foyer - SL : 46 5/8 X 40	2	$595.89	$1,191.78
Film Installation: AOTSF23 SECURITY FILM Gym Foyer - SL : 49 3/4 X 40	2	$635.83	$1,271.66

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Theater - Door : 27 1/8 X 82	2	$710.68	$1,421.36
Film Installation: AOTSF23 SECURITY FILM Theater - Door : 24 1/8 X 45 7/8	2	$353.62	$707.24
Film Installation: AOTSF23 SECURITY FILM Theater - Door : 24 1/8 X 25 3/4	2	$198.49	$396.98
Freight	1	$600.00	$600.00
Crate	1	$200.00	$200.00
Mobility Fee	1	$2,000.00	$2,000.00
		TOTAL:	$18,885.98

Total Pieces
40.00

Total Square Feet
339.02

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

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***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:44 pm, 05/14/2026

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

JD FLOYD ELEMENTARY SCHOOL

Tim Czyz

Thursday, April 30, 2026

Prepared For Hernando District Schools

6 Issues Identified



ISSUE 1

Assigned To Main Office Ent

SL 1@ 23 1/8x 68 1/2

SL 1@ 23 1/8x 18 1/8

SL 1@ 63 3/8x 68 1/2

SL 1@ 63 3/8x 18 1/8



ISSUE 2

Assigned To Building 12 Entrances Both Ends Of The Hallway

Door 4@ 22 3/4x 30 7/8



ISSUE 3

Assigned To Building 13 Both Ends Of Hallway

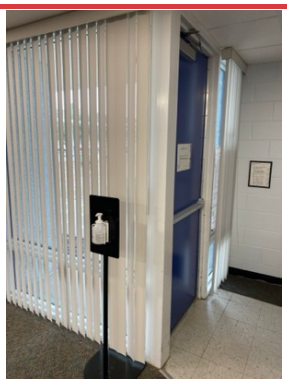
Door 4@ 22 3/4x 30 7/8



ISSUE 4

Assigned To Building 12 Stairwell Doors

Door 2@ 18 7/8x 30 3/4



ISSUE 5

Assigned To Library Parking Lot Side

SL 1@ 63 1/8x 68 3/8

SL 1@ 63 1/8x 18 1/4

SL 1@ 23 1/8x 68 3/8

SL 1@ 23 1/8x 18 1/4



ISSUE 6

Assigned To Principals Office

Door 1@ 24 3/8x 79 1/4

SL 1@ 19 1/2x 68 1/2

SL 1@ 19 1/2x 18 1/8

Tint removal

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04100

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA

Payment Terms
Net 30

ESTIMATOR
Joshua Dorschner

JOB NAME
JD Floyd Elementary School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Library Parking Lot Side - SL : 63 1/8 X 68 3/8	1	$1,380.88	$1,380.88
Film Installation: AOTSF23 SECURITY FILM Library Parking Lot Side - SL : 63 1/8 X 18 1/4	1	$368.57	$368.57
Film Installation: AOTSF23 SECURITY FILM Library Parking Lot Side - SL : 23 1/8 X 68 3/8	1	$505.87	$505.87
Film Installation: AOTSF23 SECURITY FILM Library Parking Lot Side - SL : 23 1/8 X 18 1/4	1	$138.21	$138.21
Film Installation: AOTSF23 SECURITY FILM Main Office Entrance - SL : 23 1/8 X 68 1/2	1	$506.79	$506.79
Film Installation: AOTSF23 SECURITY FILM Main Office Entrance - SL : 23 1/8 X 18 1/8	1	$138.21	$138.21
Film Installation: AOTSF23 SECURITY FILM Main Office Entrance - SL : 63 3/8 X 68 1/2	1	$1,388.88	$1,388.88
Film Installation: AOTSF23 SECURITY FILM Main Office Entrance - SL : 63 3/8 X 18 1/8	1	$367.50	$367.50
Film Installation: AOTSF23 SECURITY FILM Building 12 Entrances Both Ends of Hallway - Door : 22 3/4 X 30 7/8	4	$224.72	$898.88
Film Installation: AOTSF23 SECURITY FILM Building 13 Both Ends of Hallway - Door : 22 3/4 X 30 7/8	4	$224.72	$898.88

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Building 12 Stairwell Doors - Door : 18 7/8 X 30 3/4	2	$185.69	$371.38
Film Installation: AOTSF23 SECURITY FILM Principals Office - Door : 24 3/8 X 79 1/4	1	$618.02	$618.02
Film Installation: AOTSF23 SECURITY FILM Principals Office - SL : 19 1/2 X 68 1/2	1	$427.35	$427.35
Film Installation: AOTSF23 SECURITY FILM Principals Office - SL : 19 1/2 X 18 1/8	1	$138.21	$138.21
Freight	1	$600.00	$600.00
Crate	1	$200.00	$200.00
Mobility Fee	1	$800.00	$800.00
		TOTAL:	$9,747.63

Total Pieces
21.00

Total Square Feet
176.15

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

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***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency
Caroline I. Mockler, Esq.
Staff Counsel, HCSD
827
5:44 pm, 05/14/2026

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

MOTON ELEMENTARY SCHOOL

Tim Czyz

Friday, May 1, 2026

Prepared For Hernando District Schools

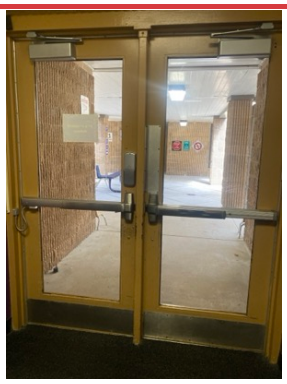
10 Issues Identified



ISSUE 1

Assigned To Ent 1-100 Hallway Doors

Door 4@ 24 1/4x 67 3/8

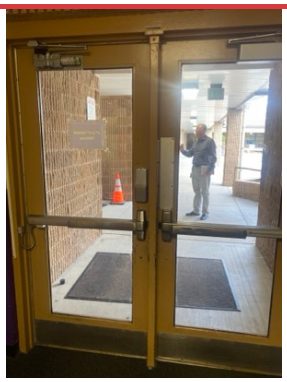


ISSUE 2

Assigned To Building Two Hallway Doors

4@ 24 1/4x 67 1/2

Tint removal



ISSUE 3

Assigned To Building Three Hallway Doors

Door 4@ 24 1/4x 67 3/8

Tint removal

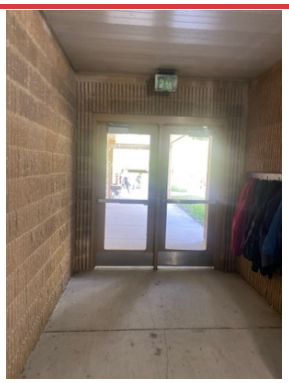


ISSUE 4

Assigned To Café

Door 8@ 24 1/4x 67 3/8

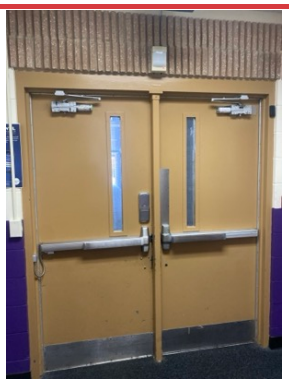
Tint removal



ISSUE 5

Assigned To Entrance By Five Music

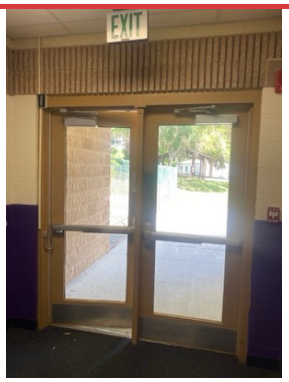
Door 2@ 24 1/4x 67 3/8



ISSUE 6

Assigned To Entrance By Room 4–401 Building Four

Door 2@ 2 3/4x 34 3/4

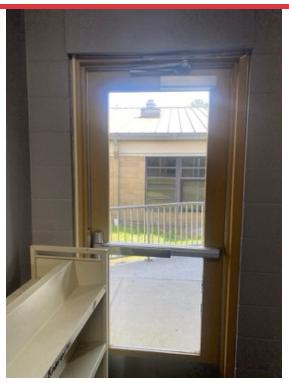


ISSUE 7

Assigned To Building Four, Entrance By Room 407

Door 2@ 24 1/4x 67 3/8

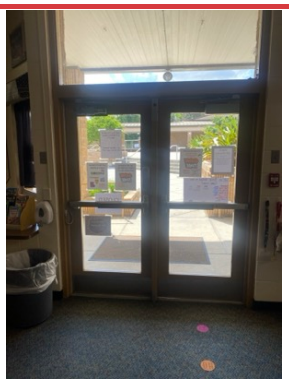
Tint removal



ISSUE 8

Assigned To Library Storage Area

Door 1@ 24 1/4x 67 3/8



ISSUE 9

Assigned To Library

Door 2@ 24 1/4x 67 3/8



ISSUE 10

Assigned To Building One Middle Entrance

Door 2@ 24 1/4x 67 3/8

Tint removal

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04131

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA	Payment Terms	ESTIMATOR	JOB NAME
	Net 30	Joshua Dorschner	Moton Elementary School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Lib Storage Area - Door : 24 1/4 X 67 3/8	1	$522.60	$522.60
Film Installation: AOTSF23 SECURITY FILM Ent 1-100 - Hallway Doors : 24 1/4 X 67 3/8	4	$522.60	$2,090.40
Film Installation: AOTSF23 SECURITY FILM Building 2 Hallway - Door : 24 1/4 X 67 1/2	4	$523.57	$2,094.28
Film Installation: AOTSF23 SECURITY FILM Building 3 Hallway - Door : 24 1/4 X 67 3/8	4	$522.60	$2,090.40
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 24 1/4 X 67 3/8	8	$522.60	$4,180.80
Film Installation: AOTSF23 SECURITY FILM Ent By 5 Music - Door : 24 1/4 X 67 3/4	2	$525.51	$1,051.02
Film Installation: AOTSF23 SECURITY FILM Ent By Rm 4-401 Bldg 4 - Door : 2 3/4 X 34 3/4	2	$138.18	$276.36
Film Installation: AOTSF23 SECURITY FILM Bldg 4 Ent By Rm 407 - Door : 24 1/4 X 67 3/8	2	$522.60	$1,045.20
Film Installation: AOTSF23 SECURITY FILM Library - Door : 24 1/4 X 67 3/8	2	$522.60	$1,045.20
Film Installation: AOTSF23 SECURITY FILM Building 1 Mid School - Door : 24 1/4 X 67 3/8	2	$522.60	$1,045.20
Freight	1	$600.00	$600.00
Crate	1	$200.00	$200.00

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

ACTIVITY	QTY	PRICE	AMOUNT
Mobility Fee	1	$2,000.00	$2,000.00
		TOTAL:	$18,241.46

Total Pieces
31.00

Total Square Feet
330.58

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

** Wood stops are not acceptable for the proper function of Shooter/Attack Certified Security film and may require upgraded vision kits.

***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:44 pm, 05/14/2026

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

PINE GROVE ELEMENTARY SCHOOL

Tim Czyz

Tuesday, April 28, 2026

Prepared For Hernando District School

11 Issues Identified



ISSUE 1

Assigned To Cafe

Door 8@ 28 3/4x 77 1/4- take apart heavy paint



ISSUE 2

Assigned To Cafe

Windows 5@ 52 1/4x 51 1/4

Windows 5@ 52 1/4x 28 1/8



ISSUE 3

Assigned To Cafe

SL 1@ 19 3/8x 68 1/2

SL 1@ 19 3/8x 18 1/4



ISSUE 4

Assigned To Cafe

Windows 2@ 38 5/8x 20 1/8- top

Windows 2@ 38 5/8x 19 3/4

Windows 2@ 38 5/8x 19 3/4



ISSUE 5

Assigned To Cafe

Door 2@ 21 3/4x 31 3/4



ISSUE 6

Assigned To Media Center

SL 1@ 21 1/8x 68 1/4

SL 1@ 21 1/8x 18 1/8

SL 1@ 59x 68 1/4

SL 1@ 59x 18 1/8



ISSUE 7

Assigned To Media Center

4@ 39 3/8x 20

2@ 39 3/8x 19 3/4- b

4@ 41 3/8x 20

2@ 41 3/8x 19 3/4- b



ISSUE 8

Assigned To Media Center

4@ 38 1/2x 20

2@ 38 1/2x 19 3/4- b

6@ 39 7/8x 20

3@ 39 7/8x 19 3/4-

Measurements go from left to right from the outside



ISSUE 9

Assigned To Administration Office

Door 1@ 24 3/4x 77 1/4- take apart, heavy paint, tint removal

SL 1@ 19 1/4x 68 3/8

SL 1@ 19 1/4x 18 1/8



ISSUE 10

Assigned To Admin

Windows 4@ 34x 20

Windows 2@ 34x 19 3/4- b



ISSUE 11

Assigned To Administration

2@ 38x 20

1@ 38x 19 3/4- b

2@ 41 3/8x 20

1@ 41 3/8x 19 3/4- b

2@ 39 3/8x 20

1@ 39 3/8x 19 3/4- b

Left or right measurements from outside

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
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Quote#: Q-04154

ADDRESS
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FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA

Payment Terms
Net 30

ESTIMATOR
Joshua Dorschner

JOB NAME
Pine Grove Elementary School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Admin Office - Door : 24 3/4 X 77 1/4	1	$610.89	$610.89
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 28 3/4 X 77 1/4	8	$709.62	$5,676.96
Film Installation: AOTSF23 SECURITY FILM Media Center - SL : 21 1/8 X 68 1/4	1	$460.67	$460.67
Film Installation: AOTSF23 SECURITY FILM Media Center - SL : 21 1/8 X 18 1/8	1	$138.03	$138.03
Film Installation: AOTSF23 SECURITY FILM Media Center - SL : 59 X 68 1/4	1	$1,286.60	$1,286.60
Film Installation: AOTSF23 SECURITY FILM Media Center - SL : 59 X 18 1/8	1	$341.68	$341.68
Film Installation: AOTSF23 SECURITY FILM Cafe - SL : 19 3/8 X 68 1/2	1	$424.05	$424.05
Film Installation: AOTSF23 SECURITY FILM Cafe - SL : 19 3/8 X 18 1/4	1	$138.03	$138.03
Film Installation: AOTSF23 SECURITY FILM Admin Office - SL : 19 1/4 X 68 3/8	1	$420.55	$420.55
Film Installation: AOTSF23 SECURITY FILM Admin Office - SL : 19 1/4 X 18 1/8	1	$138.03	$138.03

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 21 3/4 X 31 3/4	2	$220.64	$441.28
Film Installation: AOTSF23 SECURITY FILM Cafe - Window : 52 1/4 X 51 1/4	5	$855.60	$4,278.00
Film Installation: AOTSF23 SECURITY FILM Cafe - Window : 52 1/4 X 28 1/8	5	$469.54	$2,347.70
Freight	1	$600.00	$600.00
Mobility Fee	1	$2,000.00	$2,000.00
Crate	1	$200.00	$200.00
		TOTAL:	$19,502.47

Total Pieces
29.00

Total Square Feet
361.56

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

** Wood stops are not acceptable for the proper function of Shooter/Attack Certified Security film and may require upgraded vision kits.

***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:44 pm, 05/14/2026

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

POWELL MIDDLE SCHOOL

Tim Czyz

Thursday, April 30, 2026

Prepared For Hernando District Schools

6 Issues Identified



ISSUE 1

Assigned To Main Office Outer Windows

Windows 8@ 18 1/4x 40 3/4

Windows 1@ 18 5/8x 48

Windows 1@ 19c 48



ISSUE 2

Assigned To Library

Door 4@ 24 1/4x 70

SL 2@ 19 1/8x 51 1/4

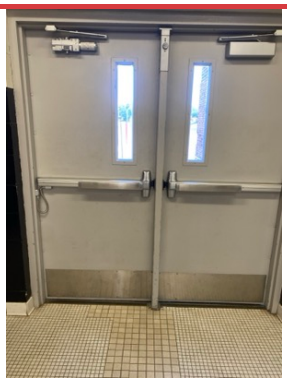


ISSUE 3

Assigned To Gymnasium

Door 6@ 4 1/2x 25 3/4

Take apart

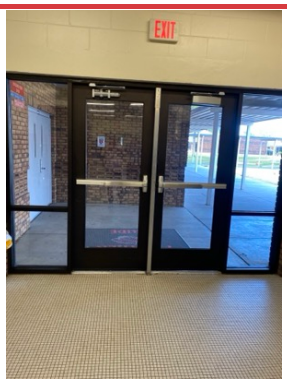


ISSUE 4

Assigned To Gymnasium Foyer Rear Entrance

Door 2@ 4 1/2x 25 3/4

Take apart



ISSUE 5

Assigned To Gymnasium Main Entrance

Door 2@ 24 1/2x 67

SL 2@ 23 7/8x 53

SL 2@ 23 7/8x 26 1/2



ISSUE 6

Assigned To Cafeteria

Door 4@ 24 1/2x 69

SL 3@ 19 1/4x 38 3/4-hand sanitizer removal left of stage

1@ 19 1/4x 22 3/8

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04098

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA	Payment Terms	ESTIMATOR	JOB NAME
	Net 30	Joshua Dorschner	Powell Middle School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Main Office Outer Windows - Window : 18 1/4 X 40 3/4	8	$237.62	$1,900.96
Film Installation: AOTSF23 SECURITY FILM Main Office Outer Windows - Window : 18 5/8 X 48	1	$285.65	$285.65
Film Installation: AOTSF23 SECURITY FILM Main Office Outer Windows - Window : 19 X 48	1	$291.40	$291.40
Film Installation: AOTSF23 SECURITY FILM Library - Door : 24 1/4 X 70	4	$542.37	$2,169.48
Film Installation: AOTSF23 SECURITY FILM Library - SL : 19 1/8 X 51 1/4	2	$313.17	$626.34
Film Installation: AOTSF23 SECURITY FILM Gymnasium - Door : 4 1/2 X 25 3/4	6	$138.03	$828.18
Film Installation: AOTSF23 SECURITY FILM Gymnasium Foyer Rear Entrance - Door : 4 1/2 X 25 3/4	2	$138.03	$276.06
Film Installation: AOTSF23 SECURITY FILM Gymnasium Main Entrance - Door : 24 1/2 X 67	2	$524.48	$1,048.96
Film Installation: AOTSF23 SECURITY FILM Gymnasium Main Entrance - SL : 23 7/8 X 53	2	$404.31	$808.62

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Gymnasium Main Entrance - SL : 23 7/8 X 26 1/2	2	$202.15	$404.30
Film Installation: AOTSF23 SECURITY FILM Cafeteria - Door : 24 1/2 X 69	4	$540.14	$2,160.56
Film Installation: AOTSF23 SECURITY FILM Cafeteria - SL : 19 1/4 X 38 3/4	3	$238.34	$715.02
Film Installation: AOTSF23 SECURITY FILM Cafeteria - SL : 19 1/4 X 22 3/8	1	$138.03	$138.03
Freight	1	$600.00	$600.00
Crate	1	$200.00	$200.00
Mobility Fee	1	$1,500.00	$1,500.00
		TOTAL:	$13,953.56

Total Pieces
38.00

Total Square Feet
235.71

Terms & Conditions

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Includes all products, installation, and prevailing wage.

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***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency
Caroline I. Mockler, Esq.
Staff Counsel, HCSD
5:43 pm, 05/14/2026

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

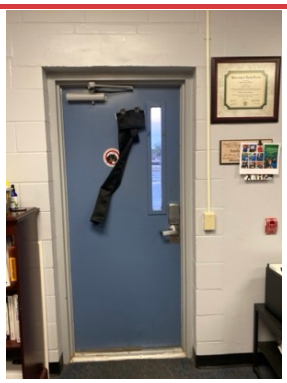
SPRINGHILL ELEMENTARY SCHOOL

Tim Czyz

Thursday, April 30, 2026

Prepared For Hernando District Schools

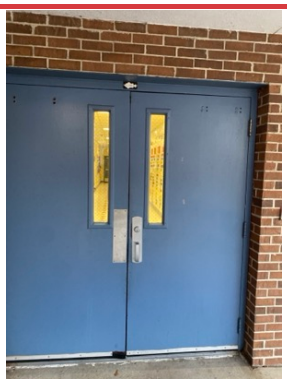
10 Issues Identified



ISSUE 1

Assigned To Principals Office

Door 1@ 2 3/4x 30 7/8



ISSUE 2

Assigned To Building One Entrance 100

Door 4@ 5x 32 3/4 take apart heavy paint



ISSUE 3

Assigned To Building One By Room 101

Door 4@24 1/2x 69

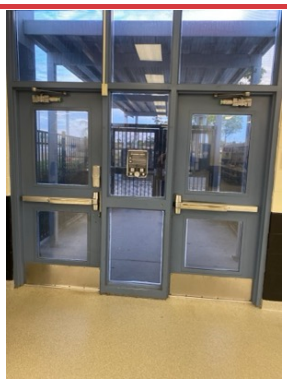
SL 2@13 1/2x 58 1/4

SL 2@13 1/2x 32

SL 2@ 35 3/4x 58 1/4

SL 2@ 35 3/4x 32

The issue includes entrances and side lights at both sides of hallway



ISSUE 4

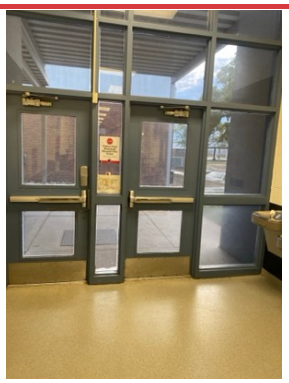
Assigned To Cafe

Door 2@ 22 1/8x 30 1/8

Door 2@ 22 1/8x 21 1/4

SL 1@ 22 1/2x 40 3/8

SL 1@ 22 1/2x 32 3/8



ISSUE 5

Assigned To Cafe

Door 2@ 22 1/8x 30 1/8

Door 2@ 22 1/8x 20 3/4

SL 1@ 10 1/4x 40 1/2

SL 1@ 10 1/4x 32 3/8

SL 1@ 32 1/2x 40 1/2

SL 1@ 32 1/2x 32 3/8



ISSUE 6

Assigned To Library

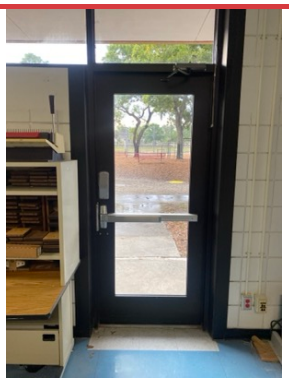
Door 1@ 25 3/8x 68- take apart

Door 1@ 31 1/2x 35- take apart

Door 1@ 31 1/2x 32 1/4- take apart

SL 1@ 38 1/8x 33 5/8

SL 1@ 34 1/4x 33 7/8- left



ISSUE 7

Assigned To Library Back Door

Door 1@ 24 1/2x 66 7/8



ISSUE 8

Assigned To Building Nine Entrance 130

Door 2@ 25 1/2x 33 7/8

Door 2@ 25 1/2x 28

Hybrid anchoring, take apart on the sides square tops on top and bottom



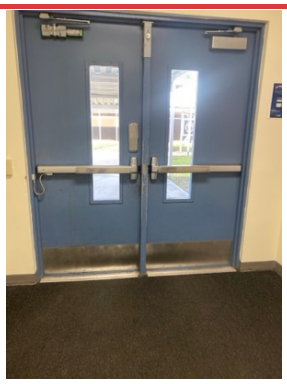
ISSUE 9

Assigned To Building Nine Entrance 130 Both Ends Of The Hallway

Door 4@ 25 1/2x 33 7/8

Door 4@ 25 1/2x 28

Hybrid anchoring



ISSUE 10

Assigned To Building 14 Entrance Is 001 Both Ends Of Hallway

Door 4@ 8 3/4x 42 3/4

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04097

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA

Payment Terms
Net 30

ESTIMATOR
Joshua Dorschner

JOB NAME
Springhill Elementary School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Building 1 Entrance 100 - Door : 5 X 32 3/4	4	$138.00	$552.00
Film Installation: AOTSF23 SECURITY FILM Building 14 Entrance 001 Both Ends of Hallway - Door : 8 3/4 X 42 3/4	4	$138.00	$552.00
Film Installation: AOTSF23 SECURITY FILM Building 1 By Room 101 - Door : 24 1/2 X 69	4	$540.02	$2,160.08
Film Installation: AOTSF23 SECURITY FILM Building 1 By Room 101 - SL : 13 1/2 X 58 1/4	2	$251.20	$502.40
Film Installation: AOTSF23 SECURITY FILM Building 1 By Room 101 - SL : 13 1/2 X 32	2	$138.00	$276.00
Film Installation: AOTSF23 SECURITY FILM Building 1 By Room 101 - SL : 35 3/4 X 58 1/4	2	$665.22	$1,330.44
Film Installation: AOTSF23 SECURITY FILM Building 1 By Room 101 - SL : 35 3/4 X 32	2	$365.44	$730.88
Film Installation: AOTSF23 SECURITY FILM Library Back Door - Door : 24 1/2 X 66 7/8	1	$523.39	$523.39
Film Installation: AOTSF23 SECURITY FILM Principals Office - Door : 2 3/4 X 30 7/8	1	$138.00	$138.00
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 22 1/8 X 30 1/8	2	$212.91	$425.82

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 22 1/8 X 21 1/4	2	$150.19	$300.38
Film Installation: AOTSF23 SECURITY FILM Cafe - SL : 22 1/2 X 40 3/8	1	$290.20	$290.20
Film Installation: AOTSF23 SECURITY FILM Cafe - SL : 22 1/2 X 32 3/8	1	$232.70	$232.70
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 22 1/8 X 30 1/8	2	$212.91	$425.82
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 22 1/8 X 20 3/4	2	$146.65	$293.30
Film Installation: AOTSF23 SECURITY FILM Cafe - SL : 10 1/4 X 40 1/2	1	$138.00	$138.00
Film Installation: AOTSF23 SECURITY FILM Cafe - SL : 10 1/4 X 32 3/8	1	$138.00	$138.00
Film Installation: AOTSF23 SECURITY FILM Cafe - SL : 32 1/2 X 40 1/2	1	$420.47	$420.47
Film Installation: AOTSF23 SECURITY FILM Cafe - SL : 32 1/2 X 32 3/8	1	$336.12	$336.12
Film Installation: AOTSF23 SECURITY FILM Library - Door : 25 3/8 X 68	1	$551.20	$551.20
Film Installation: AOTSF23 SECURITY FILM Library - Door : 31 1/2 X 35	1	$352.19	$352.19
Film Installation: AOTSF23 SECURITY FILM Library - Door : 31 1/2 X 32 1/4	1	$324.52	$324.52
Film Installation: AOTSF23 SECURITY FILM Library - SL : 38 1/8 X 33 5/8	1	$409.51	$409.51
Film Installation: AOTSF23 SECURITY FILM Library - SL : 34 1/4 X 33 7/8	1	$370.63	$370.63
Film Installation: AOTSF23 SECURITY FILM Building 9 Entrance 130 - Door : 25 1/2 X 33 7/8	2	$275.94	$551.88
Film Installation: AOTSF23 SECURITY FILM Building 9 Entrance 130 - Door : 25 1/2 X 28	2	$228.08	$456.16
Film Installation: AOTSF23 SECURITY FILM Building 9 Entrance 130 Both Ends of Hallway - Door : 25 1/2 X 33 7/8	4	$275.94	$1,103.76
Film Installation: AOTSF23 SECURITY FILM Building 9 Entrance 130 Both Ends of Hallway - Door : 25 1/2 X 28	4	$228.08	$912.32
Freight	1	$600.00	$600.00

ACTIVITY	QTY	PRICE	AMOUNT
Crate	1	$200.00	$200.00
Mobility Fee	1	$2,000.00	$2,000.00
		TOTAL:	$17,598.17

Total Pieces
53.00

Total Square Feet
309.42

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

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***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:43 pm, 05/14/2026

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

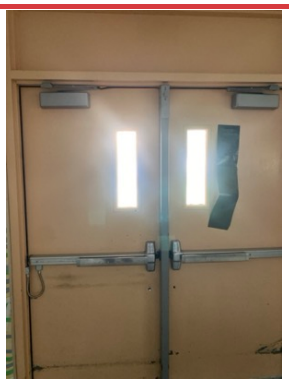
SUNCOAST ELEMENTARY SCHOOL

Tim Czyz

Thursday, April 30, 2026

Prepared For Hernando District Schools

5 Issues Identified



ISSUE 1

Assigned To Cafe

Door 8@ 5 1/2x 20 1/2- take apart clip type

Plexiglass

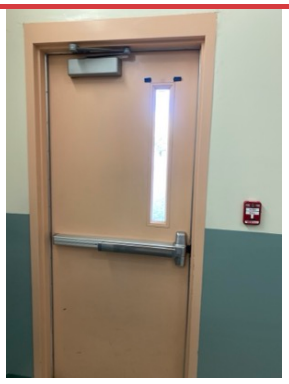
If the district wants our glass is the same size as film



ISSUE 2

Assigned To Building Eight Entrances On Both End Of The Hallway

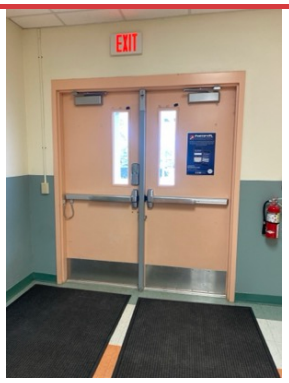
Door 4@ 6 1/2x 30 3/4-take apart clip type



ISSUE 3

Assigned To Building Eight Stair Entrances

Door 2@ 3 1/2x 30 3/4- take apart, clip type



ISSUE 4

Assigned To Building Eight Parking Lot Side Entrance

Door 2@ 6 1/2x 30 3/4

Take apart



ISSUE 5

Assigned To Library

Door 2@ 24 1/2x 69

SL 2@ 31 5/8x 59 7/8

SL 2@ 31 5/8x 20 1/4

Dow clean up on inside

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04099

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA

Payment Terms
Net 30

ESTIMATOR
Joshua Dorschner

JOB NAME
Suncoast Elementary School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 5 1/2 X 20 1/2	8	$138.18	$1,105.44
Film Installation: AOTSF23 SECURITY FILM Building 8 Entrances on Both Ends of Hallway - Door : 6 1/2 X 30 3/4	4	$138.18	$552.72
Film Installation: AOTSF23 SECURITY FILM Building 8 Stair Entrances - Door : 3 1/2 X 30 3/4	2	$138.18	$276.36
Film Installation: AOTSF23 SECURITY FILM Building 8 Parking Lot Side Entrance - Door : 6 1/2 X 30 3/4	2	$138.18	$276.36
Film Installation: AOTSF23 SECURITY FILM Library - Door : 24 1/2 X 69	2	$540.73	$1,081.46
Film Installation: AOTSF23 SECURITY FILM Library - SL : 31 5/8 X 59 7/8	2	$605.67	$1,211.34
Film Installation: AOTSF23 SECURITY FILM Library - SL : 31 5/8 X 20 1/4	2	$204.84	$409.68
Freight	1	$600.00	$600.00
Crate	1	$200.00	$200.00
Mobility Fee	1	$800.00	$800.00
		TOTAL:	$6,513.36

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

Total Pieces	Total Square Feet
22.00	74.76

Terms & Conditions

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***installation on glass blocks is not allowed.

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Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:43 pm, 05/14/2026

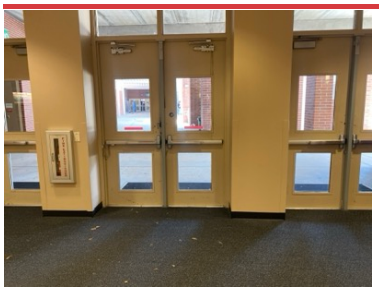
WEEKI WACHEE HIGH SCHOOL

Tim Czyz

Monday, May 4, 2026

Prepared For Fernando District Schools

19 Issues Identified



ISSUE 1

Assigned To 300 Hallway Doors

Door 6@ 19 5/8x 29 3/4

Door 6@ 19 5/8x 22 3/4

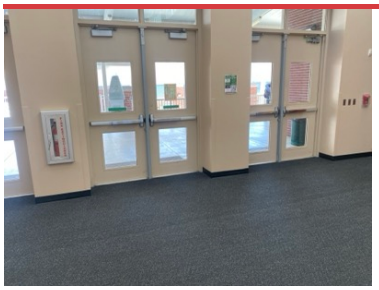


ISSUE 2

Assigned To 300 Doors By Stairwell

Door 2@ 19 3/4x 29 3/4

Door 2@ 19 3/4x 22 3/4

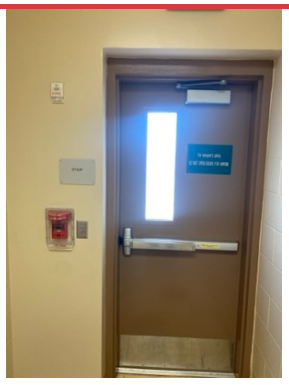


ISSUE 3

Assigned To 600 Holli Second Floor

Door 6@ 19 3/4x 29 3/4

Door 6@ 19 3/4x 23 3/4



ISSUE 4

Assigned To Entrance By 1–605 Second Floor

Door 1@ 7 3/4x 29 3/4



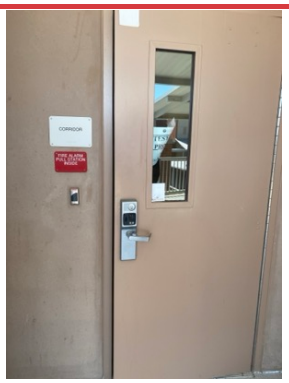
ISSUE 5

Assigned To Library

Door 2@ 19 3/4x 29 3/4

Door 2@ 19 3/4x 22 3/4

Windows 3@ 37 1/4x 40 1/2



ISSUE 6

Assigned To Library

Door 2@ 7 3/4x 29 3/4

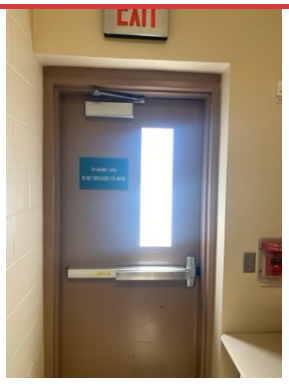


ISSUE 7

Assigned To 500 Hallway Second Floor

Door 6@ 19 3/4x 29 3/4

Door 6@ 19 3/4x 22 3/4



ISSUE 8

Assigned To Entrance By 1–505 Second Floor

Door 1@ 7 3/4x 29 3/4



ISSUE 9

Assigned To 200 Rear Entrance Stairwell

Door 2@ 19 3/4x 29 3/4

Door 2@ 19 3/4x 22 3/4

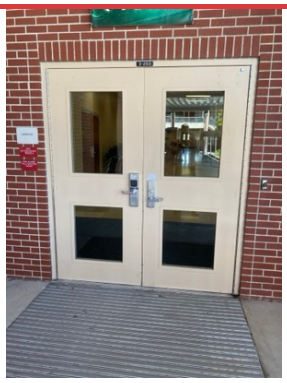


ISSUE 10

Assigned To 200 Hallway Doors

Door 6@ 19 3/4x 29 3/4

Door 6@ 19 3/4x 22 3/4

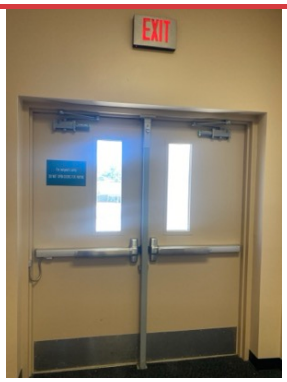


ISSUE 11

Assigned To Entrance 2–253 Fine Arts

Door 2@ 19 3/4x 29 3/4

Door 2@ 19 3/4x 22 3/4



ISSUE 12

Assigned To Entrance By 2–234 Fine Arts Building

Door 2@ 7 3/4x 29 3/4



ISSUE 13

Assigned To Entrance By Teacher Dining Building Two

Door 2@ 7 3/4x 29 3/4



ISSUE 14

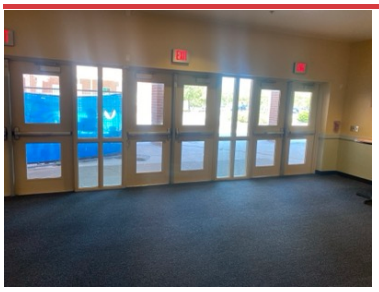
Assigned To Café

Door 8@ 19 3/4x 29 3/4

Door 8@ 19 3/4x 22 3/4

Sl 8@ 25 1/2x 46 1/2

Sl 8@ 25 1/2x 30 1/4



ISSUE 15

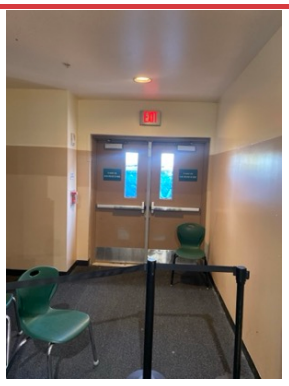
Assigned To Gymnasium Main Entrance

Door 10@ 19 3/4x 29 3/4

Door 10 @ 19 3/4x 22 3/4

SL 6@ 12 1/2x 46 1/2

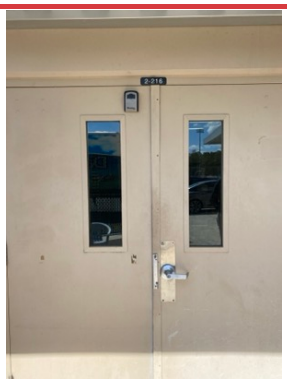
SL 6@ 12 1/2x 30 3/8



ISSUE 16

Assigned To Gymnasium

Door 6@ 7 3/4x 29 3/4



ISSUE 17

Assigned To Kitchen

Door 2@ 7 3/4x 29 3/4



ISSUE 18

Assigned To Rm 1-301

Door 1@ 7 3/4x 29 3/4



ISSUE 19

Assigned To Replacement Pieces Main EntranceAre

3@ 31 3/8x 46 1/2

2@ 31 3/8x 30 1/4

Water bubbles on bottom of film was not pushed out enough

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04164

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA

Payment Terms
Net 30

ESTIMATOR
Joshua Dorschner

JOB NAME
Weeki Wachee High School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM 300 Doors By Stairwell - Door : 19 3/4 X 29 3/4	2	$187.69	$375.38
Film Installation: AOTSF23 SECURITY FILM 300 Doors By Stairwell - Door : 19 3/4 X 22 3/4	2	$143.53	$287.06
Film Installation: AOTSF23 SECURITY FILM Library - Door : 19 3/4 X 29 3/4	2	$187.69	$375.38
Film Installation: AOTSF23 SECURITY FILM Library - Door : 19 3/4 X 22 3/4	2	$143.53	$287.06
Film Installation: AOTSF23 SECURITY FILM 300 Highway - Door : 19 5/8 X 29 3/4	6	$186.51	$1,119.06
Film Installation: AOTSF23 SECURITY FILM 300 Highway - Door : 19 5/8 X 22 3/4	6	$142.62	$855.72
Film Installation: AOTSF23 SECURITY FILM Ent By 1-605 Second Fl - Door : 7 3/4 X 29 3/4	1	$138.00	$138.00
Film Installation: AOTSF23 SECURITY FILM Library - Door : 7 3/4 X 29 3/4	2	$138.00	$276.00
Film Installation: AOTSF23 SECURITY FILM Ent By 1-505 Second Fl - Door : 7 3/4 X 29 3/4	1	$138.00	$138.00
Film Installation: AOTSF23 SECURITY FILM Gym Main Ent - Door : 19 3/4 X 29 3/4	10	$187.69	$1,876.90

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Gym Main Ent - Door : 19 3/4 X 22 3/4	10	$143.53	$1,435.30
Film Installation: AOTSF23 SECURITY FILM Gym Main Ent - SL : 12 1/2 X 46 1/2	6	$185.68	$1,114.08
Film Installation: AOTSF23 SECURITY FILM Gym Main Ent - SL : 12 1/2 X 30 3/8	6	$138.00	$828.00
Film Installation: AOTSF23 SECURITY FILM Kitchen - Door : 7 3/4 X 29 3/4	2	$138.00	$276.00
Film Installation: AOTSF23 SECURITY FILM 200 Rear Ent Stairwell - Door : 19 3/4 X 29 3/4	2	$187.69	$375.38
Film Installation: AOTSF23 SECURITY FILM 200 Rear Ent Stairwell - Door : 19 3/4 X 22 3/4	2	$143.53	$287.06
Film Installation: AOTSF23 SECURITY FILM 200 Hallway - Door : 19 3/4 X 29 3/4	6	$187.69	$1,126.14
Film Installation: AOTSF23 SECURITY FILM 200 Hallway - Door : 19 3/4 X 22 3/4	6	$143.53	$861.18
Film Installation: AOTSF23 SECURITY FILM Entrance 2–253 Fine Arts - Door : 19 3/4 X 29 3/4	2	$187.69	$375.38
Film Installation: AOTSF23 SECURITY FILM Entrance 2–253 Fine Arts - Door : 19 3/4 X 22 3/4	2	$143.53	$287.06
Film Installation: AOTSF23 SECURITY FILM Entrance By 2–234 Fine Arts Building - Door : 7 3/4 X 29 3/4	2	$138.00	$276.00
Film Installation: AOTSF23 SECURITY FILM Entrance By Teacher Dining Building Two - Door : 7 3/4 X 29 3/4	2	$138.00	$276.00
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 19 3/4 X 29 3/4	8	$187.69	$1,501.52
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 19 3/4 X 22 3/4	8	$143.53	$1,148.24
Film Installation: AOTSF23 SECURITY FILM Cafe - SL : 25 1/2 X 46 1/2	8	$378.78	$3,030.24
Film Installation: AOTSF23 SECURITY FILM Cafe - SL : 25 1/2 X 30 1/4	8	$246.41	$1,971.28
Film Installation: AOTSF23 SECURITY FILM Gym - Door : 7 3/4 X 29 3/4	6	$138.00	$828.00
Film Installation: AOTSF23 SECURITY FILM Kitchen - Door : 7 3/4 X 29 3/4	2	$138.00	$276.00

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Rm 1-301 - Door : 7 3/4 X 29 3/4	1	$138.00	$138.00
Freight	1	$600.00	$600.00
Crate	1	$200.00	$200.00
Mobility Fee	1	$2,600.00	$2,600.00
		TOTAL:	$25,539.42

Total Pieces
123.00

Total Square Feet
452.54

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

** Wood stops are not acceptable for the proper function of Shooter/Attack Certified Security film and may require upgraded vision kits.

***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:43 pm, 05/14/2026

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

WEST HERNANDO MIDDLE SCHOOL

Tim Czyz

Tuesday, April 28, 2026

Prepared For Hernando District Schools

11 Issues Identified



ISSUE 1

Assigned To Administration Courtyard, Windows

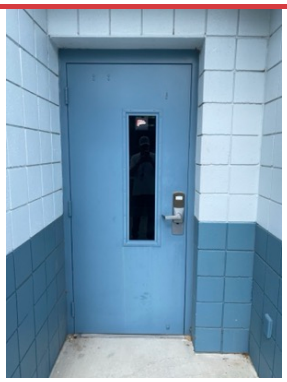
3@ 41 3/8x 32 1/8- b5.



ISSUE 2

Assigned To Building One Parking Side

14@ 29 5/8x 32 1/8



ISSUE 3

Assigned To Building One Side Door

Door 1@ 9x 38 5/8- take apart, heavy paint



ISSUE 4

Assigned To Building Two Next To Electrical

2@ 29 5/8x 32 1/8



ISSUE 5

Assigned To Building Five Guidance

Door 1@ 9x 39- take apart, heavy windows

Window 2@ 29 5/8x 32 1/8



ISSUE 6

Assigned To Building Five Parking Side

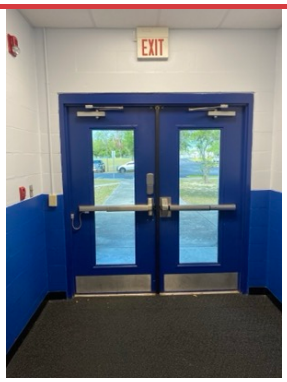
10@ 29 5/8x 32 1/8



ISSUE 7

Assigned To Entrance By 552 Electrical

Door 1@ 18 3/4x 61 take apart heavy paint



ISSUE 8

Assigned To Entrance By Teachers Dining

Door 2@ 19x 61- take apart heavy paint



ISSUE 9

Assigned To Entrance By 509 Electrical

Door 2@ 19x 61- take apart heavy paint



ISSUE 10

Assigned To Café Parking Lot Side

Door 4@ 19x 61- take apart, heavy paint

Windows 4@ 29 5/8x 32 1/8

Film removal



ISSUE 11

Assigned To Building Six Parking Lot Side Entrance

Door 2@ 19x 61- take apart

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04145

ADDRESS
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919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA

Payment Terms
Net 30

ESTIMATOR
Joshua Dorschner

JOB NAME
West Hernando Middle School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Ent BY 509 Electrical - Door : 19 X 61	2	$394.62	$789.24
Film Installation: AOTSF23 SECURITY FILM Buidling 1 Side - Door : 9 X 38 5/8	1	$147.09	$147.09
Film Installation: AOTSF23 SECURITY FILM Building 5 Guidance - Door : 9 X 39	1	$147.09	$147.09
Film Installation: AOTSF23 SECURITY FILM Ent By 552 Electrical - Door : 18 3/4 X 61	1	$389.43	$389.43
Film Installation: AOTSF23 SECURITY FILM Ent By Teacher Dining - Door : 19 X 61	2	$394.62	$789.24
Film Installation: AOTSF23 SECURITY FILM Cafe Parking Lot Side - Door : 19 X 61	4	$394.62	$1,578.48
Film Installation: AOTSF23 SECURITY FILM Building 6 Parking Lot Side Ent - Door : 19 X 61	2	$394.62	$789.24
Freight	1	$200.00	$200.00
Crate	1	$600.00	$600.00
Mobility Fee	1	$900.00	$900.00
		TOTAL:	$6,329.81

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

870

Total Pieces	Total Square Feet
13.00	93.28

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

** Wood stops are not acceptable for the proper function of Shooter/Attack Certified Security film and may require upgraded vision kits.

***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:43 pm, 05/14/2026

WESTSIDE ELEMENTARY SCHOOL

Tim Czyz

Wednesday, April 29, 2026

Prepared For Hernando District Schools

5 Issues Identified



ISSUE 1

Assigned To Building Two Library Entrance 200

Door 2@ 26 7/8x 71 3/4



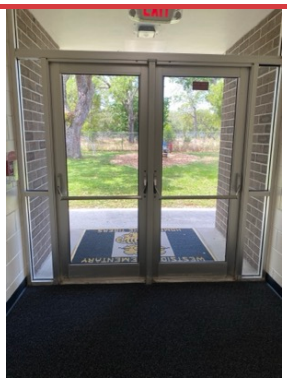
ISSUE 2

Assigned To Building One Entrance By Room 130

Door 2@ 26 7/8x 71 3/4

SL 2@ 8 3/8x 45 1/2

SL 2@ 8 3/8x 34



ISSUE 3

Assigned To Building One Entrance Near Room 171

Door 2@ 27x 71 7/8

SL 2@ 8 1/4x 45 1/2-top stops are missing

SL 2@ 8 1/4 x 34 1/4



ISSUE 4

Assigned To Building One Entrance By Room 131

Door 2@ 27x 71 7/8

SL 2@ 8 1/4x 45 1/2

SL 2@ 8 1/4x 34



ISSUE 5

Assigned To Building One Entrance By Room 127

Door 2@ 26 7/8x 71 7/8

SL 2@ 8x 54 3/8

SL 8x 34

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04087

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA

Payment Terms
Net 30

ESTIMATOR
Joshua Dorschner

JOB NAME
Westside Elementary School

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Building 1 Entrance by Room 127 - Door : 26 7/8 X 71 7/8	2	$618.53	$1,237.06
Film Installation: AOTSF23 SECURITY FILM Building 1 Entrance by Room 127 - SL : 8 X 54 3/8	2	$139.29	$278.58
Film Installation: AOTSF23 SECURITY FILM Building 1 Entrance by Room 127 - SL : 8 X 34	2	$138.33	$276.66
Film Installation: AOTSF23 SECURITY FILM Building 2 Library Entrance 200 - Door : 26 7/8 X 71 3/4	2	$617.45	$1,234.90
Film Installation: AOTSF23 SECURITY FILM Building 1 Entrance by Room 130 - Door : 26 7/8 X 71 3/4	2	$617.45	$1,234.90
Film Installation: AOTSF23 SECURITY FILM Building 1 Entrance by Room 130 - SL : 8 3/8 X 45 1/2	2	$138.33	$276.66
Film Installation: AOTSF23 SECURITY FILM Building 1 Entrance by Room 130 - SL : 8 3/8 X 34	2	$138.33	$276.66
Film Installation: AOTSF23 SECURITY FILM Building 1 Entrance by Room 131 - Door : 27 X 71 7/8	2	$621.40	$1,242.80

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

875

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Building 1 Entrance by Room 131 - SL : 8 1/4 X 45 1/2	2	$138.33	$276.66
Film Installation: AOTSF23 SECURITY FILM Building 1 Entrance by Room 131 - SL : 8 1/4 X 34	2	$138.33	$276.66
Film Installation: AOTSF23 SECURITY FILM Building 1 Entrance Near Room 171 - Door : 27 X 71 7/8	2	$621.40	$1,242.80
Film Installation: AOTSF23 SECURITY FILM Building 1 Entrance Near Room 171 - SL : 8 1/4 X 45 1/2	2	$138.33	$276.66
Film Installation: AOTSF23 SECURITY FILM Building 1 Entrance Near Room 171 - SL : 8 1/4 X 34 1/4	2	$138.33	$276.66
Freight	1	$600.00	$600.00
Crate	1	$200.00	$200.00
Mobility Fee	1	$900.00	$900.00
		TOTAL:	$10,107.66

Total Pieces	**Total Square Feet**
26.00	171.61

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

** Wood stops are not acceptable for the proper function of Shooter/Attack Certified Security film and may require upgraded vision kits.

***installation on glass blocks is not allowed.

Disclaimer: Armoured One’s 23 MIL Shooter Attack Film is not “bullet-proof” or “bullet-resistant”. It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency

Caroline I. Mockler, Esq.
Staff Counsel, HCSD

5:42 pm, 05/14/2026

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

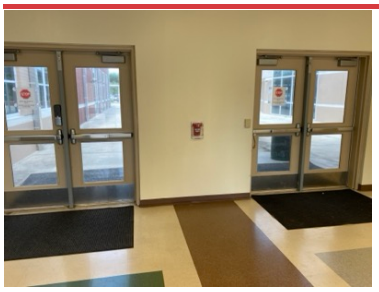
WINDING WATERS K8

Tim Czyz

Monday, May 4, 2026

Prepared For Hernando District Schools

13 Issues Identified



ISSUE 1

Assigned To Entrance By Café

8@ 22 3/4x 32 3/4

8@ 22 3/4x 23 1/2

Take apart, clip type

Doors are across from each other in hallway



ISSUE 2

Assigned To Café

Door 6@ 22 3/4x 32 1/2

Door 6@ 22 3/4x 23 1/2 take apart clip type



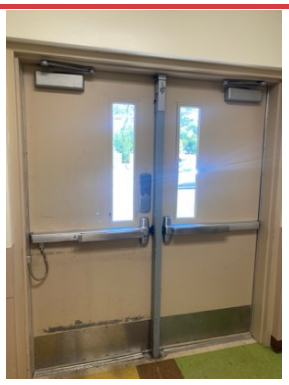
ISSUE 3

Assigned To Ent Off The Back Of The Stage

Door 2@ 22 1/2x 32 1/2

Door 2@ 22 1/2x 23 3/4

Kick park clip type



ISSUE 4

Assigned To Entrance By 01–424 Custodial Receiving

Door 2@ 6 1/2x 33 1/2

Take apart clip type



ISSUE 5

Assigned To Entrance By Art Room 01–418

Door 2@ 6 1/2x 33 1/2

Take apart, clip type

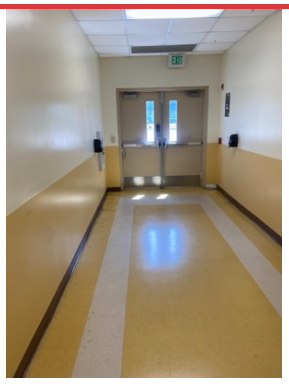


ISSUE 6

Assigned To 05–513 Stairwell Entrance

Door 2@ 6 1/2x 33 1/2

Take apart, clip type

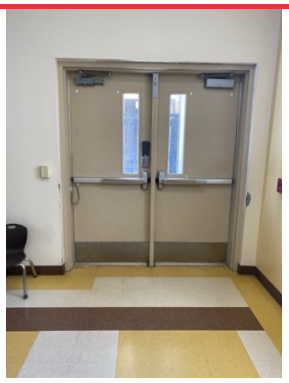


ISSUE 7

Assigned To Entrance Base 01–514

Door 2@ 6 1/2x 33 1/2

Take apart, clip type



ISSUE 8

Assigned To 01–519 Stairwell

Door 2@ 6 1/2x 33 1/2

Take apart



ISSUE 9

Assigned To 01–538 Stairwell Entrance

Door 2@ 6 1/2x 33 1/2

Take apart, clip type



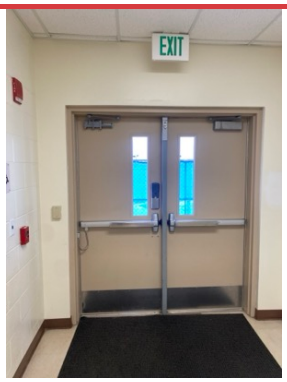
ISSUE 10

Assigned To Ent By Gym In Hallway

Door 8@ 26 1/8x 71 1/4

SL 2@ 27 7/8x 47 3/4

SL 2@ 27 7/8x 31 3/4

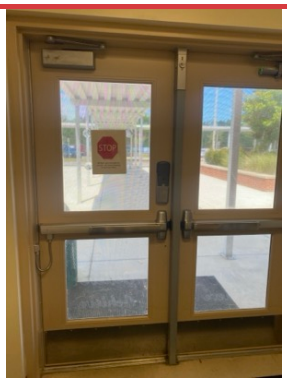


ISSUE 11

Assigned To Entrance By 06–612 Off Gymnasium

Door 2@ 6 1/2x 33 1/2

Take apart, clip type



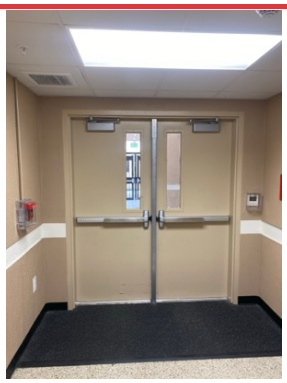
ISSUE 12

Assigned To Entrance By Concession Stand Gymnasium Area

Door 2@ 22 1/2x 33 1/2

Door 2@ 22 1/2x 23 1/2

Take apart, clip type



ISSUE 13

Assigned To Building Two First And Second Floor Hallway Entrances

Door 8@ 7x 34 3/4

Take apart

Armoured One LLC
386 North Midler Ave.
Syracuse, NY 13206 US
+1 3157204186
ar@armouredone.com
www.armouredone.com

Quote#: Q-04128

ADDRESS
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

SHIP TO
Hernando County School District
919 North Broad Street
Brooksville
FL
34601

Date Provided:

Expires On: 6/30/2026

Purchase Order:

SHIP VIA	Payment Terms	ESTIMATOR	JOB NAME
	Net 30	Joshua Dorschner	Winding Waters K8

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Ent By Cafe - Door- clip type : 22 3/4 X 32 3/4	8	$238.06	$1,904.48
Film Installation: AOTSF23 SECURITY FILM Ent By Cafe - Door- clip type : 22 3/4 X 23 1/2	8	$170.82	$1,366.56
Film Installation: AOTSF23 SECURITY FILM Cafe - Door- clip type : 22 3/4 X 32 1/2	6	$236.24	$1,417.44
Film Installation: AOTSF23 SECURITY FILM Cafe - Door : 22 3/4 X 23 1/2	6	$170.82	$1,024.92
Film Installation: AOTSF23 SECURITY FILM Entrance By 01–424 Custodial Receiving - Door : 6 1/2 X 33 1/2	2	$138.03	$276.06
Film Installation: AOTSF23 SECURITY FILM Assigned To Ent Off The Back Of The Stage - Door : 22 1/2 X 32 1/2	6	$233.64	$1,401.84
Film Installation: AOTSF23 SECURITY FILM Assigned To Ent Off The Back Of The Stage - Door : 22 1/2 X 23 3/4	6	$170.74	$1,024.44
Film Installation: AOTSF23 SECURITY FILM Entrance By Art Room 01–418 - Door : 6 1/2 X 33 1/2	2	$138.03	$276.06
Film Installation: AOTSF23 SECURITY FILM Ent Base 01-514 - Door : 6 1/2 X 33 1/2	2	$138.03	$276.06

IMPORTANT: A finance charge of 1.5% per month (18% per annum) will be charged on past due balances.

ACTIVITY	QTY	PRICE	AMOUNT
Film Installation: AOTSF23 SECURITY FILM Entrance By Concession Stand Gymnasium Area - Door : 22 1/2 X 33 1/2	2	$240.83	$481.66
Film Installation: AOTSF23 SECURITY FILM Entrance By Concession Stand Gymnasium Area - Door : 22 1/2 X 23 1/2	2	$168.94	$337.88
Film Installation: AOTSF23 SECURITY FILM 05–513 Stairwell Entrance - Door : 6 1/2 X 33 1/2	2	$138.03	$276.06
Film Installation: AOTSF23 SECURITY FILM 01-519 Stairwell - Door : 6 1/2 X 33 1/2	2	$138.03	$276.06
Film Installation: AOTSF23 SECURITY FILM 01–538 Stairwell Entrance - Door : 6 1/2 X 33 1/2	2	$138.03	$276.06
Film Installation: AOTSF23 SECURITY FILM Ent By Gym In Hallway - Door : 26 1/8 X 71 1/4	8	$594.75	$4,758.00
Film Installation: AOTSF23 SECURITY FILM Ent By Gym In Hallway - SL : 27 7/8 X 47 3/4	2	$425.28	$850.56
Film Installation: AOTSF23 SECURITY FILM Ent By Gym In Hallway - SL : 27 7/8 X 31 3/4	2	$282.78	$565.56
Film Installation: AOTSF23 SECURITY FILM Entrance By 06–612 Off Gymnasium - Door : 6 1/2 X 33 1/2	2	$138.03	$276.06
Film Installation: AOTSF23 SECURITY FILM Building Two First And Second Floor Hallway Ent - Door : 7 X 34 3/4	8	$138.03	$1,104.24
Freight	1	$600.00	$600.00
Crate	1	$200.00	$200.00
Mobility Fee	1	$2,000.00	$2,000.00
		TOTAL:	$20,970.00

Total Pieces
78.00

Total Square Feet
363.60

Terms & Conditions

Terms: 60% down to do final measure, fabricate product, and deliver on-site. Balance due upon completion of installation.

Includes all products, installation, and prevailing wage.

** Wood stops are not acceptable for the proper function of Shooter/Attack Certified Security film and may require upgraded vision kits.

***installation on glass blocks is not allowed.

Disclaimer: Armoured One's 23 MIL Shooter Attack Film is not "bullet-proof" or "bullet-resistant". It is designed to slow down an attacker with a gun.

Accepted By: _____ Accepted Date: _____/_____/_____

Approved as to Legal Sufficiency
Caroline I. Mockler, Esq.
Staff Counsel, HCSD
5:42 pm, 05/14/2026



ARMOURED ONE

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: Hardening Grant- CW Safety Grant 2024-2025

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	3920	7400	6800	9551	M2058	

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$ 343,804.00		$ 0.00		$ 0.00		$ 343,804.00		$ 280,458.68		$ 63,345.32

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source: _____

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

Funding Source: _____

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ⊗

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 28. 26-3694 5/26/2026

Title and Board Action Requested
Approval to appoint Shannon Rodriguez as the Florida School Board Association (FSBA) Advocacy Committee Member and Michelle Bonczek as the Alternate. The term starts July 1, 2026, and runs through June 30, 2027.

Executive Summary
The Advocacy Committee is one of FSBA's standing committees and is made up of the designated advocacy representative from each of Florida's 67 school boards with majority membership in FSBA. It serves as the primary way local school boards help shape FSBA's legislative agenda and advocacy strategy for public education at both the state and federal levels.

The committee operates independently and through two subcommittees:

- **Legislative**, which develops the state legislative platform and represents school board interests before the Legislature, Governor's Office, and state agencies.
- **Federal Relations**, which represents school boards before Congress and federal education agencies in coordination with COSSBA.

A central responsibility of the Advocacy Committee is approving FSBA's annual Legislative Platform which is developed through a structured process that includes proposal screening, subcommittee review, and final approval by the full Advocacy Committee.
An additional core function is developing a comprehensive public relations and communications strategy to strengthen FSBA's state-wide and federal advocacy for public education.

Advocacy Committee roles include:

- Representing your district in statewide advocacy
- Engaging with policymakers and education stakeholders
- Attending monthly virtual meetings
- Leading local advocacy and reporting efforts

The Board held discussions at the May 12, 2026 Informal Meeting and decided that Shannon Rodriguez will serve as the FSBA Advocacy Committee Representative and Michelle Bonczek will serve as the alternate.

My Contact
Kelly A. Pogue
Executive Office Manager to the School Board and General Counsel
pogue_k@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Other

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Hernando School District

School Board Regular Meeting

Agenda Item # *29. 26-3830 5/26/2026

Title and Board Action Requested
Approval of the Charter Application for You Thrive Elementary Academy for Creative Excellence

Executive Summary
The Supervisor of School Choice, on behalf of the Superintendent of Schools, hereby requests the Board to approve the charter application for You Thrive Elementary Academy for Creative Excellence.

My Contact
Dawn Williams
Supervisor of School Choice
352-797-7026 ext. 70448

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
The cost of this agenda item in $0 unknown until the district's portion of FTE is determined by enrollment, see attached budget sheet. The cost for the previous fiscal year was $0.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

YOU THRIVE

Elementary Academy *for* Creative Excellence Spring Hill



Submitted by

Mid Florida Community Services, Inc.,

dba You Thrive Florida, Inc.

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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: You Thrive Elementary Academy for Creative Excellence Spring Hill

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Mid Florida Community Services, Inc., dba You Thrive Florida

If a non-profit organization, has it been incorporated with Florida's Secretary of State? YES

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.

NAME OF CONTACT PERSON: Jamie Young
TITLE/RELATIONSHIP TO NON-PROFIT: Principal BEST Academy
MAILING ADDRESS: 835 School Street, Brooksville, FL 34601
PRIMARY TELEPHONE: (352) 544-2373
ALTERNATE TELEPHONE: (352) 796-1425
E-MAIL ADDRESS: jyoung@youthrivefl.org

Names, roles, and current employment of all persons on applicant group, i.e. anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School
Jamie Young	Principal, BEST Academy Charter	Principal
Lisa Becker	Chief Administrative Officer, You Thrive Florida	Leadership support and oversight
Leah Floriano	ELA/ESE Teacher, BEST Academy	ELA/ESE Consult
Michelle Lynch	Math/ESE Teacher, BEST Academy	Math/ESE Consult
Vanessa Qualiana	HR Director, You Thrive Florida	HR Consult
Kris Bates	CFO, You Thrive Florida	Finance Consult

Projected Date of School Opening (Month/Year): August 2027

Do any of the following describe your organization, or the school proposed in this application?

__ Seeks approval to convert an already existing public school to charter status. (*Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.*)
__ Seeks to operate as a classical charter school as defined in section 1002.33(10)(d)9., F.S.
__ Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.
__ Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.
__ Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.
__ Will contract or partner with an Education Service Provider (ESP). *(See definition of an ESP in the Addendum, which applicant must complete if using an ESP.) If yes, include the provider's portfolio in answering the questions below regarding pending applications and school openings*.
Name of ESP: _____
___Seeks approval to replicate an existing school model. *(See definition of a replication in the Addendum, which applicant must complete if replicating a school model.)*
___Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S.. *(Applicant must complete Addendum A1.)*

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here?

___ Yes _X_ No *If yes, complete the table below (add lines as necessary).*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future?

___ Yes _X_ No *If yes, complete the table below (add lines as necessary).*

Planned School Name	Authorizer	City, State	Opening Date

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States?

_X__ Yes __ No *If yes, complete DOE Form IEPC-M1A which can be found at http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference, and include as Attachment DD.*

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.

Mat Kline
Mat Kline (Jan 29, 2026 15:03:24 EST)

Signature

CEO

Title

Mat Kline

Printed Name

01/29/26

Date

EXECUTIVE SUMMARY

You Thrive Elementary for Creative Excellence is a proposed public charter school seeking authorization from the Hernando County School District to serve students in grades Kindergarten through Grade 5. The school is designed to expand access to high-quality public-school options by providing a rigorous, student-centered, arts-focused educational program that emphasizes academic excellence, creativity, and innovation.

The mission of You Thrive Elementary for Creative Excellence is grounded in the belief that every child can thrive when provided with high-quality instruction, individualized academic support, and meaningful learning experiences enriched through the arts. The school will implement a curriculum aligned to Florida's B.E.S.T. Standards, integrating visual arts, music, movement, and creative expression across core academic subjects while maintaining strong, systematic instruction in literacy, mathematics, science, and social studies. Instruction will promote critical thinking, communication, creativity, collaboration, and real-world application of knowledge to prepare students for continued academic success.

You Thrive Elementary for Creative Excellence will employ differentiated, data-driven instructional practices to meet the diverse academic needs of its students. Evidence-based strategies, arts-integrated instruction, project-based learning, and experiential education will be used to engage students and support mastery of grade-level standards. Ongoing formative assessments and progress monitoring will guide instructional decisions and targeted interventions, ensuring students demonstrate measurable academic growth each year.

Arts integration will be intentionally embedded across grade levels and content areas, providing students with frequent opportunities to learn through creative processes, performance, design, and artistic exploration. Students will engage in interdisciplinary projects that connect academic content with artistic expression, fostering innovation, persistence, and higher-order thinking skills essential for future academic and career pathways.

The school is committed to fostering a safe, inclusive, and supportive learning environment. A positive school culture grounded in respect, accountability, and high expectations will guide all aspects of school operations. Clear behavioral expectations, consistent routines, and early identification of student needs will support strong attendance, student engagement, and positive behavior outcomes.

Family and community engagement are essential components of the school's design. You Thrive Elementary for Creative Excellence will actively partner with families, local artists, arts organizations, and community partners to support student learning, enrich arts experiences, and strengthen connections between the school and the broader Spring Hill and Hernando County communities.

The charter application outlines a clear governance and leadership structure designed to ensure accountability, transparency, and compliance with all applicable laws and district requirements. Financial planning reflects a commitment to fiscal responsibility and long-term sustainability, ensuring the school has the capacity to operate a high-quality arts-focused educational program that prioritizes instructional excellence and student support services.

Through its emphasis on arts integration, academic rigor, and strong school–community

partnerships, You Thrive Elementary for Creative Excellence seeks authorization to provide Hernando County families with an additional public-school option that nurtures creativity while preparing students for long-term academic achievement and future success.

EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.

Vision Statement

You Thrive Elementary for Creative Excellence will be a high-performing, arts-integrated public charter school where students achieve academic excellence through creativity, collaboration, and meaningful learning experiences. The school will cultivate confident, innovative thinkers who are prepared for continued academic success and positive community engagement.

Mission Statement

The mission of You Thrive Elementary for Creative Excellence is to provide a rigorous, standards-aligned, arts-focused educational program for students in Kindergarten through Grade 5. Through intentional arts integration, differentiated instruction, and data-driven practices, the school will build strong academic foundations in literacy, mathematics, science, and social studies while fostering creativity, communication, and higher-order thinking skills. In partnership with families and the community, the school will support the whole child and prepare students for long-term academic achievement

B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

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

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.* ***PAGE(S): 5-6, 11, 20-22*** (Executive Summary; Educational Program Design; Assessment & Accountability)
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.* **PAGE(S): 20-22, 82-86** (Assessment & Accountability; Budget; Financial Management and Oversight)
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.* **PAGE(S): 20, 23-26** (Progress Monitoring; Interim Assessments; Parent Communication of Student Performance)

C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

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

- *Improve student learning and academic achievement.* **PAGE(S): 11-12, 20-22** (Educational Program Design; Student Performance Goals)
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.* **PAGE(S): 13-19, 21-22** (Curriculum & Instructional Design; MTSS; Reading Intervention)
- *Encourage the use of innovative learning methods.* **PAGE(S): *11-12, 17-18, 22*** (Arts-Integrated Instruction; Project-Based Learning; Performance Tasks)
- *Require the measurement of learning outcomes.* **PAGE(S): 20-26** (Assessment Systems; Interim Assessments; Data Use and Accountability)

D. Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". This section is optional.

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

- *Create innovative measurement tools.* **PAGES(S): 23-24** (Arts-Integrated Performance Tasks and Project Based Assessments)
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.* **PAGE(S): 5-6** (Executive Summary - expanded high-quality public school options)
- *Expand the capacity of the public school system.* **PAGE(S): 5-6, 9-10** (Executive Summary; Target Population and Enrollment Projections)
- *Mitigate the educational impact created by the development of new residential dwelling units.* **PAGE(S): N/A**
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.* **PAGE (S): 57-65** (Management & Staffing; Professional Development)

Section 2: Target Population and Student Body

A. Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (ee), F.S. If the applicant intends to have enrollment preferences, they should be described in Section 14 of the application.

You Thrive Elementary for Creative Excellence anticipates serving a diverse student population reflective of the Hernando County community, including students from varied academic backgrounds, socioeconomic levels, abilities, and language proficiencies. This includes students performing below, at, or above grade level, as well as students with disabilities and English Language Learners. The anticipated student population aligns with the school's mission to provide equitable access to high-quality instruction, individualized academic support, and meaningful learning experiences enriched through the arts.

Recruitment efforts will include outreach to families currently served through You Thrive Florida's Early Learning Programs, including Head Start, providing families with information about the opportunity to continue their child's education in a public charter school setting. This outreach supports access for families who may otherwise have limited exposure to alternative public-school options within the Spring Hill community.

The school will not limit enrollment to any specific student population and will implement an open, non-discriminatory enrollment process in accordance with section 1002.33, Florida Statutes. The school does not intend to apply enrollment limitations or preferences for the special populations identified in sections 1002.33(10)(d) or (ee), F.S., beyond those expressly permitted by law. Any allowable preferences, such as sibling or employee preferences, if applicable, are described in Section 14 of this application.

B. **If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve.**

Spring Hill, Florida

C. **Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.**

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
K	18	18	18	18	18
1	18	18	18	18	18
2	18	18	18	18	18
3	18	18	18	18	18
4	22	22	22	22	22
5	22	22	22	22	22
TOTAL	116	116	116	116	116

D. Provide a brief explanation of how the enrollment projections were developed.

The enrollment projections for You Thrive Elementary for Creative Excellence were developed based on the Spring Hill location, arts-focused instructional model, and the school's capacity to open with full grade-level enrollment while maintaining high-quality instruction and appropriate class sizes.

Spring Hill represents a larger and more densely populated area of Hernando County with strong demand for additional public-school options that offer creative, arts-integrated programming alongside rigorous academic instruction. The school's focus on creative excellence, combined with its accessibility to families in the Spring Hill area, supports the decision to open at full projected enrollment rather than utilizing a phased enrollment model.

E. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.

Enrollment is projected to remain consistent across the five-year period, reflecting a stable, capacity-based enrollment model that prioritizes instructional quality, staffing consistency, and fiscal sustainability. The projections are intentionally conservative and designed to support long-term program stability while meeting anticipated community demand for an arts-focused elementary school in Spring Hill.

Section 3: Educational Program Design

A. Describe the proposed charter school's educational program.

You Thrive Elementary for Creative Excellence will implement a rigorous, arts-integrated educational program fully aligned with the Florida B.E.S.T. Standards and the instructional expectations of the Hernando County School District. The program is designed to expand access to high-quality public education by using the arts as an instructional framework to deepen academic understanding while maintaining high expectations and full compliance with state accountability requirements.

The instructional program emphasizes strong foundational skills in literacy and mathematics, while intentionally integrating visual arts, music, movement, theater, and creative expression across core academic subjects. Arts integration is embedded within standards-based instruction to enhance comprehension, engagement, and application of learning. Through interdisciplinary projects and creative learning experiences, students develop critical thinking, communication, collaboration, and problem-solving skills essential for academic success.

Instruction is student-centered and data-driven, ensuring that all students demonstrate measurable academic growth while engaging in meaningful, expressive, and developmentally appropriate learning experiences.

B. Describe the basic learning environment, including rationale for class size and structure and how the learning environment supports and is consistent with the mission.

You Thrive Elementary for Creative Excellence will operate within a classroom-based instructional model enhanced by arts-integrated instruction, collaborative learning, and targeted academic support. Instructional groupings will support differentiated instruction, creative exploration, and individualized feedback.

Class sizes are intentionally structured to support strong student–teacher relationships, effective classroom management, and the implementation of arts-integrated instructional strategies. Smaller learning environments allow teachers to provide frequent feedback, facilitate creative collaboration, and monitor student progress closely.

Instructional spaces will be designed to support creative learning, performance, collaboration, and project-based instruction aligned with the school's mission of creative excellence. The learning environment promotes academic rigor, positive classroom culture, and student engagement through consistent routines, clear expectations, and purposeful instruction. This model supports the school's mission by fostering creativity while ensuring academic mastery.

C. Describe the research base used to design the educational program.

The educational program at You Thrive Elementary for Creative Excellence is grounded in research-based instructional practices shown to improve student achievement, including explicit instruction, structured literacy, differentiated instruction, and data-driven decision-making. The program incorporates a Multi-Tiered System of Supports (MTSS) to address academic needs

through tiered instruction, targeted interventions, and ongoing progress monitoring to ensure all students receive appropriate levels of support.

Arts integration is supported by research demonstrating that instruction incorporating visual and performing arts enhances student engagement, motivation, conceptual understanding, and retention of academic content. Studies in elementary education indicate that arts-integrated, interdisciplinary learning strengthens critical thinking, creativity, communication, and problem-solving skills while supporting literacy and mathematics achievement. By embedding the arts into core instruction, students are provided multiple pathways to access content, demonstrate understanding, and apply learning in meaningful ways.

Small class sizes, collaborative learning structures, and frequent formative assessment further align with Florida Department of Education guidance and established research on effective elementary instruction. The intentional integration of the arts within a structured academic framework supports both academic rigor and creative development, ensuring students are prepared for continued success in future grades

D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)

A sample daily schedule and school annual calendar, including the annual number of instructional days and hours, is provided as Attachment B. If approved, the Governing Board will formally adopt the annual calendar in accordance with state and district requirements.

E. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.

You Thrive Elementary for Creative Excellence will provide standards-aligned, arts-integrated instruction based on Florida's state-adopted standards through a structured, classroom-based instructional model. Core instruction in English Language Arts, mathematics, science, and social studies will be delivered using district-aligned curriculum resources, research-based instructional strategies, and ongoing progress monitoring.

Differentiated instruction, targeted interventions through the Multi-Tiered System of Supports (MTSS), and arts-based enrichment opportunities will ensure that all students in the targeted population receive the support necessary to master grade-level standards. Instructional practices are designed to promote academic growth, deepen conceptual understanding, and ensure compliance with section 1002.33, Florida Statutes, providing equitable access to high-quality public education.

Section 4: Curriculum and Instructional Design

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.

You Thrive Elementary for Creative Excellence will implement a standards-aligned, arts-integrated curriculum in English Language Arts, Mathematics, Science, and Social Studies designed to ensure all students meet or exceed Florida's state-adopted B.E.S.T. Standards. Instruction will be delivered through a structured, classroom-based instructional model using district-aligned curriculum resources and pacing guidance to support vertical and horizontal alignment across grade levels.

The curriculum prioritizes strong foundational skills in literacy and mathematics while intentionally embedding the arts across academic content areas. Instruction is designed to promote critical thinking, creativity, collaboration, and the meaningful application of knowledge through interdisciplinary, arts-integrated learning experiences that connect academic concepts to authentic and engaging contexts

English Language Arts (ELA)
English Language Arts instruction will emphasize structured literacy, including explicit instruction in phonemic awareness, phonics decoding and encoding, fluency, vocabulary development, and comprehension. Instruction will be aligned to the Florida B.E.S.T. Standards, with students engaging in daily reading and writing tasks designed to build strong foundational and grade-level literacy skills.

Students will read content-rich informational and literary texts connected to science, social studies, and the arts to build background knowledge, strengthen comprehension, and support interdisciplinary learning. Texts will be intentionally selected to reflect increasing complexity across grade levels and to support analysis, discussion, and written response.

For grades 3–5, word study instruction will explicitly address morphology, multisyllabic word decoding, academic vocabulary, spelling patterns, and word meaning. Students will analyze word structure, roots, prefixes, and suffixes to support reading fluency, vocabulary acquisition, and comprehension of complex texts. Word study instruction will be integrated into reading and writing tasks to reinforce transfer of skills across content areas.

Writing instruction for grades in Kindergarten through Grade 5 will include a balanced focus on informative/explanatory, opinion, and narrative writing, aligned to grade-level standards. Students will learn to plan, draft, revise, and edit writing using evidence from texts, clear organizational structures, and appropriate language conventions. Instruction will emphasize evidence-based responses, opinion writing supported by reasons and details, and informative

writing that clearly conveys ideas and content knowledge.

Students will also engage in creative and design-based writing tasks connected to interdisciplinary projects and the arts. These experiences will support creativity, communication, and the ability to clearly express ideas across academic contexts. Writing instruction will be scaffolded across grade levels to ensure students develop the skills necessary for academic success and effective communication.

Science and Social Studies

Science and social studies instruction will follow Florida's B.E.S.T. Standards and will emphasize inquiry-based, experiential, and exploration-centered learning experiences. Students will engage in observation, investigation, discussion, research, and analysis to deepen content understanding and develop scientific, historical, and civic reasoning skills.

The arts will be intentionally embedded as a core instructional approach, allowing students to demonstrate understanding through visual representation, performance, design, storytelling, and presentation. Students may express learning through artwork, movement, dramatic interpretation, models, and multimedia projects, providing multiple pathways for engagement and mastery. Literacy skills will be integrated through close reading of complex texts, analysis of informational sources, and communication of ideas through writing, discussion, and creative presentations. Instruction will emphasize real-world connections and interdisciplinary learning to strengthen relevance and understanding.

Instructional Strategies

Teachers will employ research-based instructional strategies that support diverse learners and promote mastery of grade-level standards, including:

- Explicit instruction with clearly defined learning targets
- Gradual release of responsibility (I Do, We Do, You Do)
- Small-group instruction and targeted practice
- Frequent formative assessment and timely feedback
- Academic discourse, collaboration, and creative problem-solving
- Project-based and arts-integrated learning tasks
- Differentiated instruction through flexible grouping
- Corrective feedback to support growth and mastery

These instructional strategies are appropriate for the anticipated student population as they provide structured academic support, encourage creativity and self-expression, allow for targeted intervention or enrichment, and ensure students actively engage with rigorous academic content.

Instruction will be data-driven, with teachers routinely analyzing assessment results to adjust instruction, reteach concepts, and extend learning through arts-integrated enrichment opportunities that deepen understanding and application of content.

Differentiated instruction will be delivered through a formal Multi-Tiered System of Supports (MTSS) framework:

- **Tier 1:** High-quality, standards-aligned core instruction with arts-integrated learning experiences for all students
- **Tier 2:** Targeted small-group interventions aligned to identified academic needs
- **Tier 3:** Intensive, individualized interventions for students performing significantly below grade level

Students entering the school below grade level will participate in diagnostic assessments to identify specific skill gaps. These students will receive targeted intervention during scheduled intervention blocks focused on accelerating foundational skills while maintaining access to grade-level, arts-integrated instruction. Progress will be monitored regularly to ensure interventions are effective and adjusted as needed.

Teachers will use data from i-Ready and STAR assessments to differentiate instruction, identify learning gaps, and provide targeted interventions and enrichment aligned to individual student needs within an arts-focused instructional framework.

Mathematics Curriculum and Differentiation
Mathematics instruction at You Thrive Elementary for Creative Excellence will be aligned to Florida's B.E.S.T. Standards for Mathematics and will emphasize:

- Conceptual understanding
- Procedural fluency
- Mathematical reasoning
- Real-world application through arts-integrated problem solving

Core mathematics instruction will include explicit teaching, guided practice, independent application, and frequent checks for understanding. Instruction will intentionally incorporate visual models, creative representation, design-based tasks, and real-world contexts to support understanding and engagement while maintaining a strong focus on mathematical accuracy and reasoning.

Students Performing at or Above Grade Level
Students performing at or above grade level will participate in enrichment and extension activities designed to deepen understanding and promote higher-order thinking, including:

- Multi-step and open-ended problem-solving tasks
- Application of mathematics through creative design challenges, visual modeling, and arts-integrated projects
- Opportunities for accelerated learning and extension within the core mathematics curriculum

Students Performing Below Grade Level
Students performing below grade level will receive targeted mathematics intervention focused on addressing identified skill gaps while maintaining access to grade-level instruction. Intervention will emphasize:

- Foundational mathematics skills
- Number sense and mathematical operations
- Targeted remediation aligned to individual learning needs

Intervention will be delivered through small-group instruction and scheduled in addition to, not in place of, core grade-level mathematics instruction. Hands-on learning experiences, visual supports, and arts-integrated activities will be used to reinforce concepts, support engagement, and strengthen understanding. Progress will be monitored regularly to ensure interventions are effective and adjusted as needed.

B.

o If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence3 for each core subject for each division (elementary, middle, and high school) the school would serve.
o If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.
o Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D.

With Hernando County School District's recent adoption of Benchmarks Education for K–5 English Language Arts, and with K–5 mathematics entering an adoption year in 2026, Spring Hill Elementary for Creative Excellence will coordinate closely with district curriculum leadership to review adopted and proposed instructional materials to determine alignment with the school's instructional model. This review will consider structured literacy expectations, mathematical reasoning practices, instructional planning processes, and the academic and developmental needs of students.

Instructional planning will be guided by Florida's B.E.S.T. Standards, district pacing expectations, and assessment data. In addition to district-adopted resources, teachers will utilize CPALMS as a core instructional planning and alignment tool—particularly in Social Studies—to support standards-based lesson design, access to vetted instructional resources, and interdisciplinary integration.

To support arts-integrated instruction and hands-on learning, the school will implement project-based learning experiences that emphasize creative expression, design, performance, and visual representation aligned to grade-level standards. These experiences will be embedded within English Language Arts, mathematics, science, social studies, and interdisciplinary instructional blocks to reinforce critical thinking, collaboration, communication, and real-world application of learning.

The school will remain informed of district adoption timelines and implementation guidance while continuing to receive curriculum information, professional development, and implementation support through its established relationships with Savvas, McGraw Hill, and

Cengage. Final curriculum decisions will be informed by staff input, student performance data, instructional effectiveness, and standards alignment, ensuring coherent instructional planning and continuous academic improvement.

Selected curricula will be implemented alongside i-Ready and STAR to support:

- Universal screening
- Ongoing progress monitoring
- Data-informed instructional decision-making

Instructional Design Plan

English Language Arts (ELA):

- Curriculum aligned to Florida B.E.S.T. Standards
- Structured literacy approach
- Instruction in phonemic awareness, phonics decoding and encoding, fluency, vocabulary development, and comprehension
- Writing aligned to state expectations, including opinion, informative, and narrative writing
- Knowledge-building texts connected to science, social studies, and the arts

Mathematics:

- Alignment to Florida B.E.S.T. Standards for Mathematics
- Emphasis on conceptual understanding and procedural fluency
- Mathematical reasoning through real-world and arts-integrated problem solving
- Daily practice supported by formative assessment and small-group instruction

Science and Social Studies:

- Instruction aligned to Florida B.E.S.T. Standards
- Inquiry-based, experiential, and exploration-centered learning
- Content-rich learning experiences supported by reading, discussion, and writing
- Cross-curricular literacy and intentional arts integration
- Real-world application of academic concepts

Arts-Enriched Field Experiences

Unique to You Thrive Elementary for Creative Excellence will be the intentional integration of arts-enriched learning experiences that extend instruction beyond the traditional classroom setting. These experiences are designed to reinforce academic standards, deepen conceptual understanding, and provide meaningful connections to the visual and performing arts.

Arts-enriched experiences will include a combination of in-person workshops, virtual field trips, and local arts-based learning opportunities. Students will participate in artist-led workshops, interactive virtual experiences with museums, theaters, and cultural institutions, and community-

based learning experiences with local arts organizations. These opportunities will be aligned to grade-level standards and instructional units and will support applied learning through observation, creative expression, performance, design, and reflection in authentic cultural and community settings.

C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school. N/A

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

The curriculum at You Thrive Elementary for Creative Excellence will be grounded in research-based instructional practices and aligned with Florida's B.E.S.T. Standards and district instructional expectations. Curriculum development is informed by evidence-based research supporting structured literacy, explicit instruction, scaffolded learning, instructional centers, and frequent progress monitoring as effective approaches to improving student achievement, particularly in reading and mathematics.

Foundational materials guiding curriculum design include state-adopted standards, district pacing expectations, the District Reading Plan, and CPALMS, which serves as a primary planning and alignment resource—particularly for Social Studies—to ensure standards-based lesson design and access to vetted instructional resources. Curriculum planning across English Language Arts, Mathematics, Science, and Social Studies is further informed by assessment data from tools such as i-Ready and STAR, classroom-based formative assessments, and best practices associated with Multi-Tiered System of Supports (MTSS) frameworks.

Because specific curriculum programs have not yet been finalized, instructional materials will be selected following application approval in collaboration with district curriculum leadership and with meaningful input from instructional staff. Teachers and school leaders will participate in curriculum reviews to evaluate alignment to standards, instructional rigor, coherence across grade levels, and responsiveness to student needs.

The school has prior experience implementing research-based curriculum resources commonly used in Florida classrooms, including materials from providers such as Savvas, McGraw Hill, Cengage, and Benchmarks Education. In addition, the school is reviewing arts-focused and arts-integrated curriculum resources currently used in elementary programs across the state for potential adoption. If determined to be aligned with district expectations and the school's instructional model, these or similar state-approved resources may be considered. Final selections will be based on standards alignment, instructional effectiveness, staff input, and student performance data.

The instructional model incorporates interdisciplinary and arts-integrated learning to enhance student engagement and understanding. Instructional centers will be used regularly to support

small-group instruction and differentiation. Arts integration will be embedded across content areas through visual arts, music, movement, and creative expression. Social Studies instruction will utilize CPALMS for planning and standards alignment, and students will participate in virtual learning experiences and education beyond the classroom, including virtual field trips, artist workshops, and community-based arts experiences.

Instructional materials and practices will be reviewed regularly using student performance data, i-Ready and STAR results, and classroom-based evidence to ensure instructional rigor, accessibility for diverse learners, and continuous improvement

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

Hands-on, inquiry-driven instruction will be supported through the integration of arts-focused and arts-integrated learning experiences that emphasize creative processes, design, and expression. Students will engage in standards-aligned visual and performing arts activities that connect academic content to creative application, allowing learners to demonstrate understanding through artmaking, performance, design, and presentation.

These learning experiences will be embedded across English Language Arts, mathematics, science, social studies, and interdisciplinary instructional blocks. Instruction will promote applied problem-solving, collaboration, and authentic tasks that connect academic concepts to real-world and cultural contexts. Arts integration will be used to deepen engagement, enhance conceptual understanding, and support multiple pathways for students to access and apply grade-level content. Florida arts curricula and instructional resources currently used in elementary programs across the state are under consideration, including research-based visual arts, music, drama, and arts-integration platforms aligned to Florida's B.E.S.T. Standards and district instructional expectations.

F. Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.

You Thrive Elementary for Creative Excellence will implement a student-centered system of supports designed to identify and assist students who may be at risk of not meeting academic requirements. The school's approach emphasizes early identification, timely intervention, and strong partnerships with families to ensure students remain engaged, supported, and successful.

Student progress will be monitored through frequent data review, including classroom-based assessments and schoolwide screening and progress monitoring tools. Instructional teams will regularly analyze academic and behavioral data to identify students in need of additional support and to adjust instruction and interventions accordingly.

When concerns are identified, the school will maintain ongoing communication with students and families to clearly explain expectations, share progress, and collaborate on support strategies. Parents will receive regular updates regarding student performance, intervention plans, and progress toward goals, ensuring transparency and shared responsibility for student success.

The school will implement a Multi-Tiered System of Supports (MTSS) framework that provides targeted academic interventions, small-group instruction, and differentiated support within the general education setting. When appropriate, student services staff including instructional

support personnel and other qualified staff, will be engaged to provide additional assistance and coordinate supports tailored to individual student needs.

Clear expectations, consistent routines, and proactive communication will reinforce a positive learning environment and help students stay connected to school. Through structured supports, responsive interventions, and open lines of communication with families, You Thrive Elementary will work to ensure all students remain on track academically and are provided with the support necessary to meet grade-level expectations.

Assessment and Accountability
State and District Assessments

You Thrive Elementary for Creative Excellence will fully participate in Florida's statewide assessment system and all required district assessments used by Hernando County Schools, including:

- Florida Assessment of Student Thinking (FAST) for ELA and Mathematics
- Statewide summative assessments required by the Florida Department of Education
- District benchmark and interim assessments
- Universal screening tools for early literacy and mathematics
- Ongoing formative classroom assessments

Progress Monitoring and Data Use
Assessment data will be used systematically to:

- Monitor individual student progress toward grade-level proficiency
- Identify students requiring additional academic support
- Inform instructional planning and differentiation
- Communicate academic progress clearly and regularly to families

Teachers and school leaders will conduct regular data reviews to ensure students demonstrate measurable academic growth and achieve at least one year of learning for each year of enrollment.

Accountability and Continuous Improvement
The school will maintain full accountability in alignment with district and state requirements by:

- Reporting assessment results to parents in a timely and transparent manner
- Monitoring reading proficiency and mathematics achievement
- Ensuring compliance with all assessment administration protocols
- Using performance data to guide instructional improvement

Assessment of results and instructional data will be used continuously to strengthen the educational program. Instructional adjustments, professional development, and targeted academic supports will be implemented as needed to improve student outcomes and ensure alignment with district and state expectations

Section 5: Student Performance

A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.

You Thrive Elementary for Creative Excellence anticipates enrolling a diverse student population reflective of the local community, including students entering below, at, and above grade-level expectations. Based on local district and state data trends, the school expects a significant portion of incoming students, particularly in early grades, to perform below grade level in foundational literacy and mathematics skills.

Academic Growth and Improvement Goals

Given this expected baseline, the school establishes the following annual academic performance goals:

- Literacy: At least 65% of students will demonstrate one or more years of growth in reading as measured by state-approved and interim assessments, with annual increases toward grade-level proficiency.
- Mathematics: At least 65% of students will demonstrate one or more years of growth in mathematics, with emphasis on reasoning, problem-solving, and application of mathematical concepts.
- Science: Students will demonstrate increasing proficiency in scientific inquiry, data analysis, and application of scientific concepts through standards-aligned assessments and performance-based learning tasks.
- Subgroup Performance: Achievement gaps among student subgroups will be reduced annually through targeted supports, differentiated instruction, and inclusive instructional practices.

Rationale

These goals reflect high expectations while recognizing the instructional demands of serving students with varied academic readiness. The school's arts-integrated instructional model supports accelerated growth by connecting literacy, mathematics, science, and social studies content to creative expression, visual representation, performance, and applied learning experiences that enhance engagement and conceptual understanding.

Adjustment of Goals

If incoming baseline data significantly differs from expectations, the leadership team will review and revise growth targets, intervention thresholds, and instructional pacing as needed while maintaining rigorous expectations aligned with state accountability requirements.

Evaluation of Success

Success will be evaluated through multiple measures, including:

- State accountability results
- Interim assessment growth data
- Classroom-based formative assessments
- Arts-integrated performance tasks, projects, and student work samples

The desired outcome is consistent academic growth, increasing proficiency rates, and strong preparation for continued academic success.

B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

Mission-Specific Educational Goals

In addition to state accountability measures, the school will pursue the following arts-focused goals:

- Creative Application of Learning:
  All students will participate in standards-aligned, arts-integrated projects that demonstrate understanding of academic content through visual arts, performance, design, or presentation, assessed using project rubrics.

- Communication and Expression:
  Students will demonstrate growth in communication skills through written, oral, visual, and performance-based assessments connected to academic instruction.

- Arts Integration:
  Students will apply visual and performing arts to enhance comprehension, creativity, and conceptual understanding across core content areas.

Progress toward these goals will be measured through project-based assessments, rubrics, student portfolios, and performance tasks.

Placement and Progression

C. Describe the school's student grade level and course placement procedures.

Students will be placed in grade levels based on age and prior academic records in accordance

with the Hernando County School District Pupil Progression Plan. Beginning-of-year diagnostic assessments in reading and mathematics will be administered to establish baseline performance and inform instructional grouping, differentiation, and intervention supports.

D. State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.

You Thrive Elementary for Creative Excellence intends to adopt and follow the Hernando County School District's Pupil Progression Plan, including all state-mandated promotion requirements. Any school-specific procedures will fully comply with district and state policy. (See Attachment E, if applicable.)

E. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.

Not applicable. The school will serve students in Kindergarten through Grade 5.

F. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Promotion criteria and academic expectations will be communicated to families and students through:

- Parent handbooks
- Charter Application
- Beginning-of-year meetings
- Report cards and progress reports
- Student planners
- Family communication platforms
- Individual academic conferences as needed

Assessment and Evaluation

G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a proposed assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.

In addition to all state-required assessments, You Thrive Elementary for Creative Excellence will implement a comprehensive interim assessment system to monitor student progress, inform instruction, and support continuous academic improvement.

The school will utilize the following interim and formative assessments:

- Baseline Diagnostics (Beginning of Year):
  Diagnostic assessments administered at the beginning of the school year to establish each student's instructional baseline, identify strengths and instructional needs, and inform initial instructional grouping and supports.

- Quarterly Interim Assessments in English Language Arts and Mathematics:
  Standards-aligned interim assessments administered quarterly to measure student progress toward grade-level expectations and guide instructional planning, differentiation, and intervention.

- Arts-Integrated Performance Tasks and Projects:
  Performance-based assessments embedded within the instructional program that allow students to demonstrate understanding of academic content through visual arts, performance, design, presentation, and creative expression. These tasks will be aligned to grade-level standards and evaluated using clear rubrics.

- Formative Classroom Assessments:
  Ongoing classroom-based assessments, including observations, checks for understanding, student work samples, and informal assessments, used to provide timely feedback and adjust instruction in real time.

Assessment data will be reviewed regularly by instructional teams and school leadership to guide instructional decision-making, identify students in need of additional support or enrichment, and ensure continuous academic growth.

H. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

Student academic progress at You Thrive Elementary for Creative Excellence will be monitored using a comprehensive assessment system that includes i-Ready Diagnostic Assessments in reading and mathematics and STAR assessments for universal screening and progress monitoring. These assessments will be administered at multiple points throughout the school year to establish baseline performance, measure academic growth, and inform instructional decision-making.

Assessment implementation and data review will be coordinated by the Principal, in collaboration with the school's Assessment Teacher, Team Lead, and MTSS Coordinator, and supported by the Hernando County School District assessment team. Instructional staff will participate in regular student data chats, during which teachers, the MTSS Coordinator, and support staff analyze assessment results, monitor progress, discuss instructional strategies, and identify students requiring intervention or enrichment.

To ensure effective use of assessment data, teachers will receive ongoing training on assessment

administration, data interpretation, progress monitoring, and instructional planning. Training will be provided through district-supported professional development, on-site coaching, and collaborative planning sessions, enabling teachers to effectively use data to adjust instruction, implement MTSS supports, and improve student outcomes.

I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Assessment data will be reviewed regularly by instructional teams through scheduled data reviews and collaborative planning sessions. Results will be used to guide differentiation, targeted interventions, enrichment opportunities, and instructional adjustments to ensure all students are supported in meeting academic expectations.

These assessments align directly with Florida B.E.S.T. Standards and the school's arts-integrated instructional program, providing actionable data to monitor student progress and inform instructional decision-making. A detailed assessment calendar will be included as Attachment F.

J. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.

You Thrive Elementary for Creative Excellence will implement a structured system of ongoing monitoring and corrective action to address situations in which student academic achievement falls short of established expectations or goals at the school-wide, classroom, subgroup, or individual student level. The school's approach emphasizes early identification, timely intervention, and continuous instructional improvement.

Triggers for corrective action will include, but are not limited to:

- Student performance below expected benchmarks on interim or progress monitoring assessments
- Failing grades at progress report and nine-week reviews
- Lack of expected growth identified during four-week and nine-week grading reviews
- Patterns identified through classroom observations, walkthroughs, or instructional reviews
- Performance gaps among student subgroups or within specific classrooms

Monitoring and Checkpoints
Ongoing checkpoints will include:

- Regular classroom observations and instructional walkthroughs conducted by school leadership
- Teacher meetings and collaborative planning sessions focused on instructional effectiveness
- Student data reviews conducted at four-week and nine-week grading intervals to analyze progress and identify trends

Corrective Actions and Supports
When areas of concern are identified, corrective actions may include:

- Adjustments to instructional strategies, pacing, or materials
- Targeted student interventions through the MTSS framework
- Increased small-group or individualized instruction
- Additional instructional coaching, modeling, or professional development for teachers
- Revised intervention plans based on updated student data

Roles and Responsibilities

The Principal, in collaboration with the Team Lead, MTSS Coordinator, Assessment Coordinator, and all other instructional staff, will be responsible for implementing and monitoring corrective actions. Teachers will actively participate in data discussions, instructional planning, and implementation of supports. Student services staff and district resources will be engaged as needed to provide additional guidance and support.

Corrective actions will be reviewed regularly to evaluate effectiveness, and adjustments will be made as needed to ensure instructional practices and supports are responsive to student needs and performance data. This continuous improvement process ensures that both students and teachers receive the support necessary to achieve academic success.

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

You Thrive Elementary for Creative Excellence will ensure that student assessment and performance information is shared regularly and transparently with both students and parents. Academic progress, grades, and assessment results will be communicated through Skyward, Hernando County School District's student information system, providing families with timely access to student performance data.

In addition, student data chats will be conducted before and after all progress monitoring assessment windows. During these discussions, teachers will review assessment results with students, explain strengths and areas for growth, and work collaboratively with students to set academic goals, including on-grade-level goals and stretch goals. These conversations will help students understand their progress and take ownership of their learning.

Parents will be included in ongoing communication regarding student performance through parent–teacher conferences, progress reports, and targeted outreach, as needed. Assessment data will be shared in a clear and understandable manner to support family engagement and collaboration in student goal-setting and academic support.

Through consistent communication, data transparency, and goal-focused discussions, the school will foster strong partnerships with families and support continuous academic growth for all students.

L. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.

You Thrive Elementary for Creative Excellence is committed to protecting the privacy and confidentiality of individual student academic performance data and all student-related information in accordance with applicable federal and state laws, including FERPA, and Hernando County School District requirements.

Confidentiality and discretion are priorities when discussing student data. Student academic information will be shared with students and parents in a respectful and discreet manner, whether during in-person conferences, data chats, or phone communications. Staff will be trained to ensure that conversations regarding student performance occur privately and that sensitive information is not disclosed to unauthorized individuals.

All student academic records and assessment data will be securely maintained through Skyward, the district-approved student information system. Access to Skyward is role-based and password protected, ensuring that parents and students can view only their own data, while staff access is limited to information necessary to perform their professional responsibilities.

The school will adhere to strict security procedures during testing and assessment administration, including protocols for handling, storing, and securing assessment materials before, during, and after testing. All testing procedures will follow district and state guidelines to ensure the integrity and confidentiality of student assessment data.

Through secure data systems, staff training, and established confidentiality protocols, You Thrive Elementary for Creative Excellence will ensure that student academic performance data and personal information are protected at all times.

MTSS Intervention Notification

English Language Arts Level 2

Mathematics

English Language Arts and Mathematics

Dear Parent/Guardian,

I am writing to inform you that, based on your child's recent Florida FAST ELA assessment results, your student has been identified as needing additional support through the Florida Multi-Tiered System of Supports (FL MTSS) for English Language Arts.

At BEST Academy, we use i-Ready to address students' individual instructional and remediation needs. This program is designed to help students strengthen foundational skills and work toward performing on grade level.

To support your child's progress, it is required that students complete **at least 20 minutes of i-Ready reading instruction each night at home**. Consistent practice is essential for improvement, and your support in ensuring your child meets their required minutes will greatly impact their success.

Students should already know their login information and be able to access i-Ready from home. Please encourage your child to complete their assigned time daily.

If you have any questions or need assistance, please feel free to contact me through Parent Square.

Please sign below to confirm receipt and understanding of this notification.

Thank you for your continued support and partnership.

Sincerely,
Ms. Floriano
MTSS Coordinator at BEST Academy

Student Name: _____ Grade: 6

Parent Signature: _____ Date: _____

School BEST Academy
Subject Reading
Student
Student ID
Student Grade 6

Key

- *Mid or Above Grade Level*
- *Early On Grade Level*
- *One Grade Level Below*
- *Two Grade Levels Below*
- *Three or More Grade Levels Below*
- *Not assessed due to grade or domain exempted*

Year-to-Date Growth Learn More About Growth

Progress to Annual Typical Growth

Scale Points: 0/14



This student has made 0% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Progress to Annual Stretch Growth®

Scale Points: 0/38

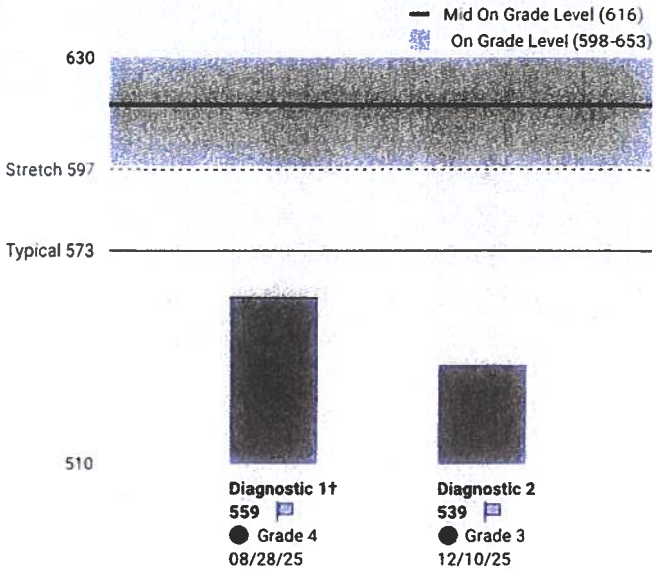


This student has made 0% progress toward Stretch Growth. For students who are below grade level on their baseline Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 3 years to be proficient if the student is not proficient already. This is based on students with the same baseline placement who eventually achieved proficiency. Proficient for Grade 6 is a Mid On-Grade Level scale score of 616.

View the Historical Results report to review your student's previous Stretch data to understand their progress over multiple years.

Overall Diagnostic Growth



†This Diagnostic is considered the baseline and is used to establish Growth Measures for this student.

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School	BEST Academy
Subject	Math
Student	
Student ID	
Student Grade	6

Key

- *Mid or Above Grade Level*
- *Early On Grade Level*
- *One Grade Level Below*
- *Two Grade Levels Below*
- *Three or More Grade Levels Below*

Year-to-Date Growth Learn More About Growth

Progress to Annual Typical Growth

Scale Points: 0/14



This student has made 0% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Progress to Annual Stretch Growth®

Scale Points: 0/26

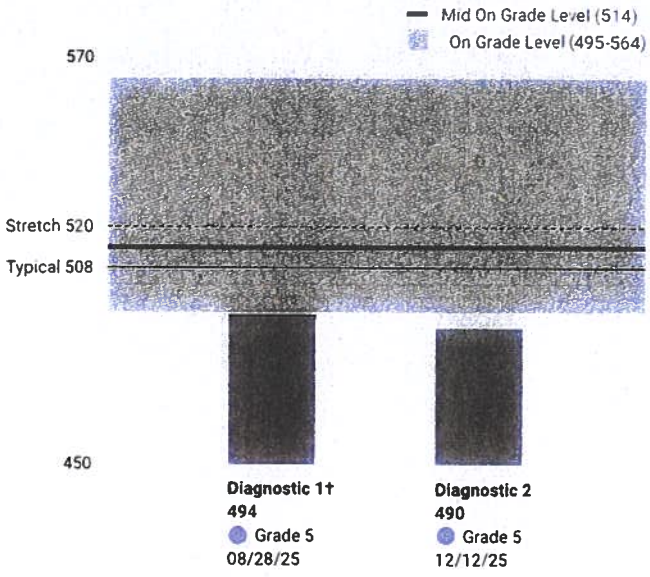


This student has made 0% progress toward Stretch Growth. For students who are below grade level on their baseline Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 2 years to be proficient if the student is not proficient already. This is based on students with the same baseline placement who eventually achieved proficiency. Proficient for Grade 6 is a Mid On-Grade Level scale score of 514.

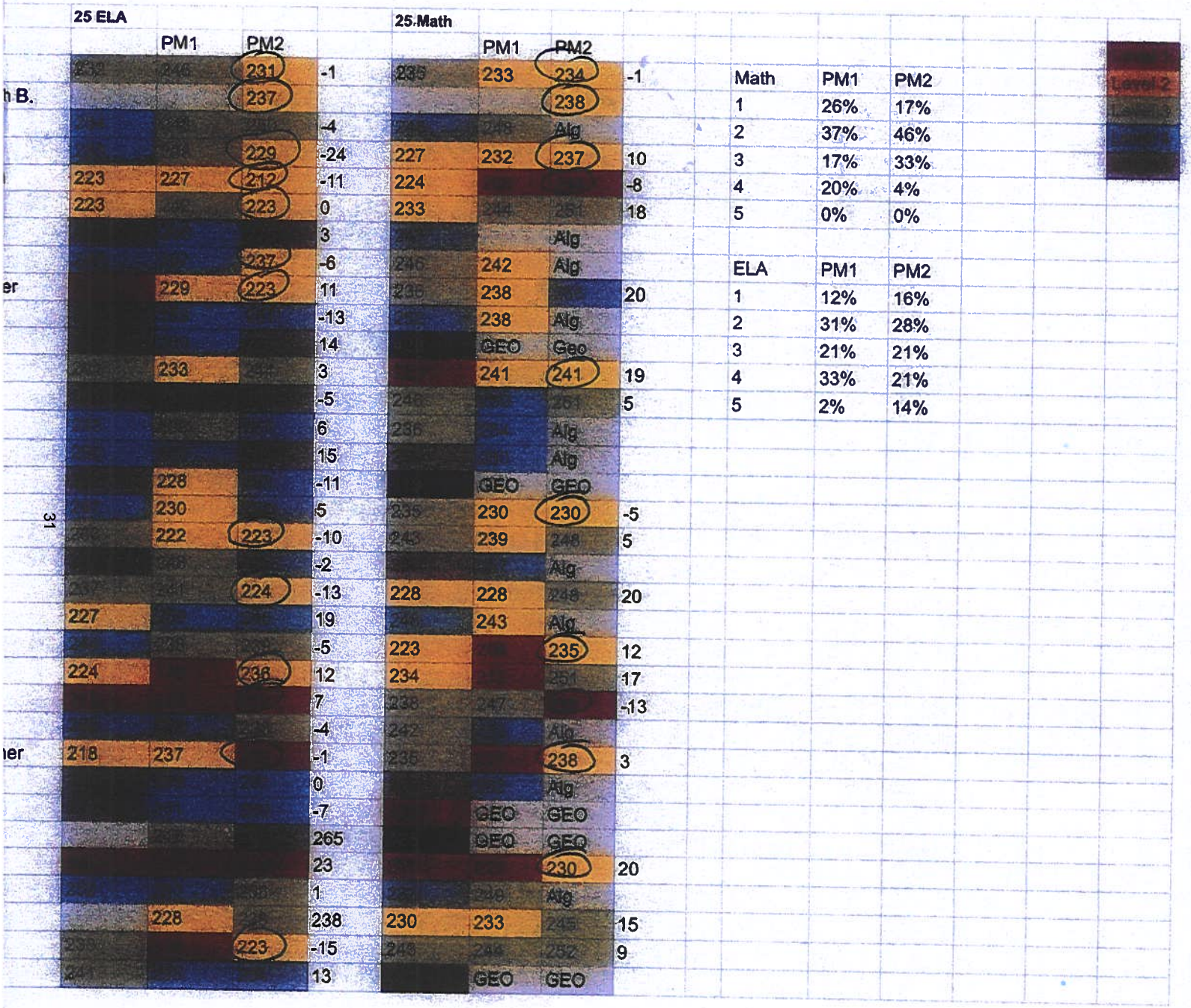
View the Historical Results report to review your student's previous Stretch data to understand their progress over multiple years.

Overall Diagnostic Growth



†This Diagnostic is considered the baseline and is used to establish Growth Measures for this student.

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ELA
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12%
16%
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31%
28%
3
21%
21%
4
33%
21%
5
2%
14%

What can I expect from schools using a Multi-Tiered System of Supports?

- Information on my child's progress in meeting grade-level standards;
- Notice of academic or behavior concerns (early identification);
- Instruction and intervention that is matched to my child's needs;
- Feedback on how my child is responding and making progress; and
- Involvement in individual, data-based problem solving for my child.

Who do I contact if my child is struggling and needs help?

Contact your child's educator, the school administrator or the school counselor with your concerns.

Where can I find additional information on Multi-Tiered System of Supports?

Parent Frequently Asked Questions about RtI – National Center on Response to Intervention
http://www.rti4success.org/resource/parent-frequently-asked-questions-faqs-about-response-intervention

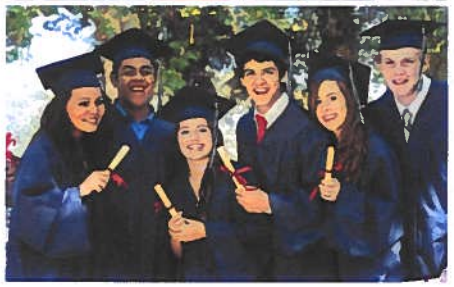
A Parent's Guide to RtI – National Center for Learning Disabilities
https://www.understood.org/~/media/acc8e8c166c7432582494ece864cb16c.pdf

Family Guide to Response to Intervention
http://www.rti4success.org/resource/family-guide-response-intervention
http://familiestogetherinc.org/wp-content/uploads/2011/08/MTSS_KS_Booklet_Final.pdf

RTI Action Network – Resources for Parents and Families
http://www.rtinetwork.org/parents-a-families







Parent Guide to Multi-Tiered System of Supports

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Introduction

Your child's school is committed to providing high-quality instruction and support to promote the highest achievement of all students. At the school level, the Multi-Tiered System of Supports (MTSS) is a framework used to maximize the success of all students.

This brochure provides an overview of the Multi-Tiered System of Supports for parents and answers common questions parents have about it. A parent video explaining the Multi-Tiered System of Supports can be viewed at http://www.florida-rti.org/parentResources/videos.htm.

What is a Multi-Tiered System of Supports?

- A Multi-Tiered System of Supports is not a separate program, class or intervention but rather a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need.
- This framework also helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education.

What is Response to Intervention?

- Response to Intervention (RtI) is the practice of using data to help educators match the correct level of support to what students need.
- Educators monitor student Response to Intervention to find out what works.

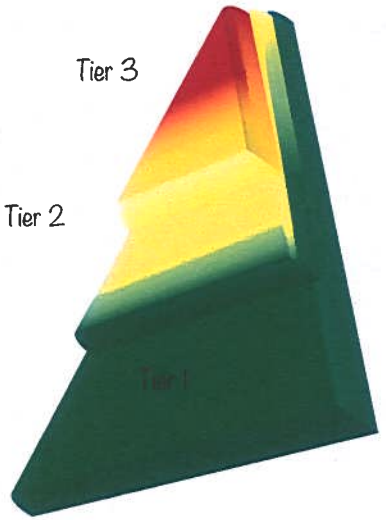
What are the key components of a Multi-Tiered System of Supports?

- High-quality instruction;
- Universal screening to identify students needing supplemental support;
- Multiple tiers of academic and behavioral support that are progressively more intensive;
- Evidence-based interventions matched to student need; and
- Ongoing progress monitoring of student performance (RtI).



What are tiered supports?

A Multi-Tiered System of Supports organizes instruction and intervention into tiers, or levels of support:



- **Tier 1** – All students receive high-quality instruction in academics.
- **Tier 2** – In addition to Tier 1, students needing more support also receive small-group intervention and supports. The difference is increased time, smaller groups of students or narrowed focus of instruction.
- **Tier 3** – In addition to Tiers 1 and 2, students receiving Tier 3 intervention receive the most intensive supports based on individual need. The difference is individual team-based problem-solving, increased time, smaller groups of students and narrowed focus of instruction.

How does the school identify and support students?

- During the year, schools screen all students to see which students are meeting grade-level standards and which students need additional support.
- For the students needing more support, a school-based team uses a problem-solving process to plan interventions and monitor progress (Tiers 2 and 3).
- Tier 2 small-group problem-solving teams may include principals, educators, school counselors, school psychologists, school social workers, instructional coaches, intervention specialists and parents.
- Tier 3 individual problem-solving teams should include parents and staff knowledgeable about the student, grade-level expectations and the problem-solving process.
- At Tier 3, individual diagnostic assessments may be administered to help plan the intervention.
- Parents are not required to attend problem-solving meetings, but must be given opportunities to participate in problem-solving for their child.

Section 6: Exceptional Students

You Thrive Elementary for Creative Excellence is committed to providing a free appropriate public education (FAPE) to all students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and all applicable Florida Statutes and State Board of Education Rules. The school will ensure that exceptional student education (ESE) services are delivered in a manner that supports inclusion, access to the general education curriculum, and measurable academic and functional progress for all eligible students.

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

You Thrive Elementary for Creative Excellence projects that approximately five students per grade level will be identified as students with disabilities. This projection is based on a review of current enrollment data from BEST Academy, the organization's existing middle school charter, as well as historical data and observed trends from You Thrive Florida's Early Learning and Head Start feeder programs serving the Spring Hill community.

Using these same data sources, the school also anticipates a higher number of students requiring Section 504 accommodations. Trends from BEST Academy and early learning programs indicate that a portion of the student population benefits from accommodations to support access to instruction, even when students do not qualify for special education services.

These projections allow the school to plan appropriately for staffing, supports, and compliance with state and federal requirements. Enrollment data and student needs will be reviewed annually and adjusted as needed based on actual enrollment, evaluations, and eligibility determinations conducted in accordance with applicable laws.

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

You Thrive Elementary for Creative Excellence will ensure that students with disabilities have an equal opportunity to be selected for enrollment through an open, non-discriminatory enrollment process conducted in full compliance with federal and state law, including IDEA, Section 504, the ADA, and section 1002.33, Florida Statutes.

The school will not use academic ability, disability status, prior special education placement, or the need for special education or related services as criteria for enrollment. All enrollment materials, application procedures, and communications will be accessible to families, and support will be provided as needed to ensure families understand the enrollment process.

If applications exceed capacity, enrollment will be determined through a random lottery in accordance with state law. Students with disabilities will participate in the same lottery process as all other applicants and will not be excluded or disadvantaged based on disability status.

You Thrive Elementary for Creative Excellence is designed to serve students primarily in a

general education setting with supports and services provided through inclusion and consultation models. During the enrollment and staffing process, the school will work collaboratively with families and the Hernando County School District to review individual student needs and determine how services can be appropriately delivered within the school's instructional program. Placement decisions will be made in accordance with applicable laws and in consideration of the least restrictive environment.

Once enrolled, students with disabilities will receive services and accommodations aligned to their Individualized Education Programs (IEPs) or Section 504 plans to ensure meaningful access to the school's educational program.

C. Describe how the school will work with the sponsor and through the Individual Education Plan IEP process when necessary to ensure students with disabilities receive a free appropriate education FAPE in the least restrictive environment (LRE).

You Thrive Elementary for Creative Excellence will work collaboratively with the Hernando County School District, as the charter sponsor, to ensure that all students with disabilities receive FAPE in the least restrictive environment in accordance with IDEA and applicable state and district requirements.

The school will actively participate in the IEP process, including timely identification, evaluation, eligibility determination, and development and implementation of IEPs. School personnel will collaborate with district staff, service providers, and families to ensure that IEP goals, accommodations, and services are appropriately delivered within the general education setting whenever possible, with supplementary aids and supports provided as needed.

Placement decisions will be made on an individualized basis, guided by student needs, data, and team input, with a strong commitment to maintaining students in inclusive settings to the maximum extent appropriate. The school will collaborate with the sponsor, families, and service providers to adjust supports, services, or placement as needed to promote student success.

D. Describe the methods the school will use to identify students with disabilities that have not yet been identified.

You Thrive Elementary for Creative Excellence will use a systematic and collaborative process to identify students with disabilities who have not yet been identified. Students will be monitored through universal screening, classroom-based assessments, and ongoing progress monitoring. Teachers will document concerns related to academic performance, behavior, communication, or development and refer students to the school's MTSS team for review.

When concerns persist despite targeted interventions, the school will collaborate with parents and the Hernando County School District to initiate the formal evaluation process, obtaining parental consent prior to evaluation and following all IDEA and district procedures.

E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.

You Thrive Elementary for Creative Excellence will provide a continuum of programs, strategies, and supports to ensure the academic success of students with disabilities whose educational needs can be met in a regular classroom environment with at least 80 percent of instruction occurring alongside non-disabled peers. The school's service delivery model emphasizes inclusion, access to grade-level instruction, and individualized supports aligned to each student's Individualized Education Program (IEP) or Section 504 plan.

Students with disabilities will receive instruction primarily in the general education classroom, with supports provided through differentiated instruction, small-group learning, and accommodations embedded within daily lessons. Teachers will implement research-based instructional strategies, including explicit instruction, scaffolded learning, and frequent checks for understanding to support diverse learning needs.

Supplemental supports and services may include consultation with special education personnel, targeted interventions through the Multi-Tiered System of Supports (MTSS) framework, and support from related service providers as outlined in the IEP. Accommodations and modifications may include extended time, preferential seating, visual supports, assistive technology, modified assignments, and instructional pacing adjustments to ensure access to the curriculum.

General education teachers and support staff will collaborate regularly to review student progress, adjust instructional strategies, and ensure fidelity to IEP implementation. Ongoing progress monitoring and communication with families will support timely adjustments to services and promote continuous academic growth. Through inclusive practices and individualized supports, You Thrive Elementary for Creative Excellence will ensure that students with disabilities are provided meaningful access to instruction and opportunities for success within the general education setting.

F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

You Thrive Elementary for Creative Excellence will work collaboratively with the Hernando County School District, as the charter sponsor, and through the Individual Education Program (IEP) process to determine whether a student with a disability whose educational needs require a combination of regular classroom and resource room services can be provided a free appropriate public education (FAPE).

Placement decisions will be made on an individualized basis through the IEP team, using student data, evaluations, progress monitoring, and input from parents, school staff, and district representatives. The school's instructional model is grounded in inclusion, with a strong emphasis on supporting students within the general education setting to the maximum extent appropriate.

Through this inclusive, team-based approach, You Thrive Elementary for Creative Excellence will ensure that students receive appropriate services and meaningful access to instruction in alignment with FAPE and LRE requirements.

G. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

Decisions regarding placement and service delivery will be made on an individualized basis through the IEP team, using evaluation data, progress monitoring results, and input from parents, school staff, and district representatives. While the school's instructional model emphasizes inclusion, the IEP team will consider the full range of supports and services necessary to meet each student's unique needs in alignment with least restrictive environment requirements.

When appropriate, the school will collaborate with the sponsor to explore how supports may be provided within the school's program, including the use of supplemental services, targeted interventions, and extended learning opportunities. After-school support may be utilized to provide additional academic or specialized instruction aligned to IEP goals, allowing students to receive increased support while remaining connected to the school community.

Ongoing collaboration with the district will ensure that services are delivered with fidelity and that placement decisions remain responsive to student needs. Through this cooperative IEP-driven process, You Thrive Elementary for Creative Excellence will prioritize student success, compliance with IDEA requirements, and meaningful access to educational opportunities.

H. Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).

To support consistent monitoring, the school will utilize a live, shared spreadsheet to track key aspects of each student's educational program. This document will be reviewed and updated daily and will include information related to IEP goals, Section 504 accommodations, academic progress, intervention supports, and relevant student needs. The spreadsheet allows teachers, support staff, and administrators to maintain a clear, real-time understanding of each student's supports and progress.

Teachers will be responsible for documenting progress toward IEP and 504 goals using classroom-based assessments, work samples, formative checks, and observation data. This information will be reviewed regularly during data reviews, MTSS meetings, and IEP team meetings to evaluate effectiveness and determine whether instructional strategies, accommodations, or services require adjustment.

School leadership and support staff will monitor implementation through regular review of documentation, classroom observations, and collaborative meetings with instructional staff. Required progress reports aligned to IEP goals will be provided to families in accordance with state and district timelines, ensuring ongoing communication and transparency.

Through daily monitoring, clear documentation, and collaborative review, You Thrive Elementary for Creative Excellence will ensure that students with disabilities receive

consistent supports and make meaningful progress toward their individualized academic and functional goals.

I. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.

You Thrive Elementary for Creative Excellence will implement a staffing plan designed to meet the projected needs of students with disabilities while ensuring compliance with federal and state requirements. Based on enrollment projections and anticipated service levels, the school will provide special education services primarily through an inclusive service delivery model within the general education setting.

The school will prioritize the recruitment of instructional staff who are dually certified in general education and Exceptional Student Education (ESE). For instructional staff who do not hold dual certification at the time of hire, the school will provide guidance and support to assist them in obtaining the appropriate ESE certification. This approach ensures that all staff are prepared to deliver specialized instruction, implement accommodations, and collaborate effectively within inclusive classroom environments.

The staffing plan will include instructional personnel responsible for coordinating special education services, monitoring IEP and Section 504 implementation, and supporting general education teachers through consultation and collaboration. Additional support staff and related service providers will be engaged as needed to address individual student needs and ensure services are delivered in alignment with each student's IEP. Appropriately certified staff will also support students receiving services during the school's after-school program.

Staffing levels and service delivery models will be reviewed regularly and adjusted as needed based on actual enrollment, student needs, and IEP requirements. This flexible, inclusive staffing approach ensures that students with disabilities receive
appropriate supports while maintaining access to the general education curriculum.

J. Describe how effectiveness will be evaluated.

The school will evaluate effectiveness through review of student progress toward IEP and 504 goals, assessment data, service delivery documentation, and feedback from staff, families, and district partners.

K. Describe how the school will serve gifted students.

You Thrive Elementary for Creative Excellence does not anticipate serving a significant population of gifted students due to the availability of HCSD's dedicated gifted program at Challenger K–8. However, gifted students may apply and enroll.

All first-grade students will participate in the administration of the Naglieri Nonverbal Ability Test (NNAT) in accordance with district procedures. Gifted services will be provided through consultative or direct services by appropriately certified staff, and students will be served in alignment with district and state requirements.

Sample Student with IEP Goals

		Accomodations (enter a 1 for each accomodation used)											Goals (complete once per week)		
Date	Teacher	Student Absent	Student Refused	None Needed/Used	Sm Group (10)	Extra Time (2x)	Text-to Speech	Pref. Seating	R/C/S Directions	Encourage, prompt, cue	Add Time HW	Other - Please list	Demonstrate improved comprehension of literature and informational texts by scoring at least 80% on assessments.	(Math) Solve problems related to Measurement and Data and Geometry with 75% accuracy on class assignments and assessments.	(All) Requests help by raising her hand and requesting assistance 4 out of 5 times with 70% accuracy.
1/15/26	Lynch				3		5	7	2	3	3		2 - 21% - 4...	3 - 41 - 60%	4 - 61% - 8...
1/15/2026	Brett Howes				2	1	4	7	1	2	1		3 - 41 - 60%		3 - 41 - 60%
01/15/2026	Torres				5		5	7	1	1	2		3 - 41 - 60%		3 - 41 - 60%
01/15/2026	Floriano				4		6	7	1	1	1		4 - 61% - 8...		4 - 61% - 8...
1/15/2026	Platt				6		4	7	2	4	2				4 - 61% - 8...
01/21/2026	Torres			1	4		2	7	3	6					5 - 81% - 1...

Sample 504 Student

Accomodations (enter a 1 for each accomodation used)

Date	Teacher	Student Refused	None Needed/Used	Sm Group (10)	Extra Time (1.5x)	Text-to Speech	Breaks	Pref. Seating	R/C/S Directions	Redirect	Encourage, prompt, cue	Opportunity for movement or stand in class	NC Headphones	Add Time HW
1/15/2026	Brett Howes	1						1	1	1	3	1		4
1/15/26	Lynch				3	2		1	2	2	5	2		1
01/15/2026	Floriano		1		5		1	1	1	5	1	1		2
1/15/26	Torres				3	1		1	1	2	1	2		3
1/15/2026	Platt							1	1	8	1	1		6
01/21/2026	Torres			2	1	1	1	5	3	4	4	2		2

Examples of Accommodations Matched to Student Needs

Student Need	Accommodation Matched to Need
Difficulty following through on instructions from others	Repeat, clarify, or summarize directions
Easily distracted by extraneous stimuli	Preferential Seating
Difficulty comprehending written tasks	Oral presentation
Difficulty understanding oral directions; or apparent inattention or daydreaming	Student to paraphrase directions
Difficulty with fluency in handwriting ; or confusion from spoken material, lectures	Note taking assistance
Confusion from written material (difficulty finding main idea from a paragraph, etc)	Use of highlighter
Difficulty with fluency in handwriting; or poor handwriting	Responses dictated
Difficulty with fluency in handwriting; or poor handwriting	Allow to type responses
Difficulty sustaining attention to tasks; or difficulty remaining seated or in a particular position when required	Brief testing sessions with frequent breaks
Difficulty completing assignments in a timely manner	Additional time for homework
Difficulty completing assignments in a timely manner	Additional time for class work
Difficulty sustaining effort and accuracy over time	Reduce assignment length
Difficulty completing tasks in a timely manner	Additional time for tests
Easily distracted by extraneous stimuli	Individual or Small group setting
Easily distracted by extraneous stimuli	Verbal/nonverbal redirecting to task
Requires frequent positive reinforcement	Verbal Encouragement
Becomes agitated under pressure	Cooling off period

Please note that the above is not an exhaustive list of student needs or possible accommodations.

Accommodations Data Collection Worksheet

Student:_____ Teacher:_____ Grade:_____ Period/Subject:_____

Directions: _√_ the box when a specialized accommodation is implemented. This is **NOT** an exhaustive list. Use additional page to document any other accommodations used.

Weeks of:	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
Oral presentation Written materials read aloud[1]															
Repeat, clarify, or summarize directions[1]															
Student to paraphrase directions[1]															
Note taking assistance[6]															
Use of Highlighter or other tools to focus attention to print materials[1]															
Responses dictated[2] or other help recording answers Be specific:															
Allow to type responses[2] (or use Speech-to-Text technology)															
Brief testing / work sessions with frequent breaks[3]															
Additional time for homework[3] (Indicate amount-1 day, 2 day, etc.)															
Additional time for classwork[3] (Indicate amount of time- 1.5X, 2X, etc.)															
Additional time for tests[3] (Indicate amount of time- 1.5X, 2X, etc.)															
Preferential seating[4]															
Individual or Small group setting[4] for tests or assignments for extra monitoring, assistance, or to reduce distractions															
Verbal/nonverbal redirecting to task[1]															
Verbal encouragement[1]															
Cooling off period[6]															
Other:															

Part B PROCEDURAL SAFEGUARDS NOTICE: FLORIDA

The Individuals with Disabilities Education Act (IDEA), the Federal law concerning the education of students with disabilities, requires schools to provide you, the parents of a child with a disability, with a notice containing a full explanation of the procedural safeguards available under IDEA and U.S. Department of Education regulations. A copy of this notice must be given to you only one time a school year, except that a copy must also be given to you: (1) upon initial referral or your request for evaluation; (2) upon receipt of your first State complaint under Title 34, sections 300.151 through 300.153, Code of Federal Regulations (34 CFR §§300.151 through 300.153) and upon receipt of your first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action against your child that constitutes a change of placement; and (4) upon your request. [§300.504(a)]

This procedural safeguards notice must include a full explanation of all of the procedural safeguards available under §300.148 (unilateral placement of a child in a private school at public expense), §§300.151 through 300.153 (State complaint procedures), §300.300 (parental consent), §§300.502 and 300.503 (independent educational evaluation and prior written notice), §§300.505 through 300.518 (other procedural safeguards, e.g., mediation, due process complaints, resolution process, and impartial due process hearing), §§300.530 through 300.536 (procedural safeguards in Subpart E of the Part B regulations), and §§300.610 through 300.625 (confidentiality of information provisions in Subpart F). Florida-specific information has been added throughout this model form and provides a format that school districts may choose to use to provide information about procedural safeguards to parents.

United States Department of Education, Office of Special Education Programs
Revision: June 2009; Florida Department of Education Revision: August 2021

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Section 7: English Language Learners

A. Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.

You Thrive Elementary for Creative Excellence will serve English Language Learners (ELLs) in full compliance with all applicable federal and state laws, including the Elementary and Secondary Education Act (ESSA), Title III requirements, and Florida statutes and rules governing English for Speakers of Other Languages (ESOL).

All students will complete a Home Language Survey upon enrollment. Students indicating a language other than English will be assessed using a state-approved English language proficiency assessment to determine eligibility for ELL services. Identification and placement will occur within required state timelines.

ELL students will have equitable access to all academic programs, instructional resources, enrichment opportunities, arts-integrated learning experiences, and extracurricular activities. Language supports will be provided in a manner that ensures participation in grade-level instruction aligned to Florida's B.E.S.T. Standards without reducing academic rigor or segregating students.

The school will communicate with families in a language they understand to the extent practicable. Translated written communications and interpretation services will be provided for meetings and conferences as needed. Families will be informed of identification, instructional placement, student progress, and exit decisions.

B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.

ELL students will primarily receive instruction in the general education classroom using a push-in and small-group support model. Instruction will integrate English language development with core academic content in English Language Arts, mathematics, science, social studies, and arts-integrated learning experiences.

Teachers will implement differentiated instructional strategies, including explicit academic vocabulary instruction, visual supports, modeling, sentence frames, scaffolded reading and writing tasks, and structured opportunities for oral language development. Language objectives will be embedded alongside content objectives to support English acquisition.

Students performing below grade level will receive targeted interventions aligned to both language proficiency and academic needs. Students performing at or above grade level will participate in enrichment activities that promote higher-order thinking, academic language use, creativity, and problem-solving.

C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

ELL student progress will be monitored using state-approved English language proficiency assessments administered annually, as well as classroom-based assessments and district-aligned benchmark measures. Instructional teams will review data regularly to inform instructional adjustments and supports.

Students will be exited from ELL services in accordance with Florida Department of Education criteria once they demonstrate sufficient English proficiency to participate successfully in the general education program. Families will be notified of exit decisions, and exited students will be monitored for continued academic success as required by law.

D. Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.

You Thrive Elementary for Creative Excellence will employ or contract with a Florida-certified teacher with an ESOL endorsement to support ELL instruction, compliance, and progress monitoring. Classroom teachers serving ELL students will meet state-required ESOL training or endorsement requirements.

The ESOL-endorsed staff member will provide instructional support, collaborate with teachers, assist with assessment and data review, and ensure compliance with all state and federal ELL requirements. Ongoing professional development will be provided to instructional staff on effective strategies for serving English Language Learners. A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

Section 8: School Culture and Discipline

A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.

You Thrive Elementary for Creative Excellence will maintain a safe, structured, and academically focused school culture grounded in high expectations, respect, responsibility, and creativity. The school's culture is designed to promote a positive academic environment that supports students' intellectual growth, artistic expression, and appropriate social development while maximizing instructional time.

The school culture emphasizes clear behavioral expectations, orderly classrooms, strong adult supervision, and consistent routines. Students are encouraged to respect themselves, others, and the learning environment and to take ownership of both their learning and behavior. Creativity, academic effort, and positive contributions to the school community are consistently reinforced through recognition and opportunities for student leadership and expression. Expectations and consequences are applied fairly and consistently to promote equity, predictability, and trust among students and families.

B. State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district code of conduct policy, describe in detail the school's approach to student discipline. o List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;

- **o Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;**
- **o List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion; Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;**
- **o Provide an explanation of how the school will consider the rights of students with disabilities in disciplinary actions and proceedings;**
- **o Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and**
- **o Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.**

You Thrive Elementary for Creative Excellence will adopt and implement the Student Code of Conduct of the local school district, the Hernando County School District (HCSD). The school will follow all district-established policies and procedures related to student behavior, suspension, expulsion, due process, and the rights of students with disabilities, in full compliance with Florida and federal law. The school will not implement a separate or conflicting discipline system.

Consistent with HCSD policy, the school will promote discipline through a balanced approach that includes positive behavior reinforcement and appropriate corrective actions. Incentives may include verbal recognition, classroom or schoolwide acknowledgments, certificates, opportunities for leadership, and recognition of positive behavior, effort, and responsible participation in academic and arts-integrated learning experiences. Consequences for misconduct will follow HCSD guidelines and may include teacher-managed interventions, parent conferences, loss of privileges, lunch detention, in-school or out-of-school suspension, or recommendation for return to the student's zoned school, as applicable.

The school will adhere to HCSD-defined offenses and disciplinary consequences. Non-discretionary offenses requiring mandatory disciplinary action include serious safety violations such as weapons possession, severe physical assault, and drug- or alcohol-related offenses. Discretionary offenses include disruptive behavior, defiance, bullying or harassment, academic dishonesty, and repeated minor infractions, as defined by HCSD.

Teachers and staff are responsible for implementing classroom expectations, documenting incidents, and communicating with families. School administrators enforce the HCSD Student Code of Conduct, investigate incidents, assign disciplinary consequences, and ensure due process. The governing board formally adopts the HCSD Student Code of Conduct and oversees policy compliance.

Disciplinary actions involving students with disabilities will comply with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, including manifestation determinations when required and continued access to educational services consistent with the student's Individualized Education Program or Section 504 Plan.

The school will follow HCSD procedures to ensure due process and access to appeals when a student is suspended or recommended for expulsion, including timely notice to parents and provision of educational services for students removed from school for more than ten (10) days. Students and parents will be informed of their rights and responsibilities through the HCSD Student Code of Conduct, parent orientation meetings, the school website, and ongoing communication

Section 9: Supplemental Programming

A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.

You Thrive Elementary for Creative Excellence will offer an arts-enriched after-school program designed to extend the school day while reinforcing academic skills through creative expression, collaboration, and hands-on learning. The program will serve students in grades Kindergarten through Grade 5 and will provide a safe, structured environment that supports creativity, academic reinforcement, and social development.

Students will participate in rotating arts-focused enrichment activities aligned with grade-level standards and classroom instruction. Enrichment experiences will emphasize visual arts, music, movement, performance, design, and creative problem-solving. Activities may include art and design projects, creative writing, music and rhythm exploration, dramatic expression, movement-based activities, and interdisciplinary projects that connect the arts to core academic content. Instruction will emphasize exploration, collaboration, and critical thinking while reinforcing foundational literacy and mathematics skills through integrated learning experiences.

The after-school program will also provide dedicated time for homework support and academic reinforcement. Certified teachers and trained instructional staff will offer small-group assistance, targeted skill practice, and individualized support to help students complete assignments and strengthen core academic skills while maintaining alignment with the school's instructional program.

The arts-enriched after-school program will operate on scheduled school days and is designed to support working families while promoting student engagement, creativity, and a positive connection to learning beyond the classroom.

Funding for the after-school program may include a combination of participation fees, annual fundraising efforts, grants, and charitable donations to support program sustainability and student access.

Arts-Enriched After-School Program (Proposed draft)

Weekly Schedule (Grades K–5)

Daily Structure (Monday–Friday, Exact Times TBD)

3:00 – 3:20 p.m. | Student Check-In & Transition
3:20 – 3:40 p.m. | Snack & Social Time
3:40 – 4:20 p.m. | Homework Support & Academic Reinforcement
4:20 – 5:10 p.m. | Arts-Enriched Learning Block (Themed by Day Below)
5:10 – 5:30 p.m. | Physical Activity / Creative Break
5:30 – 6:00 p.m. | Project Completion, Reflection & Dismissal

Weekly Arts-Enriched Themes by Day

Monday – Visual Arts & Design
Students engage in drawing, painting, sculpting, and design-based projects that build creativity, fine motor skills, and visual expression while connecting to academic themes.

Tuesday – Music & Rhythm
Activities focus on music appreciation, rhythm, movement, and sound exploration to support listening skills, pattern recognition, and creative expression.

Wednesday – Creative Writing & Storytelling
Students participate in writing workshops, storytelling, and dramatic reading to strengthen literacy skills, imagination, and communication.

Thursday – Performing Arts & Movement
Drama, dance, and movement-based activities encourage collaboration, confidence, and expressive performance connected to academic content.

Friday – Creative Problem-Solving & Logic
Students engage in puzzles, games, design challenges, and collaborative projects that promote reasoning, reflection, and creative thinking across subject areas.

Weekly Arts-Enriched After-School Program Fee Schedule (Proposed draft)

Program Hours
Monday–Friday, immediately following school dismissal until 6:00 p.m.

Weekly Tuition
Flat weekly rate for enrolled students participating in the Arts-Enriched After-School Program
$60 per week per student

Daily Drop-In Rate
Optional daily rate for occasional attendance, space permitting
$15 per day

Registration Fee
One-time annual enrollment fee to cover instructional materials, art supplies, program resources, and administrative costs
$25 per student (annual)

Fee Category
Sibling Discount
Discount applied to each additional sibling enrolled
10% off weekly tuition per additional sibling

Late Pick-Up Fee
Assessed for students picked up after 6:00 p.m.

$1 per minute

Scholarships / Fee Assistance
Limited scholarships or fee assistance may be available based on demonstrated financial need, program funding availability, grants, or community donations. The school will make reasonable efforts to ensure access for families who may otherwise be unable to participate.

II. ORGANIZATIONAL PLAN

Section 10: Governance

A. Describe the school's existing or planned legal status, including non-profit status and federal tax-exempt status.

Mid Florida Community Services, Inc. dba You Thrive Florida is an active non-profit registered in the state of Florida and is recognized with federal tax-exempt status.

B. Provide the following documents, if available, as attachments:

a. **The articles of incorporation for the applicant organization (or copies of the filing form) –Attachment H**
   Attachment H: Articles of Incorporation

b. **501(c)(3) tax exempt status determination letter (or copy of the filing form) – Attachment I**
   Attachment I: Tax Exemption Determination Letter

c. **Governing board by-laws – Attachment J**
   Attachment J: Board Bylaws

d. **Governing board code of ethics and conflict of interest policy –**
   Attachment K – Conflict of Interest

C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.

At the top level is the Governing Board, responsible for setting the mission, policies, goals, and holding fiduciary and legal responsibilities. Various Board Committees, such as Finance, Academic Excellence, Governance, and Development/Community, report to the Board. The Principal or Head of School, who reports directly to the Board, oversees instruction, staff, and operations while implementing the Board's policies. School leadership and staff, including assistant principals, instructional coaches, teachers, and support staff, report to the Principal.

D. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.

Board meetings will be held quarterly, each January, April, July and October. All regular and special meetings shall be open to the general public. Public comments shall be reserved for the last meeting activity prior to adjournment, and each attendee will be provided a maximum of three minutes to comment. Robert's Rules of Order will govern the conduct of the meeting. Attendees desiring to make public comment must (1) notify the Board Chair at or before the start of the meeting; (2) state on the record their name, address, and the topic on which they wish to be heard and if a representative will be speaking for them, such representative's name and address; and (3) restrict their (or their representative's) comment to 3 minutes or less. The Board reserves the right to terminate someone's use of the public comment forum if profanity, disrespect or non-pertinent matters are brought before the Board. Quarterly meetings are listed publicly on the calendar found at https://youthrivefl.org/calendar. Board meeting minutes are

stored electronically per Chapter 119 of the Florida Statutes and General Records Retention schedules GS1 GS7 for Public Schools Pre-K-12.

E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.

Currently, there are 10 members of the You Thrive Florida Board of Directors. The board will consist of no fewer than 9 directors, and no more than 15 directors. The number of directors may be increased or decreased from time to time by resolution of the board adopted at any duly-called special or regular meeting or by written action in accordance with these bylaws, provided however, that no decrease shall have the effect of shortening the term of any incumbent director. At least one of the directors must have a background and expertise in fiscal management or accounting. At least one director shall have a background and expertise in early childhood education and development. At least one director shall be a licensed attorney familiar with issues that come before the governing body. Provided however, in the absence of a director with the background and expertise described in this paragraph, the board shall employ a consultant with such expertise who shall work with the board.

F. Describe how board members have been and will be selected including term limits and selection of officers.

Each Director appointed to the Board after April 2019 shall serve a five-year term, automatically renewable for up to two additional consecutive five-year terms if they continue to meet the board member requirements. A full five-year term shall be considered to have been served upon the passage of five (5) annual meetings. Directors shall take office immediately following the close of the annual meeting at which they are elected. No Director shall serve more than three (3) full consecutive five-year terms. Consecutive service refers to time served on the Board without a gap of at least 6 months between each period of service.

G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.

The comprehensive board structure for You Thrive Florida establishes a strong foundation for academic, operational, and financial success through several key mechanisms:

- The board's 9-15 director range allows for optimal governance while maintaining flexibility. Boards of this size are large enough to ensure diverse perspectives and committee assignments, yet small enough for effective decision-making. This structure enables organized committee work while preventing the decision of paralysis that can occur with oversized boards.
- The expertise matrix ensures that critical governance areas—financial health, educational quality, and legal compliance—are directly addressed by qualified board members rather than relying entirely on consultants or management. Research shows that boards with specific competency criteria make more informed strategic decisions and demonstrate stronger accountability.
- All Directors shall fully participate in the development, planning, implementation and evaluation of the programs offered by the Corporation in its services to individuals and

families.

- By mandating these specific expertise areas while allowing flexibility in overall composition, the board structure ensures that You Thrive Florida has both the specialized knowledge needed for effective governance and the adaptability required to respond to changing organizational needs. This balanced approach creates a robust foundation for sustainable success across all operational dimensions

H. Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume

Name	Current or Prospective Governing Board Member?	Role on Board (e.g.Member, President, etc.)	Submission Requirements
Jennene Norman-Vacha	Current	Chair	x_ Information Sheet _x_Resume
James Morris	Current	Co-Chair	x_ Information Sheet _x_Resume
Tracy Ramirez	Current	Secretary/Treasurer	x_ Information Sheet _x_Resume
Michelle Alford	Current	Member	x_ Information Sheet _x_Resume
Steve Champion	Current	Member	x_ Information Sheet _x_Resume
Evone Jackson	Current	Member	x_ Information Sheet _x_Resume
Aaron Lyon	Current	Member	x_ Information Sheet _x_Resume
Donna Maas	Current	Member	x_ Information Sheet _x_Resume
Angelys Saez	Current	Member	x_ Information Sheet _x_Resume
Thomas Valdez	Current	Member	x_ Information Sheet _x_Resume

I. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.

New directors' orientation consists of level 2 background check and are required to complete a minimum of four (4) hours of instruction focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility as required by Section 1002.33, Florida Statutes, and Rule 6A-6.0784. After the initial four (4) hour training, each governing board member is required, within the subsequent three (3) years and for each three (3) year period thereafter, to complete a two (2) hour refresher training on government in the sunshine, conflicts of interest, ethics, and financial responsibility as specified in Section 1002.33, F.S. in order to retain their

position on the Board of Directors.

J. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.

Board members must comply with state ethics laws, charter school conflict-of-interest rules, and the school code of ethics, confirming their understanding in writing and completing required training. They must disclose actual or potential conflicts, with any confirmed conflicts preventing their participation in related discussions or votes. Members sign annual conflict-of-interest disclosure statements and update them as needed. Violations may result in censure or removal from the board.

K. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school's governing board and leadership. N/A

L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. This includes the process for developing procedures for complaint resolution of parental concerns involving student welfare, including the student welfare provisions described in section 1001.42(8)(c)1.-6., F.S. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

1. Start with an informal discussion at the school level.
2. If unresolved, submit a formal written complaint to the school administration.
3. If necessary, appeal to the governing board.
4. For issues related to student welfare or parental rights that aren't resolved, parents can request the appointment of a Special Magistrate through the Florida Department of Education for a state-level review.

If the school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization or any other partner, provide the following information: **N/A**

M. Name of the partner organization.
N. Name of the contact person at the partner organization and that person's full contact information
O. A description of the nature and purpose of the school's partnership with the organization.
P. An explanation of how the partner organization will be involved in the governance of the school.

Section 11: Management and Staffing

A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in

- **The pre-operational year;**
- **The first year of school operations;**
- **At the end of the charter term; and**
- **When the school reaches full capacity, if in a year beyond the first charter term.**

Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.

--OR--

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?

You Thrive Elementary for Creative Excellence will post and hire an Assistant Principal in accordance with You Thrive Florida, Inc. hiring procedures and Hernando County School District requirements. The position will be advertised through You Thrive Florida platforms, district-approved posting outlets, and professional education networks to ensure a diverse and qualified applicant pool.

Candidates will be evaluated using a defined set of criteria aligned to the school's instructional design and operational needs. The selection process will include application and résumé review, structured interviews, verification of certification and prior experience, and reference checks. The final candidate will demonstrate strong alignment with the school's mission, vision, and arts-integrated educational model.

Key skills and competencies for the Assistant Principal include instructional leadership, data-driven decision-making, experience with elementary curriculum and assessment, knowledge of Florida accountability requirements, and the ability to support inclusive instructional programs. The Assistant Principal must also demonstrate effective staff development, collaboration with teachers and support staff, communication with families and community partners, and oversight

of daily school operations.

The successful candidate will exhibit strong organizational skills, a student-centered leadership approach, and the capacity to help build and sustain a positive school culture grounded in high expectations, accountability, and continuous improvement. These qualities are essential to ensuring the effective implementation of the school's academic program and long-term sustainability.

The Assistant Principal hiring process will begin upon charter approval, with posting and recruitment occurring within 30 days of approval. Interviews and candidate selection are expected to be completed no later than 90 days prior to the school's opening to allow sufficient time for onboarding, professional development, and participation in pre-opening planning and training.

C. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.

See Attachment P

D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers.

See Attachment Q

E. Explain the school's plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school's design.

You Thrive Elementary for Creative Excellence will implement a comprehensive plan for the recruitment, selection, and development of a highly qualified and appropriately certified instructional staff in alignment with applicable federal laws, Florida Department of Education certification requirements, and the school's instructional design.

Recruitment efforts will include outreach through district-approved hiring platforms, professional educator networks, university partnerships, job fairs, and internal pipelines developed through You Thrive Florida and BEST Academy. Recruitment strategies will prioritize candidates with strong content knowledge, experience in elementary instruction, and the ability to implement standards-based, data-driven instruction aligned to the school's STEAM- or arts-focused model.

Selection of instructional staff will follow a structured, team-based process. Interview panels will include a leadership and instructional team that collaboratively reviews applications, conducts interviews, and evaluates candidates using a scoring rubric. Interview questions will be developed

by teachers and school leadership to assess instructional practice, classroom management, collaboration, and alignment with the school's mission. Candidates recommended by the interview team will advance to a final interview with the principal prior to hiring.

All instructional staff will be required to hold valid Florida certification or be eligible for certification in their assigned instructional areas. The school will prioritize candidates with dual certification, including Exceptional Student Education, and will support staff in obtaining additional certifications as needed.

Ongoing professional development will support instructional effectiveness and continuous improvement. Teachers will participate in pre-service training, district-provided professional development, curriculum-specific training, collaborative planning, and coaching aligned to the school's instructional model. Through intentional recruitment, rigorous selection, and sustained professional development, You Thrive Elementary will maintain a highly qualified instructional staff prepared to support student achievement and program success.

Section 12: Human Resources and Employment

A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school's tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.

You Thrive Elementary Academy for Creative Excellence Spring Hill will employ staff through written employment contracts. A contractual relationship is intended to provide clarity, accountability and stability for both the You Thrive Elementary Academy for Creative Excellence Spring Hill and employees, and to support continuity of instruction and operations. Employees will not be employed on an at-will basis. Instead, the employment relationship will be governed by the terms of the employee's contract and applicable state and federal law. You Thrive Elementary Academy for Creative Excellence Spring Hill intends to use written employment contracts for all instructional and non-instructional staff. Employees will be annually contracted employees in accordance with Florida statute 1002.33. Renewal decisions will be based on school need, performance, licensure requirements, and funding.

B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.

The You Thrive Elementary Academy for Creative Excellence Spring Hill will implement a performance evaluation plan for instructional personnel, administrators, and non-instructional staff. The plan will be used to provide timely feedback, support continuous improvement, and guide individual in schoolwide professional development. For instructional personnel and school administrators, the plan will be implemented consistent with the substantive requirements of 1012.34, F.S. (Student Success Act).

The Principal will evaluate all instructional and non-instructional staff. The Principal will be evaluated by the Executive responsible for the oversight of the program.

For the instructional personnel, the You Thrive Elementary Academy for Creative Excellence Spring Hill will adopt Hernando County School District's (HCSD) instructional evaluation system for all instructional personnel. This includes the observation/evidence components and performance rating requirements consistent with 1012.34, F.S.

The You Thrive Elementary Academy for Creative Excellence Spring Hill will use You Thrive Florida's performance evaluation instrument for school administrator(s) and non-instructional/support positions. This tool evaluates employees across defined performance standards and competencies (e.g. job knowledge, quality of work, attendance, professionalism, etc.) and alignment with the Organization's Core Values. An example of You Thrive Florida's

performance evaluation tool is available in addendum FF.

Evaluations will be conducted at least annually, with observation frequency and documentation for instructional personnel following the adopted HCSD system and statutory requirements in 1012.34, FS.

Evaluation results will be reviewed with employees and used to identify strengths and areas for improvement, guide coaching and performance support, and inform of individualized professional development aligned to the role expectations and school priorities.

C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?

All You Thrive Elementary for Creative Excellence employees will be employed by You Thrive Florida, a 501(c)(3) organization. The You Thrive Elementary Academy for Creative Excellence Spring Hill will utilize a structured, market-informed compensation and benefits program that supports fair pay, clear growth paths, and total rewards that directly reinforce staff retention and school stability.

For instructional and administrative staff, You Thrive Elementary Academy for Creative Excellence Spring Hill will utilize surrounding school district salary schedules as a benchmark to keep instructional and administrative pay informed, competitive and responsive to market changes. Districts schedules will serve as a primary benchmark for establishing starting salaries, raises, and range adjustments for comparable instructional and leadership roles.

This approach supports a transparent and competitive compensation framework and aligns with Florida's statutory emphasis on compensation structures tied to educator performance systems, including provisions related to salary schedule design and compensation practices for instructional personnel.

The You Thrive Elementary Academy for Creative Excellence Spring Hill will offer a competitive benefits package for eligible employees, including health insurance, dental insurance, vision insurance, basic life insurance, long-term disability, and supplemental insurance options. To support access and affordability, You Thrive Florida will pay the full premium for one of the available health plan options, resulting in at least one zero-premium health insurance plan available to eligible staff.

The You Thrive Elementary Academy for Creative Excellence Spring Hill will offer a 403b retirement plan with a 4% employer non-matched contribution and up to an additional 4% employer matching contribution after completing three months of service. Matching contributions will be 100% immediately vested.

Employees will be paid on a stretched 12-month basis on a bi-weekly pay cycle. Leave benefits for instructional staff will be structured with sick leave, PTO, and paid holidays. For non-instructional staff, leave benefits will be structured with sick leave, vacation, PTO, and paid

holidays.

To support recruitment, retention, and recognition of added responsibilities, the You Thrive Elementary Academy for Creative Excellence Spring Hill will provide supplements for qualifying assignments and credentials, such as advanced degree supplements, yearbook supervision, social media supervision, team lead roles, and similar additional duties.

Compensation and benefits are essential to the You Thrive Elementary Academy for Creative Excellence Spring Hill's retention strategy. The plan supports retention through competitive, transparent salary schedules, a strong benefits package, including access to a zero-premium health plan, employer-supported retirement contributions, a predictable 12 month stretch pay structure, opportunities for supplements tied to advanced credentials and additional responsibilities. Collectively, these components are designed to attract and retain mission-aligned employees and support stable staffing necessary for high-quality instruction for school operations.

D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

All You Thrive Elementary Academy for Creative Excellence Spring Hill employees will be employed by You Thrive Florida and hired through a structured process designed to select highly effective, mission-aligned staff and maintain a safe school environment.

Vacancies will be posted through the Hernando County School District posting portal, the You Thrive Florida website (with distribution to indeed), and Employ Florida to ensure a broad and competitive applicant pool.

Applicants will be screened for minimum qualifications, relevant experience, and required certifications, as applicable.

Finalists will participate in structured job-related interviews focused on job-related competencies and alignment with the school's mission and expectations.

You Thrive Elementary Academy for Creative Excellence Spring Hill will use selection steps likely to identify high-performers, including reference checks and verification of prior employment.

The Principal will make the final hiring decision for school staff. You Thrive Elementary Academy for Creative Excellence Spring Hill is an equal opportunity employer. Hiring decisions will be made without regard to race, color, religion, sex (including pregnancy), national origin, age, disability, genetic information, marital status, or any other status protected by law. All hiring decisions will be based on job-related qualifications and the needs of the You Thrive Elementary School of Brooksville.

Before any individual begins work or has direct contact with students, the You Thrive Elementary Academy for Creative Excellence Spring Hill will require successful completion of all applicable screening and eligibility requirements, including a Level 2 fingerprint-based background screening consistent with 1012.32 F.S. The You Thrive Elementary Academy for

Creative Excellence Spring Hill will ensure that no person who is ineligible for employment in a position requiring direct contact with students is hired or permitted to serve in such a role under 1012.315 F.S.

In addition to the statutory fingerprint base screening, the You Thrive Elementary Academy for Creative Excellence Spring Hill will require pre-employment drug testing, a pre-employment physical, and a national sex offender search as part of its overall suitability review.

Because employees will work under employment contracts, dismissal decisions will be governed by the terms of the employment contract and applicable law. Decisions to terminate an employee under such contracts will be based on documented performance, conduct, or organizational needs, applied consistently and in alignment with established policies and professional standards, such as immorality, misconduct in office, incompetency, gross insubordination, failure to maintain required credentials, willful neglect of duty, or being convicted, or found guilty of, or entering a plea of guilty to, regardless of adjudication of guilt, any crime involving moral turpitude.. All terminations will be made in a non-discriminatory manner and will not be based, in whole or in part, on an individual's race, color, religion, sex (including pregnancy), national origin, age, disability, genetic information, marital status, or any other status protected by law.

E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

The You Thrive Elementary Academy for Creative Excellence Spring Hill has some personnel policies and procedures but has not yet finalized its updates to the You Thrive Florida comprehensive personnel policies and procedures manual to include personnel rules specific to charter schools; however, school leadership and the Director of HR have a clear plan and timeline to develop, vet, and adopt these documents prior to the school opening. Within 60 days following the charter approval, the school leader, in collaboration with the HR Director, will finalize the draft personnel policies and procedures and will present to the governing board for review and approval at the July board meeting. Upon board approval, the school will distribute the personnel policies and procedures to all employees, obtain written acknowledgments, and schedule annual review and update of the manual to ensure continued legal compliance and alignment with best practices in human resources and charter school operations.

Attachment R includes currently adopted policies and procedures of You Thrive Florida that will govern employee conduct, performance expectations, workplace standards and compliance requirements until revisions are adopted.

F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.

The governing board and school leadership will address unsatisfactory leadership, teacher, or staff performance through timely identification of concerns, clear expectations, documented feedback, targeted support, and appropriate employment action when performance is

unsatisfactory. The purpose of this approach is to maintain high professional standards, ensure continuity of instruction and services, and minimize disruption to the school program.

Unsatisfactory performance will be identified through the school evaluation systems and by ongoing supervision. Instructional personnel will be evaluated by the Principal using Hernando County School District's (HCSD) instructional evaluation system. The Principal will be evaluated by the Executive responsible for the oversight of the program and non-instructional staff will be evaluated by the Principal using You Thrive Florida's performance evaluation tool which applies consistent job-related expectations with a defined rating scale. When concerns arise through evaluations, observations, or operational performance indicators, school leadership will promptly meet with the employee to review the concern(s), clarify expectations, and identify contributing factors. You Thrive Elementary Academy for Creative Excellence Spring Hill will establish a targeted improvement plan that identifies specific performance expectations, the supports to be provided (such as coaching, feedback, and professional development), and a defined timeframe for follow-up review. Leadership will monitor progress through follow-up observations, work review, and check in to determine whether improvement is demonstrated and sustained. If improvement is not achieved, school leadership will take appropriate employment action consistent with the employees' contract terms, adopted personnel policies, and applicable law, including non-renewal or termination as appropriate. For serious concerns involving safety, unlawful conduct, or significant violations of professional standards, the school may implement immediate interim steps — such as removing an employee from duties pending review — to protect students and maintain school operations, followed by appropriate action consistent with contract terms and adopted policies.

The governing board and school leadership will also maintain a proactive plan to manage leadership &/or staff turnover to ensure continuity of instruction and school operations. The governing board will oversee leadership continuity and ensure that the Executive Officer maintains a plan for interim coverage of critical leadership functions in the event of vacancy. You Thrive Elementary Academy for Creative Excellence Spring Hill will maintain documented procedures and cross-training for key operational functions to reduce disruption during transitions. If teacher or staff vacancies occur, You Thrive Elementary Academy for Creative Excellence Spring Hill will implement immediate coverage plans to maintain student supervision and uninterrupted instruction, including the use of qualified substitutes and internal coverage strategies, while simultaneously initiating rapid recruitment. Positions will be posted through established pipelines, including the HCSD posting portal, the You Thrive Florida website (with Indeed distribution), and Employ Florida, and selections will be made through structured screening and interviews focused on job related competencies and mission alignment. To reduce turnover, the school will support staff retention through competitive compensation, a strong benefits package (including access to a zero premium health plan option and 403b employer contributions/match), supplemental pay opportunities for additional responsibilities and advanced credentials, and a supportive professional environment that emphasizes coaching, ongoing development, and recognition of high-performance.

Section 13: Professional Development

A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:

1. Identify the person or position responsible for overseeing professional development activities.

The principal, in collaboration with the team leader, will schedule and coordinate all professional development and training activities at You Thrive Elementary for Creative Excellence to include in-service points added through TRACK.

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.

Professional development at You Thrive Elementary for Creative Excellence will be designed to support effective implementation of the school's educational program and continuous improvement in instructional practice. Core components of professional development will focus on standards-based instruction, structured literacy, arts integration across content areas, data-driven decision-making, and differentiation to meet diverse learner needs.

Professional development will be delivered through a combination of internal, district-provided, and external learning opportunities. Internal professional development will be led by the Principal and Lead Teacher and will include collaborative planning, instructional coaching, data reviews, and professional learning communities (PLCs) focused on curriculum implementation, instructional alignment, arts integration strategies, and student performance.

In addition, instructional staff will participate in districtwide professional development opportunities offered by the Hernando County School District, including Teachers in Action, district-provided professional development days, and other required training sessions. The school will also work with a Professional Learning Facilitator assigned by the district to support instructional implementation, monitor new teacher needs, and provide targeted coaching and guidance aligned to district expectations.

New instructional staff will receive additional support through participation in the district's RISE Program, which provides structured mentoring, onboarding, and instructional support for early-career educators. These supports will ensure that new teachers are prepared to implement curriculum with fidelity and effectively integrate the arts into daily instruction.

External professional development will include vendor-supported curriculum training and professional learning offered through instructional partners and arts education providers, supporting implementation of adopted instructional materials and arts-integrated instructional strategies.

Professional development will include both uniform and individualized components. Schoolwide training will address shared instructional priorities, while individualized professional learning will be provided through coaching, mentoring, and targeted support based on teacher experience, instructional practice, and student performance data.

The effectiveness of professional development will be evaluated through:

- Classroom observations and instructional walkthroughs
- Review of student performance and assessment data
- Monitoring implementation fidelity of instructional strategies, curriculum resources, and arts integration
- Teacher feedback and reflection
- Professional development plans will be adjusted as needed to ensure continued alignment with instructional goals, district expectations, and student outcomes.

3. **Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?**

Prior to the opening of school, You Thrive Elementary for Creative Excellence will conduct a comprehensive pre-opening induction period to ensure instructional personnel are fully prepared to implement the school's arts-focused educational program with fidelity. Preschool Week will be used to provide structured, job-embedded professional development focused on instructional readiness, school culture, and operational expectations.

During this induction period, all instructional and support staff will participate in applicable district-provided training opportunities, including required compliance training, safety protocols, and instructional expectations. In addition, school-specific professional development will be delivered on site by school administration and instructional leaders to address the unique elements of the arts-integrated instructional model, interdisciplinary planning expectations, and the school's vision for creative excellence.

Training during Preschool Week will also include orientation to curriculum resources, assessment practices, instructional routines, family communication expectations, student support structures, and the student handbook, ensuring a cohesive and well-prepared start to the school year.

Pre-opening professional development during Preschool Week will include:

- Orientation to the school's mission, vision, and annual instructional theme
- Review of the student handbook, expectations, and school culture
- Safety and security training, including emergency procedures and required drills
- Instructional planning aligned to Florida B.E.S.T. Standards and district pacing
- Training on unique instructional programs and methodologies, including STEAM and arts-integrated instruction

- Overview and use of assessment tools such as i-Ready and STAR
- Classroom management, differentiation, and MTSS implementation

Additional training will be provided through vendor-supported professional development for arts-integrated instructional resources and curriculum tools under consideration, as well as collaboration with district instructional staff to ensure alignment with district expectations.

This induction period ensures that all staff begin the school year with a shared understanding of instructional priorities, arts integration practices, student expectations, and the systems in place to support high-quality teaching and learning at You Thrive Elementary for Creative Excellence.

4. **Describe the expected number of days or hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.**

   You Thrive Elementary for Creative Excellence will align its professional development calendar to the Hernando County School District teacher calendar and will assume that the number of pre-school days and professional development days for the 2026–27 school year will remain consistent with the district calendar. This approach ensures alignment with district expectations while providing adequate time for instructional preparation, collaboration, and continuous improvement.

   Professional development will occur through a combination of:

   - Pre-school professional development days prior to the start of the academic year (5)
   - District-scheduled professional development days during the school year to include early release days and teacher professional days (11)
   - Job-embedded professional learning incorporated into the school's daily and weekly schedules

   Planning and Collaboration

   The daily schedule and staffing structure will support regular common planning time for instructional staff. Teachers will be provided with scheduled opportunities for grade-level and collaborative planning, which will typically be used for:

   - Reviewing student performance and assessment data
   - Planning standards-aligned instruction and interdisciplinary lessons
   - Coordinating instructional strategies and interventions
   - Sharing best practices and instructional resources

Ongoing Professional Learning

In addition to scheduled professional development days, professional learning will be supported through:

- Instructional coaching and walkthrough feedback
- Professional Learning Communities (PLCs)
- District-provided training opportunities, including Teachers in Action and other district initiatives
- Support from the district-assigned Professional Learning Facilitator, particularly for new teachers

This structure ensures that professional development is ongoing, relevant, and responsive to instructional needs, while remaining aligned with district calendars, staffing expectations, and student instructional time requirements.

Section 14: Student Recruitment and Enrollment

A. **Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.**

You Thrive Elementary for Creative Excellence will implement a comprehensive and inclusive recruitment plan designed to ensure the school meets its projected enrollment while providing equitable access to information for all families, including those who may not otherwise have easy access to educational options. Recruitment strategies will prioritize outreach to families in poverty, academically low-achieving students, students with disabilities, and English Language Learners, consistent with the school's mission and applicable law.

As an organization, You Thrive Florida, Inc. operates Early Learning Programs, including Head Start, serving families within the community. Families currently enrolled in these programs have been engaged in conversations regarding interest in continuing their child's education at a You Thrive charter school. Feedback from these families has informed planning and demonstrates existing community interest among families who may benefit from a seamless transition from early learning into an elementary charter setting.

The school will conduct direct outreach efforts, including the annual distribution of postcards mailed to families using student information provided by Hernando County School District, to ensure that families seeking an alternative public-school option are informed of enrollment opportunities. These mailings are designed to reach a broad cross-section of the community, including families who may not actively seek charter school information.

You Thrive Elementary for Creative Excellence will also participate in community-based outreach, including local events, family engagement activities, and public gatherings throughout Hernando County. At these events, the school will provide informational and promotional materials, answer questions, and engage directly with families to explain the school's educational program and enrollment process.

In addition, the school will maintain an active online presence, utilizing social media platforms and digital communication to share enrollment information, application timelines, and school highlights. These efforts will be ongoing and designed to reach families across diverse communities.

To further strengthen outreach and ensure consistent messaging, You Thrive Florida, Inc. has engaged a marketing and recruitment firm to support enrollment efforts across all proposed charter schools and BEST Academy. This partnership will enhance data-informed outreach, community visibility, and coordinated recruitment strategies while ensuring compliance with district and state requirements.

Together, these strategies create a multi-channel recruitment approach that leverages existing community relationships, district-supported outreach, community engagement, and professional marketing support to ensure broad awareness of enrollment opportunities and support the

school in meeting its projected enrollment.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

You Thrive Elementary for Creative Excellence will implement an open, non-selective enrollment process in accordance with section 1002.33(7)(a)8., Florida Statutes, and will actively recruit students from across the geographic area served by the school. Recruitment strategies, including district-approved mailings, community outreach, partnerships with early learning programs, and public events, are designed to reach a broad and diverse population of families reflective of the surrounding community.

The school will not engage in any practices that limit access based on race, ethnicity, disability, language status, or socioeconomic background. Enrollment will be conducted through a random lottery process if applications exceed available seats, ensuring equitable access and compliance with state law. Through broad-based outreach and open enrollment, the school expects its student population to reflect the racial and ethnic composition of the local community and nearby public schools.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.

You Thrive Elementary for Creative Excellence will implement open enrollment policies consistent with section 1002.33, Florida Statutes, and Hernando County School District requirements. Enrollment will be non-discriminatory and open to all eligible students residing in Hernando County, subject to capacity limitations.

Enrollment Timeline

The enrollment period will be publicly advertised and will typically begin in the spring preceding the school year of operation. Enrollment information, application deadlines, and lottery dates will be communicated through multiple channels, including the school website, district-approved mailings, community outreach events, and social media platforms. Applications will be accepted during the published enrollment window.

Enrollment Preferences

If the number of eligible applications exceeds available seats, a random lottery will be conducted in accordance with state law. Any enrollment preferences applied will be limited to those permitted by statute, such as:

- Siblings of students already enrolled at the school
- Children of employees of the school (if applicable and within statutory limits)

No preferences will be based on academic ability, disability status, English language proficiency, race, ethnicity, or socioeconomic status.

Lottery Process

The lottery will be conducted in a fair, transparent, and publicly noticed manner. Families will be informed in advance of the lottery date and procedures. Students selected through the lottery will be offered enrollment, and remaining applicants will be placed on a waitlist in the order

drawn. The waitlist will be maintained throughout the enrollment period and used to fill vacancies as they occur.

Enrollment Application

A proposed enrollment application outlining required student information, eligibility criteria, and enrollment procedures is included as [Attachment S]. The application is designed to be accessible to families and will be made available in both paper and electronic formats. Assistance will be provided to families as needed to ensure equitable access to the enrollment process.

Section 15: Parent and Community Involvement

A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This could include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This must include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.

You Thrive Elementary for Creative Excellence is committed to building strong partnerships with families and the broader community, recognizing that meaningful parent and community engagement is essential to student achievement and school success. The school will intentionally design a welcoming and inclusive environment that encourages active parental involvement and shared responsibility for student learning.

A substantial body of educational research supports the positive impact of family engagement on student outcomes. Research by Joyce Epstein and the Johns Hopkins University Center on School, Family, and Community Partnerships identifies six key types of parent involvement—parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community—and concludes that schools implementing structured family engagement models experience improved academic performance, increased attendance, and a stronger overall school climate.

You Thrive Elementary for Creative Excellence implement a family participation requirement of 12 hours per family per school year. Participation hours may be fulfilled through volunteering at school events, attending parent workshops, assisting with classroom or school-wide activities, or supporting community-based initiatives sponsored by the school. The governing board will appoint a Parent Liaison to facilitate parental involvement, provide families access to information, assist with questions and concerns, and support dispute resolution in accordance with s. 1002.33(7)(d)1., F.S. The Parent Liaison will serve as a vehicle for communication, volunteerism, and school improvement initiatives, strengthening the connection between home and school. Families will be encouraged to participate in school activities, events, and decision-making processes that support student success.

B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.

Community engagement will be further strengthened through You Thrive Elementary for Creative Excellence's arts-enriched virtual learning experiences for students in grades K–2 and Education Beyond the Classroom activities for students in grades 3–5, which are designed to foster positive, reciprocal relationships between students and the local arts community. Through

these programs, students will participate in experiential learning opportunities connected to visual and performing arts, creative expression, and cultural exploration.

These experiences may include virtual and in-person arts workshops, visits to local galleries, studios, and performance venues, collaborative projects with local artists and arts organizations, and participation in community arts events supported by You Thrive Florida, Inc. Students will also engage in student-led creative service initiatives, such as exhibitions, performances, and community showcases, that allow them to contribute artistically while addressing community interests and celebrating local culture.

C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).

Section T includes a list of community partnerships and current survey data from the You Thrive Head Start Program, which shares the proposed facility, and outlines how these partners support the school through instructional enrichment, experiential learning opportunities, and student and family engagement.

You Thrive Elementary of Brooksville and You Thrive Elementary for Creative Excellence recognizes the importance of transparent and effective conflict resolution. The school's Parent Liaison will serve as the initial point of contact and a first-level intermediary, working with families and staff to address and resolve concerns at the earliest possible stage. When concerns cannot be resolved at the instructional, administrative, or Parent Liaison level, they will be referred to the You Thrive Florida's Board of Directors. Complaints requiring board review must be submitted in writing within ten (10) days of the incident using the school's established grievance form. This process ensures fairness, accountability, and timely resolution in accordance with board policy and applicable laws. Dispute resolution procedures are designed to protect the rights of parents as outlined in ss. 1001.42(8)(c)1.–6., 1002.20, and 1014.04, Florida Statutes

I. BUSINESS PLAN

Section 16: Facilities

If the site is acquired:

A. Describe the proposed facility, including location, size, and layout of space.
B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.
C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.
D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting an existing facility, provide draft lease agreement as Attachment V.
E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

If the site is not yet acquired:

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

You Thrive Florida is under contract for a 9,940 square foot concrete block commercial building located on Pinehurst Drive in Spring Hill, FL. We anticipate closing by the end of April 2026. The school will initially have 7 classrooms, a large in-door multi-use area, administrative offices, an outdoor recreation area, restrooms, teacher break space, and an upstairs storage space.

G. **Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.**

The purchase cost of the facility will be $1.375M with funding being secured through You Thrive Florida reserves.

The estimated cost for the anticipated facility improvement needs is approximately $300,000, which include expenses related to facility renovation, equipment upgrades, outdoor recreation area, technology enhancements, and necessary safety compliance improvements. This estimate was derived through a combination of contractor assessments, and recent market cost analyses of comparable projects. Input from our facilities management team and external consultants ensure that all projected expenses align with current construction and materials pricing trends.

In addition to state and local funding, You Thrive Florida anticipates leveraging alternative funding sources to support these facility-related costs. These may include reserve funds, private grants, philanthropic contributions, community partnerships, and corporate sponsorships where applicable. Applications for these funding sources are planned to coincide with the project timeline to ensure financial feasibility and sustainability.

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

The facility is currently under contract with an anticipated closing in April and a planned opening for operations in August, and the strategy and schedule are designed to ensure the building is fully compliant, furnished, and instructional-ready before the first day of school.

The strategy focuses on completing due diligence before closing, coordinating closely with contractors and inspectors, and aligning all work with the charter pre-opening requirements and sponsor expectations.

Pre-closing (now through April)

- Complete all remaining due diligence activities (inspections, environmental and code compliance checks, and verification of zoning and allowable educational use) prior to the April closing to confirm the facility is appropriate and adequate.
- Finalize the purchase contract terms, confirm the timeline for any required renovations, and map those tasks against the charter pre-opening checklist and deadlines.

Post-closing (May – June)

- Immediately after closing in April, initiate any necessary renovations or build-out to meet life-safety, accessibility, and educational program requirements, including work needed to obtain a Certificate of Occupancy.
- During this period, the school will also procure and schedule installation of furniture, fixtures, equipment, and technology infrastructure so that core instructional and administrative spaces are operational by mid-summer.

Pre-opening readiness (July)

- By early July, the goal is to secure the final Certificate of Occupancy and complete any required sponsor or authorizer pre-opening site visit to verify readiness to serve students.
- July will be used for final safety checks, room setup, signage, and any punch-list items, as well as for staff orientation and walkthroughs to ensure that daily operations, arrival/dismissal, and emergency procedures work effectively in the space.

Opening in August

- With all inspections, approvals, and pre-opening requirements met, the facility will open for students in August in alignment with the agreed school start date, and management and governing board will continue monitoring the facility during the first year to address any emerging needs.
- This structured strategy and timeline ensure that an adequate, compliant facility is secured and fully prepared for safe and effective operations by the first day of school

I. Describe the back-up facilities plan.

If the current facility contract falls through, the school will implement a structured backup facilities plan to ensure it can still open successfully and operate in a safe, compliant space.

Immediate contingency option

- Pursue one of several pre-identified alternative sites within the same geographic area (e.g., other suitable commercial or educational buildings such as You Thrive Florida's two educational facilities at 835 School Street, Brooksville, FL and 11245 Spring Hill Drive, Spring Hill) that have been preliminarily vetted for zoning, capacity, and code compliance.
- Work with the sponsor to explore temporary use of available district or public facilities, as permitted in state law, while a long-term site is secured.

Short-term operational solutions

- The school will adjust enrollment and grade-level rollout, if necessary, to match the capacity of any interim facility while still meeting safety, program, and class-size requirements.

Due diligence on alternate site(s)

- For each backup site, the school will complete expedited due diligence, including inspections, verification of educational use, and an assessment of life-safety, accessibility, and space adequacy before entering into any lease or purchase agreement.
- Any selected backup facility will be brought into full compliance with applicable laws and sponsor requirements according to a clear pre-opening timeline, mirroring the process planned for the primary site.

Communication

- The school will notify the sponsor promptly if the original contract terminates and provide an updated facilities plan and timeline for approval, including the proposed backup option and any request to amend opening dates if needed.
- Families and staff will receive timely communication about any facility changes, with clear information on location, transportation, and opening dates to maintain trust and continuity of enrollment.

Section 17: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)I F.S.

You Thrive Elementary for Creative Excellence recognizes the importance of transportation in ensuring equitable access to the school's educational program. The school will comply with all applicable federal and state laws governing student transportation and will coordinate with Hernando County School District regarding transportation services.

Transportation Plan

Transportation services for eligible students will be provided in accordance with Hernando County School District policies and availability. The school will work collaboratively with the district to determine appropriate transportation arrangements, including routes, schedules, and eligibility criteria.

Parents and guardians will be clearly informed of transportation options, eligibility requirements, and procedures prior to the start of each school year.

Student Safety

All transportation services will meet applicable safety standards and requirements. The school will ensure that transportation procedures prioritize student supervision, safe loading and unloading, and compliance with District expectations.

Communication with Families

Transportation information will be communicated to families through enrollment materials, the school handbook, and direct communication as needed. The school will maintain ongoing communication with families regarding transportation updates or changes using a variety of communication tools.

The school will work closely with Hernando County School District, building on the established collaborative relationship currently in place through the operation of BEST Academy, the organization's existing middle school charter

Section 18: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students. Food Service Plan

Food service will be provided through participation in district-approved food service. The school will work collaboratively with Hernando County School District to determine the most appropriate food service model prior to opening.

Student Access and Eligibility

All students at You Thrive Elementary for Creative Excellence currently receive meals at no cost through the Hernando County School District Community Eligibility Program (CEP). If universal meal service is discontinued, the school will follow Hernando County School District procedures to ensure that eligible students receive free or reduced-price meals in accordance with federal guidelines. Eligibility determinations will be handled confidentially, without discrimination, and in full compliance with applicable state and federal requirements

Food Safety and Compliance

Food preparation and service will comply with all local, state, and federal health and sanitation requirements. Staff involved in food service will be appropriately trained, and facilities will be maintained to support safe food handling practices.

Communication with Families

Information regarding meal programs, eligibility, and procedures will be communicated to families through enrollment materials, the student handbook, and school communications.

The school will work closely with Hernando County School District, building on the established collaborative relationship currently in place through the operation of BEST Academy, the organization's existing middle school charter.

Section 19: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property, especially as it relates to the applicable provisions in the Marjory Stoneman Douglas High School Public Safety Act.
Specifically:

A. Describe what steps the school would take to ensure there is a safe school officer present while school is in session, pursuant to section 1006.12, F.S.

You Thrive Elementary for Creative Excellence will ensure the presence of a safe school officer while school is in session in full compliance with section 1006.12, Florida Statutes. Although the safe school officer is not an employee of Hernando County School District, the officer will be hired through district-approved processes and in coordination with the HCSD Safe Schools Office and the Hernando County Sheriff's Office. All statutory requirements, training, background screening, and monitoring will be reviewed and verified at the time of hiring and throughout the officer's assignment. The school will not operate during instructional hours unless a safe school officer is present in accordance with state law and district policy, and continuous coverage will be maintained whenever students are on campus.

Coordination with Law Enforcement and Memorandum of Understanding (MOU)
You Thrive Elementary for Creative Excellence will operate under an established Memorandum of Understanding (MOU) with the Hernando County Sheriff's Office (HCSO) to support school safety, training, and compliance with the Marjory Stoneman Douglas High School Public Safety Act. The MOU will define roles and responsibilities related to emergency response coordination, safety planning, threat assessment support, and staff training. Through this agreement, HCSO will provide guidance and support regarding school safety procedures, emergency response coordination, threat recognition, and compliance with state and district safety requirements. School leadership will work collaboratively with HCSO and the HCSD Safe Schools Office to ensure alignment with districtwide safety protocols and law enforcement expectations.

B. Explain how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.

You Thrive Elementary for Creative Excellence will adopt and implement the active assailant response plan used by Hernando County School District, in compliance with section 1006.07(6), Florida Statutes.
The active assailant response plan will be incorporated into the school's comprehensive emergency preparedness procedures and will include:

- Clearly defined response procedures for staff and students
- Emergency communication protocols
- Coordination with HCSD, HCSO, and local emergency responders
- Post-incident response and recovery considerations

All school personnel will receive annual training on the active assailant response plan prior to the start of each school year, with additional reinforcement as required by HCSD and state

guidelines. School leadership and designated staff members will participate in safety training opportunities provided by the HCSD Safe Schools Office, including required modules, refresher trainings, and participation in the Annual Safety Summit, to ensure a consistent understanding of safety expectations and procedures

C. Explain how the school will establish a threat management team as required by section 1006.07(7), F.S.

You Thrive Elementary for Creative Excellence will establish and maintain a threat management team in accordance with section 1006.07(7), Florida Statutes, and HCSD requirements.

The threat management team will consist of trained school personnel and will operate in coordination with district-approved threat assessment procedures. Responsibilities of the team will include:

- Identifying and assessing potential threats to school safety
- Monitoring student one-to-one devices for at-risk communications utilizing Securely
- Implementing appropriate intervention and support strategies
- Coordinating with HCSD resources, HCSO, and mental health professionals as needed
- Monitoring, documenting, and following up on reported concerns

School staff will receive training on recognizing warning signs, reporting concerns, and utilizing the threat management process, with an emphasis on early identification, prevention, and student well-being.

D. Explain how the school will accurately and timely report incident relates to school safety and discipline as required by section 1006.07(9), F.S.

You Thrive Elementary for Creative Excellence will accurately and timely report all incidents related to school safety and discipline in accordance with section 1006.07(9), Florida Statutes, and HCSD reporting procedures.

School administration will ensure proper documentation, data entry, and communication with the district for all reportable incidents, including compliance with district timelines and reporting systems. Ongoing monitoring will ensure accuracy, consistency, and accountability.

School Safety Planning

Prior to opening, You Thrive Elementary for Creative Excellence will develop and implement a comprehensive School Safety Plan aligned with HCSD expectations and state requirements. The plan will address, at a minimum:

- Emergency preparedness and response procedures
- Threat assessment and management protocols
- Communication procedures during emergencies

Campus Security Measures

Campus security measures will include, but are not limited to:

- Controlled access to campus and school buildings
- Visitor check-in procedures and identification requirements
- Supervision during arrival, dismissal, and student transitions
- Close monitoring of cameras in classroom, hallways, and common areas
- Compliance reviews conducted in coordination with the HCSD Safe Schools Office

All security measures will be implemented in a manner that supports a welcoming, respectful, and student-centered school climate.

Drills and Ongoing Training

Students and staff will participate in all required safety drills, including fire, lockdown, and evacuation drills, in accordance with state law and HCSD requirements. Drill schedules and procedures will align with district guidance.
The school will also participate in monthly safety monitoring, including established checkpoints and compliance reviews, in coordination with HCSD Safe Schools staff.

School personnel will receive ongoing training related to emergency response, student supervision, threat awareness, and safety protocols, including annual refresher training. Staff will continue to attend the Annual Safety Summit hosted by Hernando County School District to remain informed of current safety practices, procedures, and regulatory updates. The school brings established experience maintaining compliance through regular collaboration with HCSD Safe Schools staff.

Student Discipline and Due Process

School safety practices are aligned with the school's discipline policies, which emphasize positive behavior supports, prevention, and early intervention. All disciplinary actions will respect student rights and provide due process consistent with Hernando County School District policies and applicable state laws.

Building on the established working relationship developed through BEST Academy, the school will continue to collaborate closely with the HCSD Student Services Office to ensure ongoing compliance with all applicable requirements and procedures.

Section 20: Budget

A. **Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.**

Budget is attached as Attachment X. The Florida Charter Revenue Estimator Worksheet is attached as Attachment W.

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

The school start-up budget is attached as Attachment Y

C. **If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.**

In addition to state and local funding, the school anticipates leveraging alternative funding sources to support these facility-related costs. These may include reserve funds, private grants, philanthropic contributions, community partnerships, and corporate sponsorships where applicable. Applications for these funding sources are planned to coincide with the project timeline to ensure financial feasibility and sustainability.

D. **Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.**

The operating and start-up budgets are built from conservative, enrollment-driven revenue estimates and staffing- and program-driven expenditure assumptions that align with the proposed educational model and Florida charter school requirements.

Revenue assumptions:

Student funding: Per-student revenue is based on the Florida Charter School Revenue Estimate Worksheet, using projected FTE by grade level and including applicable add-on funds (e.g., ESE) where earned. Per-student amounts are conservative and trended modestly over time in line with recent state funding patterns.

Student fees: Student fees reflect modest, optional charges for activities such as field trips and

extracurricular programs, calculated as an estimated $600 per student per year multiplied by projected enrollment, with waivers available to ensure access for low-income families.

Other revenue (grants, donations, etc.): Although we have not included revenue in this category, we do anticipate pursuing other revenue sources, such as start-up and implementation grants, foundation grants, individual/corporate contributions, and fundraisers. Revenue from these sources will be phased in gradually, with nothing assumed until there is a clear funding award.

Expenditure assumptions:

Staff, Fringe & Benefits expenses:

- **Academic staffing** (teachers, instructional coaches, and student support roles) is driven by the school's class-size model and schedule, using staffing ratios that meet or are better than state requirements. Salaries are benchmarked against local school district and charter school averages to remain competitive while sustainable within projected revenues.
- **Non-academic staff:** Non-academic staff (school leader, clerical, support staff, custodial, and guardian) are budgeted to provide the minimum operational capacity needed for safe, compliant school operations, with additional positions added in later years as enrollment grows. Salary levels are based on regional market data for comparable roles in public schools and nonprofits.
- **Group insurance:** Health and related insurance costs are calculated based on our actual cost of benefits as currently provided to all other You Thrive Florida staff.
- **FICA, unemployment, workers' compensation:** These costs are estimated using statutory employer contribution rates for Social Security and Medicare, the state's unemployment insurance rate for employers, and our current workers' compensation factor.
- **Retirement:** Retirement contributions are based on participation in our retirement plan using our current contribution rate of 4%. We do not anticipate this rate changing in the near future.

Facility and Operations expenses:

- **Rent:** Facility rent is based on the attached draft lease agreement.
- **Utilities:** Utilities (electricity, water/sewer, trash, internet/phone) are estimated based on square footage and local utility rates, informed by current occupant of space and comparable space usage patterns, and escalated annually to reflect expected cost increases.
- **Building maintenance:** Building maintenance includes routine custodial services, repairs, groundskeeping, and minor capital replacements, budgeted consistent with facility maintenance best practices.

Administrative and program expenses:

- **Professional services:** Professional services cover legal, audit, and substitutes required for normal charter school operations.
- **Supplies and insurance:** General office and administrative supplies are based on

per-staff estimates (e.g., $600 per staff for office and classroom consumables), while property and casualty insurance is budgeted based on current insurance costs for our other charter school. We anticipate higher costs in the start-up year, subsequent years have been appropriately adjusted.

- **Management expenses:** Back-office/in-direct support services including Finance, Payroll, HR, IT, Maintenance, and administrative support.
- **Technology:** Costs include devices, network infrastructure, and software licenses necessary to implement the educational model, budgeted using per-student and per-staff device assumptions. We anticipate higher costs in the start-up year with subsequent years budgets adjusted appropriately.
- **Program supplies and instructional materials:** Curriculum, textbooks, online content, and classroom materials. We included a higher allocation in the start-up year for initial purchases and anticipated lower replacement costs in subsequent years.
- **Education engagement and outreach:** Education engagement covers student engagement, family/community outreach, enrollment marketing, and events that are essential to reach the target enrollment and mission goals, with line items grounded in realistic per-event and per-student cost estimates.

Start-up vs. Operational budget distinctions

- **Start-up budget:** The start-up budget (from charter approval through Day 1 of instruction) emphasizes one-time costs such as facility build-out, furniture and equipment, initial curriculum purchases, technology set-up, pre-service staff training, and early outreach and enrollment activities. These are based on vendor quotes or comparable charter start-up projects and are not assumed to recur at the same level in later years.
- **Operating budget:** The multi-year operating budget reflects ongoing revenues and expenditures required to run the school once open, with modest annual growth assumptions for salaries, benefits, and major operating costs. Recurring expenses are calculated so that total expenditures remain within projected recurring revenues, preserving a positive fund balance each year.

E. **Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.**

The school will use a tiered contingency approach that allows it to operate the educational program responsibly if actual revenues are delayed or come in below projections, including modeling budgets at reduced revenue levels (e.g., 75% and 50% of projected funding). Attachment Y contemplates these contingency scenarios.

The board will adopt a conservative budgeting philosophy (slightly underestimating revenues and slightly overestimating key expenses) and will monitor enrollment and funding closely through monthly financial reports and cash-flow projections.

If enrollment and associated per-student revenues are below target at the start of the year, leadership will first adjust variable costs tied directly to student numbers (such as staffing, some supplies, certain contracted services, and nonessential activities) to keep spending in line with confirmed funding.

Leadership will freeze non-critical hiring and defer nonessential purchases until there is clear evidence that cash flow can support them.

F. **Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).**

The school's year one cash flow contingency plan is built around monthly cash flow forecasting, early warning triggers, predefined cost-reduction tiers, and limited use of reserves or short-term financing to bridge timing gaps if revenues are lower than projected or delayed.

We have created a month-to-month cash flow projection forecast that maps all expected inflows and outflows for the first 12 months. See attached. Once operating, leadership will update this forecast monthly, comparing actual to projected.

If enrollment and associated per-student revenues are below target at the start of the year, leadership will first adjust variable costs tied directly to student numbers (such as staffing, some supplies, certain contracted services, and nonessential activities) to keep spending in line with confirmed funding.

The board's goal is to build a modest operating reserve and to use it only for temporary cash flow shortfalls. If timing issues rather than permanent revenue losses create a cash gap, the school may use short-term cash management tools, such as adjusting payment schedules, arranging a small line of credit, or seeking an authorized bridge loan, consistent with board policy and lender covenants.

The finance committee will review cash flow reports monthly, focusing specifically on enrollment, funding receipt timing, days cash on hand, and any activated contingency steps. If material shortfalls occur, leadership will promptly inform the board and, when appropriate, the authorizer, describing the cause of the variance, the specific contingency actions taken, and any implications for nonessential program elements, while maintaining all legal and contractual obligations.

G. **Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.**

See attached spreadsheet – Attachment FF

Section 21: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.

Who manages the school's finances:
The school's finances will be overseen by the governing board, the principal, the Chief Administrative Officer, the Chief Financial Officer, and the Finance and Audit Committee which consists of the Board executive officers and one board member with finance &/or accounting experience; with clear separation between oversight, authorization, and day-to-day processing as follows:

- The governing board holds ultimate responsibility for financial performance, approves budgets, adopts financial policies, and monitors financial reports and audits.
- The principal has operational responsibility for implementing the board-approved budget, managing daily expenditures, and ensuring compliance with policies and regulations.
- The CAO works with the principal to develop the school's annual budget and has direct oversight for all expenditures.
- The CFO maintains the accounting system, records transactions, prepares internal financial reports, supports budget development, and coordinates audits and regulatory submissions.
- The CPA will perform annual financial and compliance audits and report on whether the school's financial statements follow general accepted account practices (GAAP) and governmental accounting standards board (GASB) standards.

How we will ensure strong internal controls:

- The school will maintain a documented internal control framework covering control environment, risk assessment, control activities, information and communication, and monitoring to safeguard assets and ensure reliable reporting.
- Control environment includes the overall culture, including governing board, administration, and staff commitment to ethical behavior, integrity, compliance, and competence.
- Risk assessment includes identifying, analyzing, and managing risks that could prevent the school from achieving its financial goals.
- Control activities include segregation of duties, clear approval authority for expenditures and contracts, protecting cash, inventory, and equipment from theft or misuse and documentation.
- Cash handling will follow strict procedures such as centralized collections, pre-numbered receipts, daily reconciliation, and secure deposits to reduce risk of theft or loss.
- Payments will require standardized approval workflows in Blackbaud, written purchasing and procurement procedures, and verification that all disbursements are properly supported, budgeted, and compliant with YTF and Redbook policies.

B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

The governing board holds ultimate responsibility for financial performance, approves budgets, adopts financial policies, and monitors financial reports and audits.

The governing board will use a structured system of reports, policies, and external checks to monitor the school's financial health and compliance, consistent with charter law, the charter contract, and authorizer expectations.

The Chief Financial Officer prepares and presents written monthly financial reports, including a balance sheet, income state, cash flow report, to the Governing Board Finance Committee for their review and oversight. The full board will review financial reports at our quarterly board meetings and are required to review and approve our annual financial audits.

Each year, the board will formally adopt an annual operating budget that aligns with the school's academic and operational plans and will monitor performance against that budget through budget to actual reports that highlight significant over or under spending.

The board will engage an independent certified public accountant to conduct an annual financial audit in accordance with applicable standards and will review audit findings, management letters, and corrective action plans in a public meeting.

C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.

The school will follow a structured, board-led process to ensure that an independent annual audit of its financial operations is conducted in compliance with applicable charter law, Auditor General rules, and the charter contract.

The annual financial audit will include examination of the school's financial statements to determine whether they are fairly presented in all material respects in conformity with GAAP, as well as testing of internal controls and compliance with applicable legal and regulatory requirement.

The auditor will also review significant estimates and accounting policies, test a sample of transactions (such as revenues, expenditures, payroll, and procurements), and assess whether there are any indicators of deteriorating financial condition or noncompliance that require disclosure

The school will submit the completed annual audit and any required accompanying reports to its sponsor and other required state entities within the statutory deadlines.

The audit report will be maintained as a public record, posted or otherwise made available in accordance with open-government requirements, and used by the board and authorizer as a key tool for monitoring the school's financial health and compliance.

D. Describe the method by which accounting records will be maintained.

Accounting records will be maintained using a formal, accrual-basis accounting system that follows generally accepted accounting principles and supports all required charter school financial reports.

The school will maintain its books on the accrual basis of accounting, recording revenues when earned and expenses when incurred, to produce accurate financial statements and a clear audit trail.

We will utilize Blackbaud, a non-profit financial management system, to record all transactions. The system includes a detailed chart of accounts and separates funds as needed.

Every transaction (receipts, disbursements, journal entries) will be supported by source documentation such as invoices, purchase orders, contracts, deposit slips, and bank statements.

Internal control procedures will ensure segregation of duties (e.g., different individuals authorize, record, and reconcile transactions), dual approvals, and monthly bank reconciliations so records remain accurate, complete, and protected against error or misuse.

We will utilize Paycom as our Human Resources Information System (HRIS) to track employee information, payroll processing, timesheets, benefits, and ACA reporting.

All records will be maintained electronically in each of the management systems.

E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

The school will use open meetings and timely reporting to ensure full financial transparency to both the authorizer and the community, consistent with Florida charter school requirements.

The governing board will adopt the annual budget in a publicly noticed board meeting, allowing time on the agenda for public comment before a vote is taken.

The school will submit required monthly financial statements to the authorizer, including budget-to-actual reports and balance sheet information, by the deadlines established in the charter contract and state rules.

After the board receives and accepts the annual independent audit in an open meeting, the school will submit to the authorizer by the deadline established.

F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

We outsource our auditing services through Carr, Riggs and Ingram, a nationally ranked accounting and advisory firm.

G. Describe how the school will store financial records.

The school will store financial records in secure, organized, and backed-up systems that meet public-records and audit requirements while protecting confidentiality.

Electronic financial records (accounting system data, scanned documents, bank downloads, payroll files, and reports) will be stored on secure, trusted cloud storage tied to the school's accounting and document-management systems.

Paper financial records (invoices, checks, deposit slips, contracts, bank statements, payroll registers, etc.) will be scanned and stored on secure, trusted cloud storage tied to the school's accounting and document-management systems.

H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.

You Thrive Elementary Academy for Creative Learning will be added to the existing risk management program underwritten by the Florida Insurance Trust on behalf of You Thrive Florida. The risk management program includes Premises Liability, Commercial Automobile, Workers Compensation, Directors & Officers, and Employment Practices insurance. In addition, our new full-time staff will be eligible for coverage under our health insurance plan underwritten by Florida Blue.

Section 22: Start-Up Plan

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

- **i.** Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit) - Done
- **ii.** Identifying and securing facility –
- **iii.** Recruiting and hiring staff (leaders, teachers, and other staff)
- **iv.** Staff training
- **v.** Finalizing curriculum and other instructional materials
- **vi.** Governing board training - Done
- **vii.** Policy adoption by Board (if necessary) - Done
- **viii.** Recruiting students
- **ix.** Enrollment lottery, if necessary
- **x.** Establishing financial procedures - Done
- **xi.** Securing contracted services
- **xii.** Fundraising, if applicable
- **xiii.** Finalizing transportation and food service plans
- **xiv.** Procuring furniture, fixtures and equipment
- **xv.** Procuring instructional materials

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement)

Projected Timeline ii., iii., iv., v., viii., ix., xi., xii., xiii., xiv.,xv.

January–March 2026

- Sign contract to purchase building and begin due diligence for zoning approval
- Begin student interest outreach to You Thrive Head Start families and other HCSD Students

April-August 2026

- Close on building
- Finalize zoning approval
- Formalize curriculum review committee following charter approval
- Begin structured review of curriculum options aligned to Florida B.E.S.T. Standards

September-December 2026

- Building renovations.
- Begin discussions with Hernando County School District regarding transportation and food service coordination, and school safety and expansion
- Begin preliminary staff recruitment and interview planning

January–February 2027

- Establish start-up leadership team and implementation committees
- Begin recruitment of contracted service providers (ESE, related services, support services)
- Begin procurement planning for furniture, fixtures, and equipment
- Continue student interest outreach to You Thrive Head Start families and other HCSD Students

March 2027

- Continue instructional materials planning and vendor meetings
- Expand student recruitment efforts, including district data outreach for rising fourth-grade students
- Continue contracted services recruitment and preliminary agreements
- Finalize procurement of furniture, technology and equipment orders

April 2027

- Continue curriculum review and narrowing of instructional materials
- Continue staff recruitment and interview planning
- Finalize transportation and food service, and safe schools planning framework in coordination with HCSD and HCSO
- Ongoing student recruitment and application collection

May 2027

- Finalize instructional materials and curriculum selections
- Begin hiring process for instructional staff
- Conduct enrollment lottery, if necessary
- Finalize contracted service provider agreements
- Prepare for receipt of furniture, technology, and equipment orders

June 2027

- Complete instructional staffing selections and begin clearance process
- Finalize transportation and food service plans
- Receive and stage furniture, instructional materials, and equipment
- Prepare professional development and pre-service training schedules

July 2027

- Conduct staff onboarding and required trainings
- Provide curriculum-specific and instructional model training
- Finalize classroom setup and instructional materials distribution
- Confirm student enrollment and finalize schedules
- Conduct final walk through with safe schools and HCSO
- Furnishing and equipment will be installed to be finished prior to school opening day

August 2027

- Conduct pre-school week professional development
- Complete safety, compliance, and operational readiness checks
- Begin school year operations

II. ATTACHMENT TEMPLATES

IV. Statement of Assurances

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

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

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

The governing board, at its discretion, allows Mat Kline (name), Chief Executive Officer (CEO) (title) to sign as the legal correspondent for the school.

Mat Kline
Mat Kline (Jan 29, 2026 12:53:11 EST)
Signature

01/29/2026
Date

Mat Kline
Printed Name

Chart of Attachments

Please tab or separate attachments as noted below

A. Evidence of teacher and parental support for conversion, if applicable.
B. Sample daily school schedule and annual school calendar
C. Sample curriculum scope and sequence
D. Reading curriculum
E. Pupil Progression plan, if applicable
F. Assessment Schedule
G. Proposed discipline policy or student code of conduct, if applicable
H. Articles of incorporation
I. 501(c)(3) tax-exempt status determination letter (or copy of the filing form)
J. Governing board by-laws
K. Governing board code of ethics and conflict of interest policy
L. For each board member, a Board Member Information Sheet, resume, and Statement of Assurances (templates provided)
M. Organization charts that show the school governance, management, and staffing structure in 1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and 4) when the school reaches full capacity, if in a year beyond the first charter term
N. Job description for the school leader and, if this person is already identified, his or her resume
O. If the school leader is not yet identified, the qualifications the school will look for in a school leader
P. Job description(s) and qualification requirements for each administrative or leadership position other than the school leader
Q. Job description(s) and qualification requirements for the school's teachers
R. Personnel policies, if developed
S. Student enrollment application
T. Evidence of demand for the school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts), if applicable
U. Evidence of facility funding sources, if applicable
V. Draft rental agreement or lease for facility, if applicable
W. Florida Charter School Revenue Estimating Worksheet
X. Proposed Operating Budget
Y. Proposed Startup Budget
Z. Evidence of external funding (e.g. foundations, donors, grants), if applicable.

Addendum (as applicable)

AA. Commissioner's letter(s) of verification of high-performing status
BB. ESP's organization chart
CC. ESP's organization chart after any anticipated growth
DD. Applicant history worksheet (*Form IEPC-M1A,* found at: http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference)
EE. Draft contract between school and ESP
FF. Applicant may attach up to an additional ten pages of supplemental material.

Attachment A

A. Evidence of teacher and parental support for conversion, if applicable.
Not Applicable

Choice A

STUDENT CALENDAR

School Calendar for 2025-2026 Attachment B

July 2025						
S	M	T	W	T	F	S
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August 2025						
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September 2025						
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October 2025						
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November 2025						
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December 2025						
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January 2026						
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February 2026						
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March 2026						
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April 2026						
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May 2026						
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June 2026						
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First day for instructional staff	Aug. 4 ..... Monday
PreSchool	Aug. 4-8 ..... Monday-Friday
First day of school for students	Aug.11 ..... Monday
Labor Day	Sept. 1 ..... Monday
End of first grading period (44 days)	Oct. 10 ..... Friday
Professional Day-Students not in attendance	Oct. 13 ..... Monday
District In-Service-Students not in attendance	Oct. 31 ..... Friday
Veterans Day Observed	Nov.11 ..... Tuesday
Thanksgiving Break	Nov. 24-28 ..... Monday-Friday
End of semester Early Release Days	Dec. 17-19 ..... Wednesday-Friday
End of second grading period (42 days)	Dec. 19 ..... Friday
Winter Break	Dec. 22- Jan. 2 ..... Monday-Friday
Professional Day-Students not in attendance	Jan. 5 ..... Monday
M.L.King Day	Jan. 19 ..... Monday
President's Day	Feb. 16 ..... Monday
End of third grading period (47 days)	Mar. 13 ..... Friday
Spring Break	Mar. 16-20 ..... Monday-Friday
Professional Day	Mar. 23 ..... Monday
Long weekend	Apr. 3 ..... Friday
Memorial Day	May 25 ..... Monday
End of semester Early Release Days	May 27-29..... Wednesday-Friday
Last day of school for students-end of fourth grading period (47 days)	May 29 ..... Friday
Post School	June 1-2 ..... Monday-Tuesday

Pre & Post School
August 4, 2025
August 5, 2025
August 6, 2025
August 7, 2025
August 8, 2025
June 1, 2026
June 2, 2026

Teacher Professional Days
October 13, 2025
January 5, 2026
March 23, 2026

District Inservice
October 31, 2025

Paid Teacher Holidays
September 1, 2025
November 11, 2025
November 27, 2025
January 19, 2026
February 16, 2026
May 25, 2026

Paid Holidays 12-Month Employees
July 4, 2025
September 1, 2025
November 11, 2025
November 27, 2025
December 25, 2025
January 1, 2026
January 19, 2026
February 16, 2026
April 3, 2026
May 25, 2026

Paid Holidays Less than 12 Month
September 1, 2025
November 11, 2025
November 27, 2025
December 25, 2025
January 19, 2026

Hurricane Make-Up Days
November 24, 2025
November 25, 2025
March 16, 2026
March 17, 2026

Early Release Day for Professional Development
August 29, 2025
September 26, 2025
October 24, 2025
January 30, 2026
February 27, 2026

Choice A

TEACHER CALENDAR

School Calendar for 2025-2026

Attachment B

July 2025

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August 2025

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September 2025

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October 2025

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November 2025

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December 2025

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January 2026

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February 2026

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March 2026

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April 2026

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May 2026

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June 2026

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End of second grading period (42 days)	Dec. 19 ..... Friday
Winter Break	Dec. 22- Jan. 2 ..... Monday-Friday
Professional Day-Students not in attendance	Jan. 5 ..... Monday
M.L.King Day	Jan. 19 ..... Monday
President's Day	Feb. 16 ..... Monday
End of third grading period (47 days)	Mar. 13 ..... Friday
Spring Break	Mar. 16-20 ..... Monday-Friday
Professional Day	Mar. 23 ..... Monday
Long weekend	Apr. 3 ..... Friday
Memorial Day	May 25 ..... Monday
End of semester Early Release Days	May 27-29..... Wednesday-Friday
Last day of school for students-end of fourth grading period (47 days)	May 29 ..... Friday
Post School	June 1-2 ..... Monday-Tuesday

Pre & Post School	Teacher Professional Days	Paid Teacher Holidays	Paid Holidays 12-Month Employees	Paid Holidays Less than 12 Month	Hurricane Make-Up Days	Early Release Day for Professional Development
August 4, 2025	October 13, 2025	September 1, 2025	July 4, 2025	September 1, 2025	November 24, 2025	August 29, 2025
August 5, 2025	January 5, 2026	November 11, 2025	September 1, 2025	November 11, 2025	November 25, 2025	September 26, 2025
August 6, 2025	March 23, 2026	November 27, 2025	November 11, 2025	November 27, 2025	March 16, 2026	October 24, 2025
August 7, 2025		January 19, 2026	November 27, 2025	December 25, 2025	March 17, 2026	January 30, 2026
August 8, 2025		February 16, 2026	December 25, 2025	January 19, 2026		February 27, 2026
June 1, 2026		May 25, 2026	January 1, 2026			
June 2, 2026			January 19, 2026			
	District Inservice		February 16, 2026			
	October 31, 2025		April 3, 2026			
			May 25, 2026			

You Thrive Elementary for Creative Excellence – Daily Bell Schedule (9:00 AM–3:40 PM)

Time	Instructional Block
9:00–9:10	Opening Day Activity / Morning Meeting
9:10–11:10	ELA / MTSS Block (120 min)
11:10–11:30	Free Play
11:30–12:30	Math (60 min)
12:30–12:50	Science (20 min)
12:50–1:10	Social Studies (20 min)
1:10–1:40	Lunch (30 min)
1:40–2:10	PE (30 min)
2:10–2:55	Specials – Arts (45 min)
2:55–3:40	Intervention / Enrichment (45 min)

Weekly Instructional Minutes Summary

Component	Minutes / Week
ELA / MTSS	600
Math	300
Science	100
Social Studies	100
PE	150
Specials (Arts)	225
Intervention / Enrichment	225
Total Instructional Minutes	900
Free Play (Non-instructional)	100

Compliance Note: This schedule provides a minimum of 900 instructional minutes per week, includes a protected 120-minute ELA/MTSS block, arts-integrated specials, daily intervention and enrichment, and 100 minutes of free play, in alignment with Hernando County School District charter requirements.

English Language Arts Scope & Sequence (K–5) – Spring Hill (Arts Focus)

Grade	Foundational Skills / Word Study	Reading Focus	Writing Focus	Arts Integration
K	Phonological awareness; letter–sound correspondence; early decoding	Story elements; listening comprehension; informational texts	Opinion, informative, narrative through drawing/dictation	Hands-on exploration tied to texts
1	Phonemic awareness; blends/digraphs; fluency	Retelling; main topic; comparing texts	Opinion, informative, narrative sequencing	Design & creative response to reading
2	Multisyllabic decoding; prefixes/suffixes	Theme; text features; compare texts	Expanded opinion, informative, narrative writing	Project-based learning connections
3	Morphology; academic vocabulary	Main idea; author's purpose; evidence	Opinion with evidence; informative writing	Interdisciplinary projects
4	Greek/Latin roots; domain vocabulary	Text structure; multiple sources	Argument; informative; narrative dialogue	Applied design or arts projects
5	Advanced vocabulary; figurative language	Theme, argument, perspective	Argument with counterpoints; research	Capstone-style projects

Mathematics & Science Scope & Sequence (K–5) – Spring Hill (Arts Focus)

Grade	Mathematics Focus	Science Focus	Arts Integration	Assessment
K	Number sense	Observation	Hands-on	Formative
1	Add/Subtract	Life science	Investigation	i-Ready
2	Measurement	Matter	Projects	STAR
3	Multiply/Divide	Energy	Inquiry	Benchmarks
4	Fractions	Earth systems	Modeling	Tasks
5	Fractions	Ecosystems	Capstone	Summative

Aligned to Florida B.E.S.T. Standards – Mathematics & Science (K–5)

Attachment C

Social Studies Scope & Sequence (K–5) – Spring Hill (Arts Focus)

Grade	Social Studies Focus (CPALMS-Aligned)	Arts Integration	Key Skills	Assessment Emphasis
K	Rules, citizenship, maps, holidays	Hands-on exploration	Civic awareness, geography	Formative
1	Community, economics, timelines	Applied inquiry	Cause/effect, decision-making	Projects
2	Local government, geography, culture	Interdisciplinary projects	Civic responsibility	STAR writing
3	Florida history & geography	Research-based tasks	Analysis, comparison	Performance
4	U.S. regions & early history	Modeling & presentation	Critical thinking	Benchmarks
5	U.S. history to 1865	Capstone inquiry	Synthesis, argument	Summative

Attachment C

Attachment D

D. Reading curriculum

You Thrive Elementary will follow the Hernando County School District Comprehensive Reading Plan and implement literacy instruction aligned with Florida's B.E.S.T. Standards to ensure high-quality, evidence-based reading instruction across all grade levels. In alignment with district expectations, the school will review and consider the reading curriculum options discussed throughout the application in collaboration with district curriculum leadership and instructional staff.

Curriculum review will include consideration of research-based resources from providers such as McGraw Hill and Savvas, as well as the district's newly adopted Benchmark Education materials for Kindergarten through Grade 5. Final selections will be guided by standards alignment, instructional effectiveness, staff input, and student needs, ensuring fidelity to the District Comprehensive Reading Plan and strong literacy outcomes.

Attachment E

E. Student Progression Plan

Following approval of the charter application, You Thrive Elementary will formally adopt the Hernando County School District Student Progression Plan and School Procedures Handbook. School policies and procedures will align with district expectations related to student promotion, retention, grading, attendance, assessment, and instructional practices to ensure consistency and compliance with applicable state and district requirements.

To minimize duplication and conserve paper, only the cover page of the Hernando County School District Student Progression Plan and School Procedures Handbook is included as an attachment.

HERNANDO COUNTY SCHOOL DISTRICT
STUDENT PROGRESSION PLAN
and
SCHOOL PROCEDURES HANDBOOK

Entry, Promotion, Retention and Graduation
Grades VPK/Pre-K – 12

Effective August 11th, 2025

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live it.

School Board:
Shannon Rodriguez, Chairperson
Mark Johnson, Vice Chairperson
Susan Duval, Board Member
Michelle Bonczek, Board Member
Kayce Hawkins, Board Member

Ray Pinder
Superintendent
Hernando County School District

Attachment F

F. Assessment schedule and calendar

You Thrive Elementary will follow the Hernando County School District Assessment Calendar, including all required testing schedules and assessment windows. State assessments, district-required assessments, and school-based assessments will be administered in accordance with district timelines, testing procedures, and applicable state requirements.

Interim and progress monitoring assessments, including i-Ready Diagnostic Assessments and STAR assessments, will be scheduled within district-approved windows and coordinated to support instructional planning, MTSS decision-making, and progress monitoring while maintaining testing fidelity and minimizing disruption to instruction.

HERNANDO SCHOOL DISTRICT
Learn it. Love it. Live it.

Attachment F

2025-2026 Elementary School Assessment Calendar

	District Window	State Window
Florida Assessment of Student Thinking (FAST)		
VPK/ESE PreK (STAR Early Literacy)	**PM1:** August 27th-September 11th **PM2:** January 8th-January 22nd **PM3:** April 28th- May 11th	
Grades K-2 FAST ELA Reading & Math	**PM1:** August 4th-September 26th **PM2:** December 2nd- 12th **PM3:** April 13th- May 1st	**PM1:** August 4th – September 26th **PM2:** December 1st -January 23rd **PM3:** April 13th -May 29th
Grades 3-5 FAST ELA Reading	**PM1:** September 2nd -12th **PM2:** December 9th-17th **PM3:** May 1st- 8th	**PM1:** August 11th- September 26th **PM2:** December 1st -January 23rd **PM3:** May 1st-May 29th
Grades 3-5 FAST Mathematics	**PM1:** September 15th -19th **PM2:** January 6th-16th **PM3:** May 11th -15th	
SAT10		
SAT10	May 13-14th	
i-Ready		
i-Ready- Reading & Math	**AP1:** August 11th-29th **AP2:** November 17th-December 12th **AP3:** April 13th – May 29th **Grade 3 Reading** – May 20-21st	
Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing		
District Writing Assessment- Grades 4 & 5	February 2026	
Grades 4 & 5 – B.E.S.T. Writing	**Grade 4** - March 31st – April 1st **Grade 5** - April 2nd - 3rd	March 30th -April 10th
Statewide Science Assessment		
Grade 5 Statewide Science	May 12th	May 1st- 29th
NNAT3		
NNAT3 (1st grade)	February 2nd – March 31st	
ACCESS for ELLS		
ACCESS for ELLs Alternate ACCESS for ELLs	January 12th - March 6th	January 12th - March 13th
Florida Alternate Assessment (FAA)		
FAA Performance Task: Grades 3-5 ELA & Mathematics Grades 4 & 5 Writing, & Grade 5 Science	March 2nd - April 17th	
FAA Datafolio Collection Periods	September-October 2025 November-December 2025 February-March 2026	

Attachment G

G. Proposed discipline policy or student code of conduct

You Thrive Elementary will adopt the Hernando County School District Student Code of Conduct and discipline policies following charter approval. To minimize duplication and conserve paper, only the cover page and page one statement of the discipline policy are included as an attachment. The full code of conduct is publicly available through Hernando County School District and will be formally adopted by the school.

PARENT AND STUDENT ACKNOWLEDGMENT

Student Code of Conduct is available on-line at hernandoschools.org Attachment G

This Student Code of Conduct has been written so students and family members know what behavior is expected and prohibited at school or at school activities. It is helpful if parents are aware of school rules so they can help support them from home. Failure to return this acknowledgement will not relieve a student or the parent(s) from the responsibility for knowledge of the contents of the Student Code of Conduct.

I have read/**viewed on-line** and acknowledge:

→ Bullying/Harassment/Teen Dating Violence Policy & Procedures (Appendix A)
→ Bus Expectations
→ Dress Code Policy (Appendix B)
→ Annual notification of Family Educational Rights and Privacy Acts (FERPA) (Appendix C)
→ Network/Internet acceptable use agreement (Appendix D)
→ Opt Out Pledge of Allegiance (E)
→ Participation in Interscholastic and Intrascholastic Extracurricular Activities (Appendix F)
→ Student Code of Conduct

_____ _____
Parent(s)/Guardian(s) Signature Date

_____ _____
Student's Signature (Middle & High School) Date

_____ _____
(Print) Student's Name/Student ID # Grade

I request a copy of the Student Code of Conduct in Spanish ☐

Photograph/Video/Student Work Permission:
Hernando County Schools may use photographs or videotapes in which your child appears as well as your child's project materials (i.e. artwork, written materials, class projects, computer projects). These images may be used for Hernando County Schools in publications such as newsletters, brochures and/or display on social media. The publication of any picture in which your child appears will not be labeled with his/her name or any other personal facts.

PLEASE INITIAL

_____ Yes, I give permission to Hernando County Schools to use my child's photographs, videotapes and/or project materials.

_____ No, I do NOT give permission to Hernando County Schools to use my child's photographs, videotapes and/or project materials.

PLEASE HAVE YOUR CHILD RETURN THIS PAGE TO SCHOOL AFTER SIGNING THE ACKNOWLEDGEMENT AND INITIALING THE PHOTO/VIDEO/WORK PERMISSION SECTION

HERNANDO COUNTY SCHOOL DISTRICT
STUDENT CODE OF CONDUCT

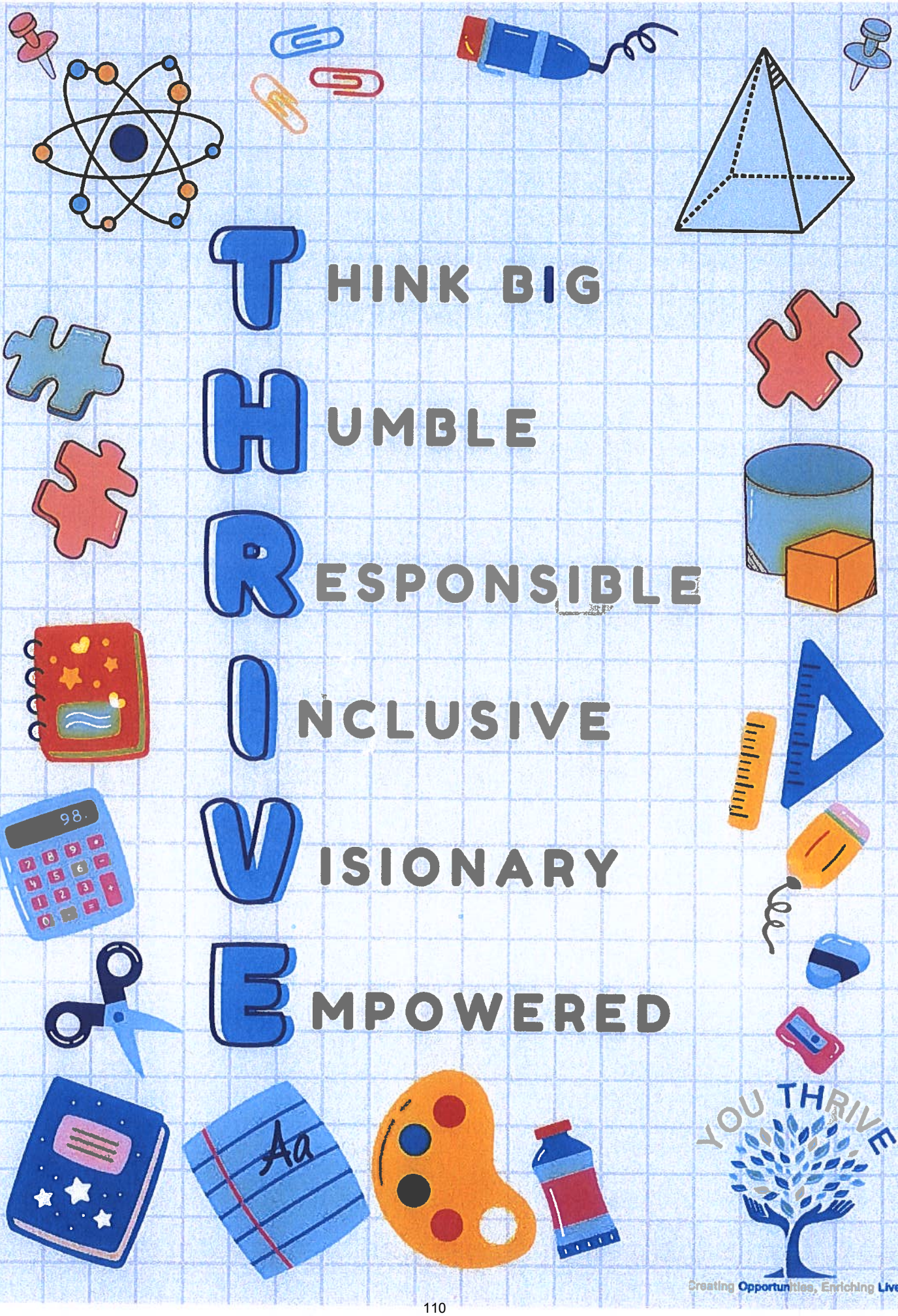


2025-2026

Ray Pinder, Superintendent of Schools

Hernando County School District, 919 North Broad Street, Brooksville, FL 34601, (352) 797-7000


TEAMWORK
HONESTY
RESPECT
INCLUSION
VISION
EMPATHY
SYNERGY

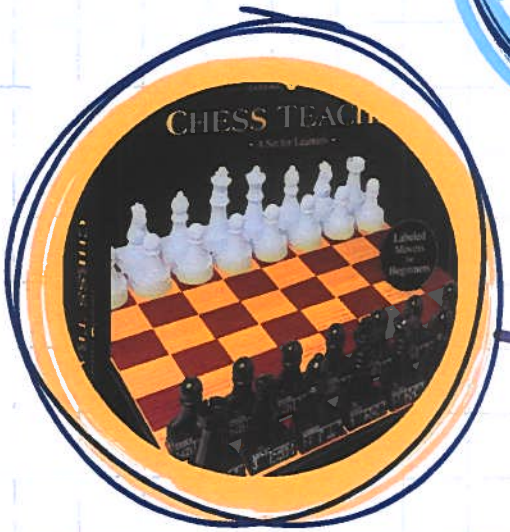

THINK BIG
HUMBLE
RESPONSIBLE
INCLUSIVE
VISIONARY
EMPOWERED
YOU THRIVE
Creating Opportunities, Enriching Lives

REACH FOR THOSE CRITTER COINS













CRITTER COIN

Dear Parents and Guardians,

At our school, we believe student success is about more than academics alone. While strong grades are important, social, emotional, and behavioral growth are just as essential to helping students thrive both in and out of the classroom. To support this whole-child approach, we use a Positive Behavioral Interventions and Supports (PBIS) rewards program called Critter Coin.

Critter Coin is designed to recognize and reinforce positive behaviors such as responsibility, respect, effort, perseverance, and kindness. When students demonstrate these behaviors, they are acknowledged with Critter Coins, helping them understand the value of making positive choices and contributing to a supportive school environment.Critter Coins may be spent in our school store, where students can choose from a variety of fun and motivating items, including small prizes and gift cards. Students also have the option to save their coins over time for larger rewards, such as participation in an end-of-the-year school trip or special experiences. This flexibility encourages goal-setting, responsibility, and delayed gratification, while allowing students to make choices that best fit their interests and goals.
A key part of this program is family involvement. Students are most successful when parents, teachers, and students work together.

Critter Coin also provides real-time updates. As soon as a student earns a coin, it is reflected in their account. This allows students to stay informed throughout the day and celebrate successes or address concerns in a timely and supportive way.

We truly believe it takes a village to support our students. By working together with empathy, communication, and shared expectations, we can help every child feel supported, motivated, and valued.

Thank you for your continued partnership and support. If you have any questions about Critter Coin or need assistance accessing your parent account, please feel free to contact the school.

Sincerely,

The BEST Academy Team



Attachment H

Detail by FEI/EIN Number

Florida Not For Profit Corporation
MID FLORIDA COMMUNITY SERVICES, INC.

Filing Information

Document Number	715459
FEI/EIN Number	59-1235202
Date Filed	10/25/1968
State	FL
Status	ACTIVE
Last Event	AMENDMENT
Event Date Filed	11/02/2015
Event Effective Date	NONE

Principal Address

820 KENNEDY BOULEVARD
BROOKSVILLE, FL 34601 AX

Changed: 02/13/2006

Mailing Address

P.O. BOX 896
BROOKSVILLE, FL 34605-7896

Changed: 02/13/2006

Registered Agent Name & Address

THE HOGAN LAW FIRM
20 S BROAD STREET
BROOKSVILLE, FL 34601

Name Changed: 08/14/2019

Address Changed: 08/14/2019

Officer/Director Detail

Name & Address

Title Chairman

Noman Vacha, Jennene
23139 Rattler Lane
BROOKSVILLE, FL 34601

Title CFO

Bates, Kris J, CPA
820 KENNEDY BOULEVARD
BROOKSVILLE, FL 34601

Title CEO

Kline, Mathew
820 KENNEDY BOULEVARD
BROOKSVILLE, FL 34601

Title COO

Homan, Steve
10430 Claymore Street
Spring Hill, FL 34608

Title Chief Administrative Officer

Becker, Lisa
4343 Birt Street
Brooksville, FL 34602

Title VC

Morris, James
P.O. BOX 896
BROOKSVILLE, FL 34605-7896

Title Secretary/Treasure

Ramirez, Tracy
P.O. BOX 896
BROOKSVILLE, FL 34605-7896

Annual Reports

Report Year	Filed Date
2024	01/17/2024
2025	01/10/2025
2026	01/20/2026

Document Images

01/20/2026 -- ANNUAL REPORT	View image in PDF format
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01/17/2024 -- ANNUAL REPORT	View image in PDF format

01/12/2023 -- ANNUAL REPORT	View image in PDF format
02/07/2022 -- ANNUAL REPORT	View image in PDF format
09/22/2021 -- AMENDED ANNUAL REPORT	View image in PDF format
01/12/2021 -- ANNUAL REPORT	View image in PDF format
01/24/2020 -- ANNUAL REPORT	View image in PDF format
08/14/2019 -- Reg. Agent Change	View image in PDF format
01/16/2019 -- ANNUAL REPORT	View image in PDF format
01/11/2018 -- ANNUAL REPORT	View image in PDF format
01/09/2017 -- ANNUAL REPORT	View image in PDF format
01/25/2016 -- ANNUAL REPORT	View image in PDF format
11/02/2015 -- Amendment	View image in PDF format
01/16/2015 -- ANNUAL REPORT	View image in PDF format
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07/25/1997 -- AMENDMENT	View image in PDF format
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05/01/1995 -- ANNUAL REPORT	View image in PDF format
10/25/1968 -- FILINGS PRIOR TO 1995	View image in PDF format

FLORIDA

Consumer's Certificate of Exemption

Issued Pursuant to Chapter 212, Florida Statutes

DR-14
R. 01/18

Attachment I

Certificate Number	Effective Date	Expiration Date	Exemption Category
85-8012557856C-8	12/31/2023	12/31/2028	501(C)(3) ORGANIZATION

This certifies that

MID FLORIDA COMMUNITY SERVICES INC
820 KENNEDY BLVD
BROOKSVILLE FL 34601-5704

is exempt from the payment of Florida sales and use tax on real property rented, transient rental property rented, tangible personal property purchased or rented, or services purchased.

FLORIDA

Important Information for Exempt Organizations

DR-14
R. 01/18

1. You must provide all vendors and suppliers with an exemption certificate before making tax-exempt purchases. See Rule 12A-1.038, Florida Administrative Code (F.A.C.).

2. Your *Consumer's Certificate of Exemption* is to be used solely by your organization for your organization's customary nonprofit activities.

3. Purchases made by an individual on behalf of the organization are taxable, even if the individual will be reimbursed by the organization.

4. This exemption applies only to purchases your organization makes. The sale or lease to others of tangible personal property, sleeping accommodations, or other real property is taxable. Your organization must register, and collect and remit sales and use tax on such taxable transactions. Note: Churches are exempt from this requirement except when they are the lessor of real property (Rule 12A-1.070, F.A.C.).

5. It is a criminal offense to fraudulently present this certificate to evade the payment of sales tax. Under no circumstances should this certificate be used for the personal benefit of any individual. Violators will be liable for payment of the sales tax plus a penalty of 200% of the tax, and may be subject to conviction of a third-degree felony. Any violation will require the revocation of this certificate.

6. If you have questions about your exemption certificate, please call Taxpayer Services at 850-488-6800. The mailing address is PO Box 6480, Tallahassee, FL 32314-6480.

Attachment J

MID FLORIDA COMMUNITY SERVICES, INC.
DBA YOU THRIVE FLORIDA

AMENDED AND RESTATED
BY-LAWS

Effective: January 14, 2026

AMENDED AND RESTATED BY-LAWS
OF
Mid Florida Community Services, Inc. DBA You Thrive Florida

ARTICLE I
NAME AND DESCRIPTION

1.1 The name of the corporation is Mid Florida Community Services, Inc. DBA You Thrive Florida as stated in the Corporation's Articles of Incorporation as a private not for profit corporation, recognized by the Laws of the State of Florida herein referred to as the Corporation.

1.2 The principal place of business of the Corporation shall be the location reported annually to the State of Florida in its Annual Report; currently 820 Kennedy Boulevard, Brooksville, Florida 34601.

1.3 The seal of this Corporation shall bear the name of this Corporation, the date of its organization, and the words "Corporate Seal, State of Florida".

1.4 The fiscal year of this Corporation shall begin on the first (1st) day of October in each year.

ARTICLE II
PURPOSE

2.1 The purpose and function of the Corporation shall be as stated in the Articles of Incorporation.

ARTICLE III
BOARD OF DIRECTORS

3.1 The principal representative body of the Corporation shall be its Board of Directors, which sets policies for the Corporation as more specifically described in Article IX. All Directors shall fully participate in the development, planning, implementation and evaluation of the programs offered by the Corporation in its services to individuals and families.

Directors must be residents of the State of Florida, and live or work in the Corporation's service region.

3.2 A director shall perform the duties of a director, including duties as a member of any committee of the board upon which they may serve, in good faith, in a manner they reasonably believe to be in the best interests of the Corporation, and with such care as an ordinarily prudent person in a like position would use under similar circumstances. A person who performs duties in compliance with this Section shall have no liability by reason of being or having been a director of the Corporation.

3.3 A director of the Corporation who is present at a meeting of its Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless the director votes against such action or abstains from voting in respect thereto because of an asserted conflict of interest.

3.4 This Corporation shall have no fewer than nine (9) and no more than fifteen (15) directors. The number of directors may be increased or decreased from time to time by resolution of the board

adopted at any duly-called special or regular meeting or by written action in accordance with these bylaws, provided however, that no decrease shall have the effect of shortening the term of any incumbent director.

3.5 Each Director appointed to the Board after April, 2019 shall serve a five-year term, automatically renewable for up to two additional consecutive five-year terms if they continue to meet the board member requirements. A full five-year term shall be considered to have been served upon the passage of five (5) annual meetings. Directors shall take office immediately following the close of the annual meeting at which they are elected. No Director shall serve more than three (3) full consecutive five-year terms. Consecutive service refers to time served on the Board without a gap of at least 6 months in between each period of service.

3.6 A quorum of the Board requires 50% plus one of the members.

3.7 At a meeting of directors called expressly for that purpose, any director or the entire Board of Directors may be removed, with or without cause. The Chairperson shall raise the issue of removal of any director at the request of the Chairperson, the Chief Executive Officer or any three other directors at the next duly noticed regular or special meeting of the board. The notice shall identify as an agenda item the removal of the member. Removal shall be by a majority vote at any regular or special meeting at which a quorum is present. "For cause" shall include, but shall in no way be limited to a director who: (1) fails to perform their duties; (2) ceases to meet the requirements of the specific sector for which the member is a representative; (3) fails to abide by the provisions of these By-Laws including those requirements regarding conflicts of interest or otherwise acts beyond the scope of their duties as a director; (4) violates any federal, state or local law.

3.8 Any vacancy occurring in the Board of Directors, including a~~ny~~ vacancy created by ~~reason of~~ an increase in the number of directors, may be filled by the affirmative vote of a majority of the remaining directors then in office, even though less than a quorum. A director elected to fill a vacancy shall serve for the remainder of the unexpired term, or until a successor is duly elected or appointed. The Board may, in its discretion, elect not to fill a vacancy if it determines to reduce the number of directors, provided the number of directors remain within the limits set forth in these bylaws.

3.9 No contract or other transaction between this Corporation and one or more of its directors, or any other corporation, firm, association or entity in which one or more of the directors are directors or officers or are financially interested, shall be either void or voidable because of such relationship or interest or because such director or directors are present at the meeting of the Board of Directors or a committee thereof which authorizes, approves or ratifies such contract or transaction or because of his or their votes are counted for such purpose, if:

(a) The fact of such relationship or interest is disclosed or known to the Board of Directors, and the Chief Executive Officer, prior to a vote, authorizes, approves or ratifies the contract without counting the votes or consents of such interested director; and

(b) The contract or transaction is fair and reasonable as to the Corporation at the time it is authorized by the Board.

Common or interested directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee hereof which authorizes, approves or ratifies such contract or transaction.

ARTICLE IV
MEMBERSHIP OF THE BOARD

4.1 The Board of Directors shall consist of individuals elected or appointed in accordance with these bylaws. Each member must meet the eligibility requirements established by the organization and shall serve for a term defined herein, unless otherwise specified. Board members are expected to actively participate in meetings, committees, and organizational activities, and to uphold the fiduciary duties of care, loyalty, and obedience. Membership may be renewed or terminated in accordance with the procedures outlined in these bylaws.

A. At least one of the directors must have a background and expertise in fiscal management or accounting. At least one director shall have a background and expertise in early childhood education and development. At least one director shall be a licensed attorney familiar with issues that come before the governing body. Provided however, in the absence of a director with the background and expertise described in this paragraph, the board shall employ a consultant with such expertise who shall work with the board.

B. So long as the Corporation operates programs governed by the Head Start Act (42 USC §9837), one director shall reflect the community to be served and include parents of children who are currently or were formerly enrolled in Head Start programs.

C. Ex officio board members elected to the Board shall have the same rights as other directors, including voting rights.

D. A director may resign by delivering their written resignation to the Chief Executive Officer or the Chairman of the Board. Resignations shall be effective as soon as the director's successors have been duly elected and qualified.

ARTICLE V
MEETINGS OF THE BOARD

5.1 At the first regular or special meeting of the Board after a vacancy, the Board shall elect a Chairperson and a Vice-Chairperson. The Chairperson shall be the liaison between the Board and the Chief Executive Officer of the Corporation. All communications regarding the daily operations of the Corporation shall be directed to the Chief Executive Officer only through the Chairperson. The Chairperson shall preside over all meetings of the Board and shall perform such other duties as may be prescribed by the Board from time to time. The Chairperson and Vice-Chairperson shall serve until they fail to qualify as a director, resigns, is removed or death. The Chairperson may sign, with the Secretary or any other designated individual authorized by the Board, any State, Federal or local governmental contract. The Vice-Chairperson shall perform all duties of the Chairperson in the absence of that officer. The Chairperson and Vice-Chairperson shall not be compensated for the duties performed in the exercise of their duties for the Corporation.

5.2 Regular meetings of the Board of Directors shall be held quarterly with a written annual schedule provided to the Board, or at such other time as may be determined by the Chairperson of the Board with notice to the members in the manner prescribed herein. Special meetings may be called by the Chairperson of the Board, the Chief Executive Officer or at any time upon the request of any seven members of the Board with notice to the members in the manner prescribed herein. All regular and special meetings shall be held at such time and place as designated by the Chairperson

or the Board. Meetings may be held in any county served by the Corporation or by electronic means as permitted by law. The parliamentary procedures of all meetings shall be conducted in accordance with Robert's Rules of Order, Newly Revised, except that the Chairperson shall have the authority to introduce, second, and debate any motion before the Board.

5.3 Secret ballot will be used in voting on all motions to (1) call a closed session of the Board, (2) remove a Board member for cause, (3) hire or fire a Chief Executive Officer of this Corporation.

5.4 A majority of the members present at the meeting in which there is a quorum shall constitute an affirmative vote of the Board except that an affirmative vote of 75% of the directors shall be required to fire a Chief Executive Officer. Proxy voting is prohibited.

5.5 Written notice stating the place, date and time of each meeting shall be mailed or delivered to each director at least ten (10) days prior to a regular meeting and within a reasonable time prior to a special meeting.

A. Notice of a meeting of the Board of Directors need not be given to any director who signs a waiver of notice either before or after the meeting. Attendance of a director at a meeting shall constitute a waiver of notice of such meeting and waiver of any and all obligations to the place of the meeting, the time of the meeting, or the manner in which it has been called or convened, except when a director states at the beginning of the meeting, any objection to the transaction of business because the meeting is not lawfully called or convened.

B. Any action required by law, these bylaws, or the Articles of Incorporation of this corporation to be taken at any annual or special meeting of the directors of the corporation, or any action which may be taken at any annual or special meeting of such directors, may be taken without a meeting, without prior notice and without a vote, if a consent in writing, setting forth the action so taken, shall be signed by not less than the minimum number of votes that would be necessary to authorized or take such action at a meeting at which all directors entitled to vote thereon were present and voted.

C. Within ten (10) days after obtaining such authorization by written consent, notice shall be given to those directors who have not consented in writing. The notice shall fairly summarize the material features of the authorized action.

D. Emergency actions of the Board may be taken without a meeting, without prior notice and without a vote, if a consent of the action so taken, shall be provided either verbally, by electronic mediums (e-mail, text) or by phone communication to the Chief Executive Officer by not less than the minimum number of directors that would be necessary to authorize or take such action at a meeting at which all directors entitled to vote thereon were present and voted and provided further that, within ten (10) days after obtaining such authorization by verbal consent, notice shall be given to all directors of the action taken. The notice shall fairly summarize the material features of the authorized action. Emergency action shall be defined as any action needed to be taken to permit and preserve the orderly conduct of the Company's business at times when the Board cannot convene before the action is required. An "emergency" includes the need to approve the issuance of a grant application to a funding agency.

5.6 Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting.

5.7 A majority of the directors present may adjourn a meeting to another time and place. Notice of any

such adjourned meeting shall be given to the directors who were not present at the time of the adjournment and, unless the time and place of the adjourned meeting are announced at the time of the adjournment, to the other directors.

5.8 Members of the Board of Directors may participate in a meeting of such board by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time.

5.9 Any action required to be taken at a meeting of the directors of a corporation, or any writing setting forth the action so to be taken, signed by all of the directors or all the members of the committee, as the case may be, is filed in the minutes of the proceedings of the board or of the committee. Such consent shall have the same effect as a unanimous vote.

5.10 All regular and special meetings shall be open to the general public, including those meetings which intend to address issues of (1) removal of a member of the Board for cause; (2) the election of officer(s) of the Board; (3) the amendment or revision of these By-Laws. Public comments shall be reserved for the last meeting activity prior to adjournment and each attendee will be provided a maximum of three minutes to comment. Robert's Rules of Order will govern the conduct of the meeting. Attendees desiring to make public comment must (1) notify the Board Chair at or before the start of the meeting; (2) state on the record their name, address, and the topic on which they wish to be heard and if a representative will be speaking for them, such representative's name and address; and (3) restrict their (or their representative's) comment to 3 minutes or less. The Board reserves the right to terminate someone's use of the public comment forum if profanity, disrespect or non-pertinent matters are brought before the Board.

5.11 No director shall receive compensation from the Corporation for services rendered as a Director. Nothing contained herein shall preclude and director from serving the Corporation in any other capacity (including Chief Executive Officer) and receiving reasonable compensation for the personal services rendered. Director may receive reimbursement (or advances, as the case may be) for all reasonable and documented expenses incurred in the course of performing the services as directors of the Corporation.

ARTICLE VI
OFFICERS

6.1 Officers of this Corporation shall consist of a Chief Executive Officer, a Secretary and such other officers and assistant officers and agents as may be deemed necessary and may be elected or appointed by the Board of Directors from time to time. Any two or more offices may be held by the same person. All officers shall be elected annually at the first regular meeting of the Board after the end of a calendar year, except the Chief Executive Officer who shall be elected as needed to fill a vacancy. No officer, except the Chief Executive Officer, shall be compensated for the duties performed in the exercise of their office.

6.2 The Chief Executive Officer shall be the chief executive officer of the Corporation, shall have general and active management duties over the business and affairs of the Corporation, shall have primary responsibility over all personnel matters (including hiring, termination and discipline) except those specifically reserved by the Board, shall have the power to transfer or delegate funds received between programs and to other agencies subject to the Board's overall program policy, shall have the power to contract, shall have the authority over finances, budgeting and expenditures and shall have power to do any and all acts necessary to carry out its function and the Corporation's policies as determined by the Board of Directors. The Chief Executive Officer shall execute all checks, contract or other instruments on behalf of the

Corporation except those specifically reserved to the Board by law. The Chief Executive Officer shall be present at all meetings of the Board of Directors. The Chief Executive Officer shall serve until removed, resigns or death.

6.3 The duties of other officers and other duties of the Chief Executive Officer may be prescribed from time to time by resolution of the Board of Directors.

6.4 The Corporation shall indemnify any officer who is a party to any proceeding (other than an action by, or in the right of the Corporation) by reason of the fact that they are or were an officer of the Corporation or is or was serving at the request of the Corporation as an officer against any liability incurred in connection with such proceeding, to the extent allowed and pursuant to the procedures set forth in Florida Statute, as amended from time to time.

ARTICLE VII
COMMITTEES OF THE BOARD

7.1 The Board of Directors may delegate to committees comprised of board directors any function or duty, as the Board may determine by resolution adopted by a majority of the directors then in office; provided, however, that no committee shall have the authority to elect or remove directors or officers, amend the Articles of Incorporation or these By-Laws, or take any action prohibited by law from being delegated. Unless otherwise determined by the Board, meetings, quorum, notice and other procedural matters of the committees shall be the same as that of the Board.

ARTICLE VIII
POWERS OF THE BOARD

8.1 The Board of Directors shall be responsible for setting policy for the Corporation and for the planning and evaluation of the programs and services conducted by the Corporation. The Board shall have no authority over the daily operations of the Corporation.

8.2 The powers of the Board shall be:

1) To appoint or terminate the Chief Executive Officer as provided herein;
2) To approve major personnel, fiscal and program policies;
3) To approve program plans and priorities;
4) To approve program proposals and budgets;
5) To review and accept audit report;
6) To approve procurement policy;
7) To review reports;
8) To review program progress and reports;
9) To approve pay structure and schedule;
10) To approve Agency-Wide Budget, and IRS Form 990;
11) To approve Bylaws;

12) To approve Governing Board Manual;

13) To approve Mission Statement;

14) To approve Strategic Plan;

15) To require potential Board Members to apply via an application process;

16) To approve/disapprove potential Board Members;

17) To recruit board members with financial expertise, community connections;

18) Fund raising capabilities, etc.;

19) To follow Board selection procedures contained within the Bylaws;

20) To determine rules of procedure for the Board and its committees'

21) To appoint members to policy councils or to determine the procedure for selection of members to such councils; and

22) To elect officers and committee members.

8.3 The Board, through its Chairperson, shall have the power and authority to execute any contract or agreement as required of the Board by any Federal, State or local governmental authority.

ARTICLE IX
HEAD START POLICY COUNCIL

9.1 So long as the Corporation is conducting Head Start operations or receiving funds for same, the Corporation shall maintain a Head Start Policy Council in compliance with Federal Regulation Section 1301.3, as from time to time amended. The Head Start Policy Council shall meet at regularly scheduled times. The Head Start Policy Council shall work collaboratively, with the Corporation's Board of Directors in accordance with 45 C.F.R. §1301.3, to develop and review relevant program policies and procedures. The Head Start Policy Council shall directly perform those functions set forth in 45 C.F.R. §1301.3(c)(2), as amended. Each member of the Head Start Policy Council shall have one (1) vote. No Head Start Policy Council member may vote by proxy. Attendance by nine (9) members is required for a quorum. At the first meeting after an annual election, the Head Start Policy Council shall elect a Chairperson to preside over meetings and shall elect a recording Secretary. At the first meeting after an annual election, the Head Start Policy Council shall establish a schedule for regular meetings. Notices shall be mailed to each member at least five (5) days prior to the date of each regular meeting. Special meetings may be called by the Chairperson of the Head Start Policy Council at any time upon request of the Head Start Director or any two (2) members of the Policy Council to the members in the manner prescribe in the Operating Rules of the Mid Florida Community Services, Inc. DBA You Thrive Florida Policy Council. Notice must be given within a reasonable time prior to the date of the meeting, with an explanation for the special meeting. Actions shall pass by the affirmative vote of a majority of the voting members at a meeting at which a quorum is present. Except as otherwise stated herein, the Head Start Policy Council meeting shall be conducted in accordance with Robert's Rules of Order, Newly Revised.

9.2 The Head Start Policy Council shall be comprised of at least 51% parents of currently enrolled children in the Head Start program. There shall be one parent representative from each of the centers that are served by the program and eight (8) community representatives (three from Hernando/Sumter and five from Volusia). Head Start parent members shall be elected in August/September of each year at a center parent meeting. Only parents of currently enrolled children in the Head Start program may nominate parents of currently enrolled children to serve on the Policy Council. Each parent of a currently enrolled child as defined by 45 C.F.R. 1301.4(a) who is present at the election meeting shall be entitled to one vote. The Head Start Director shall post notice of the scheduled meeting at least seven (7) days prior to the meeting.

> Community representatives shall consist of members drawn from local community businesses, public or private community, civic and professional organizations, and individuals with knowledge of resources and services relevant to early childhood education, family engagement, and program support. Former Head Start parents may also be selected as community representatives. Community representatives shall be individuals selected by the Mid Florida Community Services, Inc. DBA You Thrive Florida Board of Directors or designee, in accordance with procedures for selection approved by the Policy Council.

The Head Start Policy Council shall be comprised of at least fifty-one percent (51%) parents of currently enrolled children in the Head Start program. There shall be one parent representative from each center served by the program and eight (8) community representatives (three from Hernando/Sumter and five from Volusia). Head Start parent members shall be elected in August or September of each year at a center parent meeting. Only parents of currently enrolled children in the Head Start program may nominate parents of currently enrolled children to serve on the Policy Council. Each parent of a currently enrolled child, as defined by 45 C.F.R. §1301.4(a), who is present at the election meeting shall be entitled to one vote. The Head Start Director shall post notice of the scheduled meeting at least seven (7) days prior to the meeting.

A. Community Representatives.

> Community representatives shall consist of members drawn from local businesses, public or private entities, civic or professional organizations, and individuals with knowledge of resources and services relevant to early childhood education, family engagement, and program support. Former Head Start parents may also be selected as community representatives. Community representatives shall be selected by the Board of Directors of Mid Florida Community Services, Inc. DBA You Thrive Florida, or its designee, in accordance with procedures approved by the Policy Council.

B. Parent Representatives.

> Parent representatives shall be parents or legal guardians of children currently enrolled in the Head Start program and shall be elected by parents of enrolled children at a duly noticed center parent meeting in accordance with applicable federal regulations and program policies. Parent representatives shall serve for such terms and subject to such qualifications as may be established by the Policy Council, consistent with federal law.

9.3 No individual may serve on the Head Start Policy Council for more than five (5) one (1) year terms. Elected parent members shall be seated commencing the day subsequent

to the election and shall continue to serve until their successor has been elected and seated. Community representative members shall be seated commencing the day subsequent to the selection date and shall continue to serve until their successor has been elected and seated. In the event a parent member is unable or unwilling to carry out their duties or resigns as a member prior to the date their term expires, the appropriate Head Start center will elect a parent representative to fill the vacant seat as soon as reasonable possible. In the event a community representative member is unable or unwilling to carry out his or duties or resigns as a member prior to the date their term expires, the Mid Florida Community Services, Inc. DBA You Thrive Florida Board of Directors or designee will recommend a replacement who shall serve until the next program year.

9.4 Low-income Policy Council members shall be entitled to reimbursement for reasonable expenses incurred in carrying out their duties as Policy Council members. Requests for reimbursement shall be directed to the Head Start Director or designee together with reasonable documentation verifying the expense incurred. Policy Council members shall be entitled to reimbursement for reasonable expenses incurred in carrying out their duties as members of the Policy Council. Requests for reimbursement shall be submitted to the Head Start Director or the Director's designee, together with reasonable documentation verifying the expenses incurred.

9.5 In the event of an impasse between the governing body and the Head Start Policy Council, one representative selected by the Corporation's Board of Directors, one representative selected by the Policy Council and Mid Florida Community Services, Inc. DBA You Thrive Florida's outsource human resource consultant shall form a Dispute Resolution Team to resolve the dispute. The decision of the Dispute Resolution Team shall be delivered to the parties within 24 hours after a decision is reached. Decisions of the Dispute Resolution Team shall be binding on all parties. Failure to abide by the decision of the Dispute Resolution Team shall be grounds for further action by Mid Florida Community Services, Inc. DBA You Thrive Florida, including removal from the Board or Policy Council.

ARTICLE X
AMENDMENT OF BY-LAWS

10.1 These bylaws may be amended, altered or revised at any time by the affirmative vote of a majority of the Directors, except for actions requiring greater than a majority vote in which case the revision/amendment must be approved by the same percentage as would be required for an affirmative vote. All amendments, alterations or revision of these bylaws shall be subject to the notice and agenda requirements of these bylaws. All amendments, alterations or revisions shall be in compliance with all Federal, State or local laws and those pertinent requirements and regulations of the Department of Economic Opportunity.

ARTICLE XI
BOOKS AND RECORDS

11.1 This Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board of Directors and committees of directors.

11.2 This Corporation shall keep at its registered office or principal place of business, or at the office of its transfer agent or registrar, a record of its Directors, giving the names and addresses of all Directors.

11.3 Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

11.4 At the close of each fiscal year, this Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, and a profit and loss statement showing the results of the operations of the Corporation during its fiscal year.

ARTICLE XII
CHARTER SCHOOL

12.1 So long as the Corporation is operating a Charter School or receiving funds for the same, pursuant to Section 1002.33, Florida Statutes, the corporation shall conduct its operations and governance of the charter school in a manner consistent with and in compliance with the terms and conditions set forth in the Charter Contract between You Thrive Florida and The School Board of Hernando County, Florida. In the event of any conflict between these bylaws and the Charter Contract, the provisions of the Charter Contract shall prevail.

12.2 The Board of Directors of the Corporation shall have overall responsibility for ensuring adherence to the Charter Contract with the Hernando County School Board. The Board shall regularly review relevant aspects of the charter, monitor compliance efforts, and take appropriate action to address any instances of non-compliance.

12.3 Additionally, the Board of Directors will set policy for the Charter School, provide financial oversight, annually adopt and maintain an operating budget for the Charter School, exercise continuing oversight over the Charter School's operations, and communicate the vision of the Charter School to community members. The Board of Directors shall also supervise all officers and agents of the Charter School and to see that their duties are properly performed. The Board of Directors shall also set policies regarding educational philosophy, program and financial procedures, and will oversee assessment and accountability procedures to assure that the Charter School's student performance standards are met or exceeded.

12.4 Pursuant to the Charter Agreement, the Board of Directors shall appoint a parent liaison to facilitate parental involvement, provide access to information, assist parents and others with question and resolving disputes. The parent liaison must reside in the school district in which the Charter School is operating and may also be a member of the Board

of Directors, an employee of the Charter School, or an individual contracted to represent the Board of Directors. If the Corporation has multiple charter schools in a school district, each charter school must have their own separate representative. The Board of Directors shall provide the parent liaison's contact information annually in writing to parents and posted on the Charter School's website.

12.5 All meetings and communications regarding the Charter School shall be subject to Florida's Sunshine Law.

12.6 The Board of Directors shall hold at least two public meetings per school year within the school district where the Charter Schools are located. The meetings must be noticed, open, and accessible to the public and attendees must be provided an opportunity to receive information and provide input regarding the school's operations. The Charter School principal or equivalent thereof must be present at each meeting.

12.7 Each director of the Board of Directors will be required to complete governance training.

A. Each governing board member must complete a minimum of four (4) hours of instruction focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility as required by Section 1002.33, Florida Statutes, and Rule 6A-6.0784.

B. After the initial four (4) hour training, each governing board member is required, within the subsequent three (3) years and for each three (3) year period thereafter, to complete a two (2) hour refresher training on government in the sunshine, conflicts of interest, ethics, and financial responsibility as specified in Section 1002.33, F.S. in order to retain their position on the Board of Directors.

C. Any governing board member who fails to complete the initial four (4) hours of instruction within the specified period of time or fails to obtain the two (2) hour refresher training within any subsequent three (3) year period, will not be eligible to remain as a governing board member.

D. New directors joining the Board of Directors must complete the four (4) hour training within 90 days of their appointment to the board.

E. Training must be provided by a state-approved trainer.

F. Removal for non-compliance with training requirement.

1. Upon verification of the CEO or Board Chair that a Board member has not met the training requirement and the cure period has expired, the position shall be deemed vacant without the necessity of further Board action.

2. The CEO or Board Chair shall provide written notice to the Board member of the loss of eligibility and the resulting vacancy.

3. The vacancy shall be filled as provided in Articles III and IV.

4. Prior to loss of eligibility, the Board member shall be given written notice of non-compliance and a period of 30 days, from date of notice, to complete the required training.

12.8 The Board of Directors shall retain a certified public accountant or auditor for the annual financial audit pursuant to Section 1002.345(a), Florida Statutes, who shall submit the report to the Board of Directors to review and approve the audit report including audit findings and recommendations fo the financial recovery plan.

12.9 Prior to any appointment to the Board of Directors, a member shall be fingerprinted pursuant to Section1002.33(12)(g), Florida Statutes, with the cost being borne by the Corporation. Any members whose fingerprint check results warrant disqualification under the statute shall not be appointed to the Board.

ARTICLE XIII
DISSOLUTION OF THE CORPORATION

Dissolution of the Corporation shall be in compliance with the laws of the State of Florida and those pertinent requirements and regulations of the Internal Revenue Service 501(c)(3) tax-exempt status and the U.S. Department of Health and Human Services Administration for Children and Families Office of Community Services.

ARTICLE XIV
MEMBERS

The Corporation is a non-member, not-for-profit corporation and, therefore, has no members.

Creating Opportunities, Enriching Lives

CONFLICT OF INTEREST FORM

1. Did you have a direct business relationship with the Organization (other than as an officer, director, trustee or employee) or an indirect business relationship through ownership of more than 35% in another entity that had a direct business relationship with the Organization?

   _____ No

   _____ Yes Explain: _____
   _____
   _____

2. Did you have a family member who had a direct or indirect business relationship with the Organization?

   _____ No

   _____ Yes Explain: _____
   _____
   _____

3. Did you serve as an officer, director, trustee, key employee, partner or member of an entity (or shareholder of a professional corporation) doing business with the Organization?

   _____ No

   _____ Yes Explain: _____
   _____
   _____

_____ _____
Printed Name Signature

_____ _____
Title Date

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary Academy for Creative Excellence Spring Hill

2. Full name: Jennene Norman-Vacha

Home Address: 25139 Rattler Lane, Brooksville, FL

Business Name and Address: NA

Phone Number: 352-585-0066

E-mail address: hubformail@gmail.com

☑ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☑ Yes ☐ No
Currently serve as board member for BEST Academy. Currently serve on boards for other non-profits, not school related. Have served on numerous non-profit boards over the years that are not school-related. Full details can be provided upon request.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ☑ No
No leadership role for ANY school, outside of board position as indicated above.

5. Why do you wish to serve on the board of the proposed charter school?
Oversee, support and advocate quality education in our community.

6. What is your understanding of the appropriate role of a public charter school board member?

Safeguard the mission, ensure academic and financial performance, and oversee school leadership for accountability.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Current board member for BEST Academy.

8. Describe the specific knowledge and experience that you would bring to the board.
Masters degree in Public Administration, over 20 years as professional staff/leader/manager in local government. Over 10 years experience working as administrative support employee with central Florida head start and early learning program

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
(FORM COPIES SAME ANSWER FOR #1 & #2. This is #2 answer)For Brooksville: strong emphasis

2. What is your understanding of the school's proposed educational program?
(FORM COPIES SAME ANSWER FOR #1 & #2. This is #2 answer)For Brooksville: strong emphasis

3. What do you believe to be the characteristics of a successful school?
Education of students in fields/areas where the excell and desire learning, thinking, applying, and creating more than they believed possible. Believing in themselves and gaining life knowledge and skills to build their own future

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
Regular/annual academic, financial, and operational goals as monitored through clear metrics, structured reporting, and disciplined follow-up at board meetings.

5. What do you see as your role regarding the school leaders?
To hire, support, and hold one chief school leader/administrator accountable for achieving the charter's academic, financial, and organizational goals—while not over-stepping, nor participating in the day-to-day management.

Governance

1. Describe the role that the board will play in the school's operation.
Responsible for ensuring the organization adheres to the Charter Contract with the Hernando County School Board; establish policy, provide financial oversight, monitor compliance exports, and take appropriate action to address any instances of non-compliance.

2. How will you know if the school is successful at the end of the first year of operation?
Academic, financial, operational, and compliance metrics.

3. How will you know at the end of four years of the school is successful?
The achievement of positive/excellent clear, multi-year academic, financial, organizational, and mission-specific outcomes.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Clarify mission/goals, build strong governance and oversight systems, school leader evaluations, budget review/approval.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Review board bylaws, code of ethics, conflict-of-interest policy, and any governance or misconduct procedures, consult with board co-chair, consult with legal counsel, and escalate as necessary.

6. If your school intends to contract with a third-party ESP:
a. Summarize your involvement in the selection process; N/A
b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and N/A
c. Indicate whether you have been involved in the review/negotiation of the management agreement.
N/A

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
☐ Yes ◉ ~~Yes~~-- NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.
NO — NOT EMPLOYEE

Background and Contact Information

Jennene Norman-Vacha
25139 Rattler Lane, Brooksville, FL
352-585-0066
hubformail@gmail.com
Resume attached

3. Currently serve as board member for BEST Academy. Currently serve on boards for other non-profits, not school-related. Have served on numerous non-profit boards over the years that are not school-related. Full details can be provided upon request.

8. Master's degree in Public Administration, over 20 years as professional staff/leader/manager in local government. Over 10 years' experience working as administrative support employee with central Florida head start and early learning program.

School Mission and Program

1. For Brooksville: strong emphasis on science technology, engineering, arts, and mathematics into hands on learning. Spring Hill: integrating visual arts, music, and creative expression across core academic subjects.

2. For Brooksville: strong emphasis on science technology, engineering, arts, and mathematics into hands on learning. Spring Hill: integrating visual arts, music, and creative expression across core academic subjects.

3. Education of students in fields/areas where the excel and desire learning, thinking, applying, and creating more than they believed possible. Believing in themselves and gaining life knowledge and skills to build their own future.

5. To hire, support, and hold one chief school leader/administrator accountable for achieving the charter's academic, financial, and organizational goals—while not over-stepping, nor participating in the day-to-day management.

Governance

1. Responsible for ensuring the organization adheres to the Charter Contract with the Hernando County School Board; establish policy, provide financial oversight, monitor compliance exports, and take appropriate action to address any instances of non-compliance.
5. Review board bylaws, code of ethics, conflict-of-interest policy, and any governance or misconduct procedures, consult with board co-chair, consult with legal counsel, and escalate as necessary.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Jennene Norman-Vacha

Jennene Norman-Vacha (Jan 22, 2026 23:42:13 EST) — Jan 22, 2026

Signature *Date*

T. Jennene Norman-Vacha

25139 Rattler Lane, Brooksville, Florida 3460
jennenenormanvacha@gmail.com ● 352.585.0066

Executive Manager/Administrator

Innovative and creative leader/manager with more than thirty years of experience and a history of working within both public sector/local government agencies and private sector/non-profit organizations; demonstrated and specialized skills in administration and fiscal/budgetary management, general and human resource management, risk/loss control/prevention, technology and networking solutions, and community engagement for nonprofit organizations, government agencies, and small businesses.

Superior organizational, analytical, and communication skills, both oral and written. Graduated with honors with a master's degree in Public Administration while working full-time. Self-sufficient, self-motivated, and creative. Personal computer literate and technically functional.

Employment History

November 1997 – December 2024 President/Owner

Professional Human Resource Partners, Inc. — 25139 Rattler Lane, Brooksville, FL

The owner and senior consultant who provided services in strategic planning, organizational development, leadership training, general management, and human resource management services. Typically assisted small- and mid-size companies and non-profits with specific reviews, research, reports, and/or specialized projects primarily in human resource management, particularly including the following areas: policy development; employee benefit review; training and development programs; record-keeping and compliance audits; job description development; compensation programs; organizational review; and disciplinary and termination actions. Also conducted community needs assessments and associated plans/reports for Florida Community Action Agencies.

June 2017 – June 2022 Vice President/Co-Owner

Innovative Business Technologies, LLC — 4550 Golf Club Lane, Spring Hill, FL

Co- owner and Vice President for an IT managed services company that provided resources, expertise, and value-added services in tandem with vital technology systems, cloud services, networking, data backup & security, monitoring, and equipment solutions for private and not-for-profit organizations. Responsible for business development, marketing, customer growth, and ongoing relations.

June 2007 – June 2017 City Manager

City of Brooksville — 201 Howell Avenue, Brooksville, FL

Oversight and management of city operations, including administrative, finance/budget, planning/building/development, fire services, police, facilities and parks, streets, and water/wastewater/garbage utilities. Brooksville is a small city of about 10 square miles, geographically located at the center of Florida, just north of Tampa. It is a city with a population of over 8,000 residents and a strong business community. Brooksville has beautiful historic business and residential areas offering newly developed properties with a small-town charm. The City Manager position functions as the chief administrative officer/chief executive officer for the City; responsible for the administration of day-to-day operations and long-term planning and preparation.

August 1999 – October 2002 Account Executive

Brown & Brown, Inc. — 614 East Jefferson Street, Brooksville, FL

Account Executive for Brown & Brown, Inc., the 8th largest broker nationally and the largest broker in Florida. Responsible for design, sales, service, and customer relations for employee benefit insurance coverage and services, including medical/health care, life, dental, retirement plans, long-term care and home health care policies, disability, and flexible benefit planning.

June 4, 1984 - November 7, 1997

Hernando County Board of County Commissioners – 20 North Main Street, Brooksville, FL

August 1992 - November 1997 Deputy County Administrator

Functioned as chief of staff and assistant county administrator for Hernando County, Florida. Position was responsible for the administrative oversight of operations, including parks, facilities, streets and highways, engineering, planning, development, building, water/wastewater utilities, landfill/solid waste, and core/administrative services (budget, HR, fleet, purchasing, risk management). Hernando County was an organization of 500+ employees and a budget of approximately $120 million. Note: From August 1992 through October 1993, this position also functioned as the Human Resources Director.

October 1991 - August 1992 Human Resources Director

Oversight and responsibility included human resources administration, salary administration, human resources policy development, human resources training and development, employee benefits administration, and records/compliance/support. Supervised three (3) professional/technical staff members.

October 1987 - October 1991 Budget Analyst

Responsible for budget prep and development of the County's annual budget. Determined and established data requirements, budgetary reporting formats, and budgetary practices. Involved in reviewing, analyzing budgetary requests, and producing a tentative and formal/final budgetary document.

December 1986 - October 1987 Management Analyst
December 1984 - December 1986 Personnel Manager
June 1984 - December 1984 Student Intern to the County Administrator

Education

Masters of Public Administration

University of South Florida, Tampa, Florida ♦ Graduated with honors

Bachelor of Arts, double major in Pre-law and Art

Saint Leo College, Saint Leo, Florida ♦ Graduated Magna Cum Laude

Other Experience:

I currently serve on several local community boards, including the Executive Board of You Thrive Florida (currently the Chairman), the Board of Directors of Stable Faith Cowboy Church (currently the Treasurer), and the Board of Directors of The Enrichment Centers Inc. of Hernando County.

I served as a Commissioner for the Commission for Florida Law Enforcement Accreditation, Inc., contributing to the advancement of professional standards in law enforcement statewide.

In 1997, while serving as Chief of Staff, I led and coordinated a multi-agency effort between the county commissioners, the county school board, and the City of Brooksville to identify sources of savings through shared staffing and land use, cooperative purchasing, and cost-savings within operational areas, and cooperative capital projects. I wrote articles on this multi-agency project entitled, "TWICE – Together We Improve through Cooperative Efforts", that were published in two (2) statewide public-sector magazines: County News and the Florida League of Cities – Quality Cities.

I have served as a guest speaker and panelist at the University of Central Florida, the Central Florida Community College's Institute of Government, the University of South Florida, and the Florida Association of Counties' Legislative Conference on the topic of "Privatization and Public/Private Partnerships."

As a dedicated civic leader, I have served on the boards of numerous local organizations, demonstrating my unwavering commitment to community service. Involvement has included the Nature Coast Manufacturers' Association (Content Writer and Business Development Chair), Hernando County Community Alliance Coalition (Executive Board), Brooksville Kiwanis Club (1st Woman in the Club and weekly Newsletter Publisher), Children's Advocacy Center of Hernando County (Committee Member), Hernando County United Way (Board member), Columnist/writer for a featured Millennium Edition of the Hernando Today, that published historical articles about Hernando County between the years 1000 to 2000, the Genealogy Society of Hernando County (member and President), the American Business Women's Association Tangerine Charter Chapter (Rookie of the Year, Ways and Means Chair), Co-Chairman of Hernando County's weeklong 150th Birthday Celebration, an event that raised more than $100,000 and drew over 40,000 participants, Brooksville Downtown Development (member and President), A Child's Wish Come True (Board Member), the American Heart Association-Pasco/Hernando Chapter (Hernando County Heart Walk Chair and Tampa Bay Board member), and Hernando County's Junior Achievement Program (teacher and Board member).

I was honored in 1986 and named an Outstanding Young Woman of America. In 1992, I received the Woman of Achievement award from Hernando County's Business and Professional Women's organization. In 1995, I was honored to be named a nominee for the Government Service Award by the Greater Hernando County Chamber of Commerce. In 2001, I was named the Business Associate of the Year for the Tangerine Charter Chapter of the American Business Women's Association. In 2013, I received the Leadership in Public Service award from the Hernando County Chamber of Commerce. I received the Internal City/County Management Association's 25 Years of Service in Local Government Award.

Professional accomplishments and references available upon request.

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary Academy for Creative Excellence Spring Hill

2. Full name: Thomas Valdez

Home Address: 18900 Cortez Blvd Brooksville, FL 34601

Business Name and Address: Hernando County Sheriff's Office

Phone Number: 352-303-4747

E-mail address: tvaldez@hernandosheriff.org

☑ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

I enjoy serving the youth and future of Hernando County.

6. What is your understanding of the appropriate role of a public charter school board member?

Safeguarding the mission, ensuring academic and financial performance, and holding school leadership accountable.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Current board member for BEST Academy.

8. Describe the specific knowledge and experience that you would bring to the board.

I have been in the law enforcement field for 27 years and have a master's degree in criminal justice. My original major in college was elementary education.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Every child can thrive when provided with high-quality instruction, individualized supports, and meaningful learning experiences.

2. What is your understanding of the school's proposed educational program?
For Brooksville: strong emphasis on science, technology, engineering, the arts, and mathematics (STEAM). For Spring Hill: integrating visual arts, music, movement, and creative expression across core academic subjects.

3. What do you believe to be the characteristics of a successful school?
The progress of the students and the ability of the staff to adapt to changing learning styles.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Annual academic and financial/operational goals should be monitored through clear metrics, structured reporting, and disciplined follow-up at every board meeting.

5. What do you see as your role regarding the school leaders?
To hire, support, and hold one chief school leader accountable for achieving the charter's academic, financial, and organizational goals—while not intruding into day-to-day management.

Governance

1. Describe the role that the board will play in the school's operation.
Responsible for ensuring the organization's adherence to the Charter Contract and the Hernando County School Board, set policy, provide financial oversight, monitor compliance eXorts, and take appropriate action to address any instances of non-compliance.

2. How will you know if the school is successful at the end of the first year of operation?
Academic, financial, operational, and compliance metrics.

3. How will you know at the end of four years of the school is successful?
defined by clear, multi-year academic, financial, organizational, and mission-specific outcomes

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Clarify mission/goals, build strong governance and oversight systems, school leader evaluations, budget review/approval.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Review board bylaws, code of ethics, conflict-of-interest policy, and any governance or misconduct procedures, consult with board chair or co-chair, consult with legal counsel, and escalate as necessary.

6. If your school intends to contract with a third-party ESP:
a. Summarize your involvement in the selection process; NA
b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and NA
c. Indicate whether you have been involved in the review/negotiation of the management agreement.
NA

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
○ Yes ◉ ~~Yes~~-- NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Background and Contact Information

Thomas Valdez
18900 Cortez Blvd Brooksville, FL 34601
Hernando County Sheriff's Office
352-303-4747
tvaldez@hernandosheriff.org
Resume attached

8. I have been in the law enforcement field for 27 years and have a master's degree in criminal justice. My original major in college was elementary education.

School Mission and Program

2. For Brooksville: strong emphasis on science, technology, engineering, the arts, and mathematics (STEAM). For Spring Hill: integrating visual arts, music, movement, and creative expression across core academic subjects.

4. Annual academic and financial/operational goals should be monitored through clear metrics, structured reporting, and disciplined follow-up at every board meeting.

5. To hire, support, and hold one chief school leader accountable for achieving the charter's academic, financial, and organizational goals—while not intruding into day-to-day management.

Governance

1. Responsible for ensuring the organization's adherence to the Charter Contract and the Hernando County School Board, set policy, provide financial oversight, monitor compliance eXorts, and take appropriate action to address any instances of non-compliance.

5. Review board bylaws, code of ethics, conflict-of-interest policy, and any governance or misconduct procedures, consult with board chair or co-chair, consult with legal counsel, and escalate as necessary.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Thomas Valdez

Thomas Valdez
Thomas Valdez (Jan 23, 2026 11:51:17 EST)

Signature

Jan 23, 2026

Date

THOMAS VALDEZ

LinkedIn Profile

PROFESSIONAL SUMMARY

Results-driven law enforcement leader with 24+ years of exemplary service with the Hernando County Sheriff's Office. Demonstrated expertise in executive-level leadership, strategic operations management, and complex criminal investigations. Proven track record in building high-performing teams, implementing community-centered policing strategies, and managing critical incidents under pressure. Skilled communicator committed to advancing public safety while fostering trust and accountability within the community and department.

PROFESSIONAL EXPERIENCE

Lieutenant

Hernando County Sheriff's Office | Brooksville, Florida
June 2001 – Present · 24 years 8 months

- Lead and supervise law enforcement team members in daily operations, specialized assignments, and emergency response situations
- Conduct investigations and coordinate with multi-agency law enforcement partners
- Ensure compliance with local, state, and federal regulations and department policies
- Manage community policing initiatives to address public safety concerns and build community trust
- Conduct training and performance evaluations for assigned personnel
- Respond to critical incidents and oversee emergency operations

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary Academy for Creative Excellence Spring Hill

2. Full name: Steven Champion

Home Address: 15678 Oakcrest Circle Brooksville Fl 34604

Business Name and Address: American Gun & Pawn INc 1118 E Jefferson St Brooksville Fl 34601

Phone Number: 9546638667

E-mail address: stevedchampion@gmail.com

☑ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☐ Yes ■ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ■ No

5. Why do you wish to serve on the board of the proposed charter school?
Part of Youthrive board for several years

6. What is your understanding of the appropriate role of a public charter school board member?

Safeguarding the mission, ensuring academic and financial performance and holding leaders accountable.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
current board member

8. Describe the specific knowledge and experience that you would bring to the board.

Decades of business experience and 12 years as elected official in Hernando County

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Every child can Thrive with a great plan and leadership.

2. What is your understanding of the school's proposed educational program?
Every child can Thrive with a great plan and leadership.

3. What do you believe to be the characteristics of a successful school?
Strong concentration on academics and arts.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

By having clear metrics and processes in place. Board will monitor progress at every board meeting.

5. What do you see as your role regarding the school leaders?
To hold leaders accountable for processes, plans and results. .

Governance

1. Describe the role that the board will play in the school's operation.
Hold leadership accountable for contract execution and monitor proformance.

2. How will you know if the school is successful at the end of the first year of operation?
Metrics and results.

3. How will you know at the end of four years of the school is successful?
By reviewing all metrics.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Clarifing goals and following up on results.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Following boards by laws and code of ethics. Status with legal counsel.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process; NA

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and NA

c. Indicate whether you have been involved in the review/negotiation of the management agreement.
NA

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
○ Yes ◉ ~~Yes~~-- NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

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(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Steven Champion

Steven Champion
Steven Champion (Jan 22, 2026 12:50:46 EST)

Signature

Jan 22, 2026

Date

Steve Champion

Brooksville, Florida
(352) 555-0100 | steve.champion@email.com | LinkedIn Profile

Professional Summary

Business owner and public servant with 20+ years of executive and management experience in retail operations and small business. Proven track record of driving operational efficiency, building community partnerships, and implementing strategic policy initiatives. Dedicated to public service, business development, and advancing community interests through leadership roles in county government.

Professional Experience

Owner / President

American Gun & Pawn, Inc. | Brooksville, Florida | February 2014 – Present (12 years)

- Established and manage full-line firearms, ammunition, and gun accessories dealership
- Oversee comprehensive retail operations including pawn services, tools, electronics, precious metals, and currency exchange
- Grew business into established community resource through customer service excellence and market expansion
- Maintain Federal Firearms License (FFL) and comply with all federal, state, and local regulations

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Public Service

County Commissioner, Hernando County Board of Commissioners

District 5 | November 2016 – Present

- Elected with re-elections in 2020 and 2024
- Served as Board Chairman (2018, 2022) and Vice Chairman (2017)

- Sponsor of significant policy initiatives including concealed carry authorization for county employees and Second Amendment Sanctuary designation
- Consistent advocate for efficient government, business-friendly policies, and fiscal responsibility

Committee & Board Assignments

- Metropolitan Planning Organization (MPO) – Member
- Mid Florida Community Services Governing Board – Member
- Robert Whitmore Board of Directors – Member
- Safety Council – Member
- Value Adjustment Board – Member
- Fair Association – Liaison
- Pasco-Hernando Workforce Board (Jobs & Education Partnership) – Liaison

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Education

Bachelor of Business Administration
Hamilton University

High School Diploma
Fort Lauderdale High School

Professional Affiliations & Community Involvement

- Lifelong Member, National Rifle Association (NRA)
- Annual Sponsor, Hernando High School Future Farmers of America (FFA)
- Community advocate for Second Amendment rights and regulatory reform
- Active civic participant in Hernando County governance and development initiatives

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary Academy for Creative Excellence Spring Hill

2. Full name: Michelle Alford

Home Address: 48 Cypress Blvd W, Homosassa, FL 34446

Business Name and Address: Citrus County Housing Services, 2804 W. Marc Knighton Ct, Lecanto FL 34446

Phone Number: 518-231-4208

E-mail address: malford@midtel.net

- [x] Resume and professional bio are attached here.
- [ ] Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   - [ ] Yes
   - [x] No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   - [ ] Yes
   - [x] No

5. Why do you wish to serve on the board of the proposed charter school?
   Passionate about the mission and want to ensure long-term goals and accountability.

6. What is your understanding of the appropriate role of a public charter school board member?

Protecting the mission, guaranteeing academic and fiscal excellence, and maintaining leadership accountability.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I understand the nature of this role and prepared to dedicate the time required to ensure long term goals are achieved.

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

With top-tier instruction, customized support, and meaningful activities, every child can reach their full potential.

2. What is your understanding of the school's proposed educational program?

Brooksville: emphasis on science, technology, engineering, the arts, and math. Spring Hill: integrating visual arts, music, and creative expression across core academic subjects.

3. What do you believe to be the characteristics of a successful school?

a clear mission driven focus on student achievement, rigorous academic standards and consistent school culture.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Ensure coninuous oversight of academic and financial perfomrnace by holding regular reviews and implementing accoutability measures every board session.

5. What do you see as your role regarding the school leaders?

Holding one executive leader accountable while giving the support necessary to achieve all charter benchmarks without intruding on daily operations

Governance

1. Describe the role that the board will play in the school's operation.

Responsible for charter and Hernando County School Board compliance, policy setting, financial oversight and addresseing regulatory violations.

2. How will you know if the school is successful at the end of the first year of operation?

Success will be defined by the continuous academic, financial and operational achievement

3. How will you know at the end of four years of the school is successful?

Defined by integrated long-term academic and financial planning.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Ensure board and leadership are aligned on a clear, concise mission statement that prioritizes achievement.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Review of bylaws, code of ethics, conflict-of-interest policies and procedures, and any governance or misconduct procedures, consultation with legal, board chair or co-chair, and escalation as necessary.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process;

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes ☐ Yes

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

N/A

Background and Contact Information

Michelle Alford
48 Cypress Blvd W, Homosassa, FL 34446
Citrus County Housing Services, 2804 W. Marc Knighton Ct, Lecanto FL 34446
518-231-4208
malford@midtel.net
Resume attached

8. I have been in the law enforcement field for 27 years and have a master's degree in criminal justice. My original major in college was elementary education.

School Mission and Program

2. Brooksville: emphasis on science, technology, engineering, the arts, and math. Spring Hill: integrating visual arts, music, and creative expression across core academic subjects.

4. Ensure continuous oversight of academic and financial performance by holding regular reviews and implementing accountability measures every board session.

5. Holding one executive leader accountable while giving the support necessary to achieve all charter benchmarks without intruding on daily operations.

Governance

5. Review of bylaws, code of ethics, conflict-of-interest policies and procedures, and any governance or misconduct procedures, consultation with legal, board chair or co-chair, and escalation as necessary.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Michelle Alford

Michelle Alford Digitally signed by Michelle Alford Date: 2026.01.26 08:18:39 -05'00' 1/25/2026

Signature *Date*

Michelle Alford

Director, Housing Services

Brooksville, Florida | michelle.alford@email.com

Professional Summary

Dedicated housing services director with 10+ years of progressive leadership experience overseeing state and federal grant-funded housing and redevelopment initiatives. Proven track record of designing and implementing transformative housing programs serving vulnerable populations, including seniors, families, homeless individuals, those with mental health and substance abuse challenges, domestic violence survivors, and adults with developmental disabilities. Passionate about creating safe, affordable housing solutions while maximizing grant funding and organizational impact. Recognized for strategic vision, exceptional program management, and compassionate leadership in the nonprofit housing sector.

Core Competencies

Leadership & Management: Program Development | Grant Administration | Budget Management | Team Leadership | Strategic Planning | Stakeholder Relations | Change Management

Housing Services: Affordable Housing Development | Senior Housing | Family Housing | Supportive Housing | Homeless Services | Fair Housing Compliance | Real Estate Development

Funding & Compliance: Federal & State Grant Management | SHIP Program Administration | Funding Compliance | Financial Reporting | Policy Development

Additional Skills: Cross-Functional Collaboration | Community Outreach | Award Submissions | Performance Metrics | Nonprofit Operations

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Professional Experience

Director, Citrus County Housing Services

Citrus County, Florida | 2014–Present

- Oversee comprehensive portfolio of state and federal grant-funded housing and redevelopment projects, managing multiple concurrent large-scale initiatives

- Direct development and implementation of rental programs serving diverse at-risk populations: seniors, families, homeless individuals, persons with mental health and substance abuse disorders, domestic violence survivors, and adults with developmental disabilities
- Manage agency budget allocation across housing programs while ensuring compliance with all state and federal funding requirements
- Recognized by **Florida Housing Coalition** with multiple **SHIP "Success Story" awards** for innovative program design and successful project outcomes
- Recipient of **2024 NACO Award** (National Association of Counties), earning national recognition for housing services excellence and community impact
- Foster strategic partnerships with county agencies, nonprofit organizations, and federal/state housing authorities to expand affordable housing access
- Lead high-performing teams in program administration, project management, and community engagement initiatives

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Education

Relevant Coursework & Professional Development

- Housing Finance and Development Certificates | National Development Council (NDC)
- Federal Housing Program Administration and Compliance Training
- Nonprofit Leadership and Management Certification Programs
- Ongoing professional development in sustainable housing development and social services program management

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Recognition & Awards

- **2024 NACO Award** – National Association of Counties (National Recognition)
- **SHIP "Success Story" Awards** – Florida Housing Coalition (Multiple Years)
- County Recognition for Outstanding Leadership in Community Services

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary Academy for Creative Excellence Spring Hill

2. Full name: James P Morris

Home Address: 11430 Camp Mine Rd

Business Name and Address: CEMEX Construction Materials Fl, LLC

Phone Number: 3527963522

E-mail address: jamesp.morris@cemex.com

☑ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?
Our children are our future. We need to help mentor them to gain the correct life skills.

6. What is your understanding of the appropriate role of a public charter school board member?

Safeguarding the mission, ensuring academic and financial performance, and holding school leadership accountable.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Current board member for Best Academy

8. Describe the specific knowledge and experience that you would bring to the board.

I have served on many boards and have a passion for helping our communities.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Every child can thrive when provided with high-quality instruction, individualized supports, and meaningful learning experiences.

2. What is your understanding of the school's proposed educational program?
Strong emphasis on science, technology, engineering, the arts, and mathematics (STEAM).For Spring Hill: integrating visual arts, music, movement, and creative expression across core academic subjects.

3. What do you believe to be the characteristics of a successful school?
The teachers in my opinion, are the heart of a succcessful school. Passion for helping the students achive success.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Annual academic and financial/operational goals should be monitored through clear metrics, structured reporting, and disciplined follow-up at every board meeting.

5. What do you see as your role regarding the school leaders?
To hire, support, and hold one chief school leader accountable for achieving the charter's academic, financial, and organizational goals - while not intruding ito the day-today managemen

Governance

1. Describe the role that the board will play in the school's operation.
Responsible for ensuring the organization's adherence to the Charter Contract and the Hernando County School Board, set policy, provide financial oversight, monitor compliance efforts, and take appropriate action to address any instances of non-compliance.

2. How will you know if the school is successful at the end of the first year of operation?
Academic, financial, operational, organizational, and mission-specific outcomes.

3. How will you know at the end of four years of the school is successful?
Defined by clear, multi-year academic, financial, organizational, and mission-specific outcomes.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Clarify missions/goals, build strong governance and oversight systems, school leader evaluations, budget review/approval.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Review board bylaws, code of ethics, conflict of interest policy, and any other governance or misconduct procedures, consult with board chair or co-chair, consult with legal counsel, and escalate as necessary

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process; NA

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and NA

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

NA

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
◉ Yes ○ ~~Yes~~-- NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Background and Contact Information

James Morris
11430 Camp Mine Rd
CEMEX Construction Materials Fl, LLC
352-796-3522
jamesp.morris@cemex.com
Resume attached

8. I have been in the law enforcement field for 27 years and have a master's degree in criminal justice. My original major in college was elementary education.

School Mission and Program

2. Strong emphasis on science, technology, engineering, the arts, and mathematics (STEAM). For Spring Hill: integrating visual arts, music, movement, and creative expression across core academic subjects.

4. Annual academic and financial/operational goals should be monitored through clear metrics, structured reporting, and disciplined follow-up at every board meeting.

5. To hire, support, and hold one chief school leader accountable for achieving the charter's academic, financial, and organizational goals - while not intruding in the day-today management.

Governance

1. Responsible for ensuring the organization's adherence to the Charter Contract and the Hernando County School Board, set policy, provide financial oversight, monitor compliance efforts, and take appropriate action to address any instances of non-compliance.

5. Review board bylaws, code of ethics, conflict of interest policy, and any other governance or misconduct procedures, consult with board chair or co-chair, consult with legal counsel, and escalate as necessary.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

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(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: James P Morris

James P Morris (Jan 26, 2026 10:22:06 EST) — Jan 26, 2026

Signature *Date*

JAMES P. MORRIS

Regional Environmental Manager | Brooksville, Florida | james.morris@cemex.com

PROFESSIONAL EXPERIENCE

Regional Environmental Manager

CEMEX Aggregate Division | Southeastern United States | 2022–Present

- Oversee environmental management operations for CEMEX's Aggregate Division across multiple southeastern states
- Lead educational outreach initiatives, presenting to K-12 students about mining's significance in everyday life
- Established outdoor classroom "laboratories" at quarry sites in Sumter and Hernando counties, resulting in national and international recognition from the Wildlife Habitat Council and National Stone, Sand and Gravel Association
- Develop and implement hands-on educational activities at CEMEX sites emphasizing environmental science, mathematics, and communication skills
- Coordinate career exposure programs in conservation, science, and engineering for students across the region
- Manage community partnerships with local school boards and educational organizations to enhance learning outcomes

BOARD LEADERSHIP & CIVIC INVOLVEMENT

Vice-Chair, Board of Directors | You Thrive Florida | 2022–Present

- Elected Vice-Chair in recent election; actively engaged in strategic initiatives
- Facilitate partnership development and grant coordination
- Contributed to generously donated construction materials for House to Home new builds and Children's Advocacy Center projects through CEMEX partnership
- Support local initiatives including mermaid trail sculptures and community development projects

President | Hernando County Mining Association | Current

- Lead industry association serving mining sector interests and advocacy
- Represent industry perspective on policy and regulatory matters

Board Member | Hernando County Chamber of Commerce | Current

- Contribute to regional economic development and business networking initiatives

Board Member | Sumter County Chamber of Commerce | Current

- Support regional commerce and community engagement efforts

Committee Member | Industrial Advisory Committee, Southwest Florida Water Management District | Current

- Provide industry perspective on water management and environmental policies

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COMMUNITY ENGAGEMENT & VOLUNTEER WORK

Educational Leadership

- Develop and deliver K-12 educational programs across Hernando, Sumter, and Citrus counties
- Create experiential learning opportunities that connect classroom concepts to real-world applications
- Mentor students exploring careers in environmental science, conservation, and engineering

Community Partnership Development

- Facilitate collaborative relationships between CEMEX, educational institutions, school districts, and community organizations
- Coordinate donations and resources for community-supported initiatives
- Foster win-win partnerships advancing environmental, educational, and community goals

Local Initiatives Support

- Active volunteer across Hernando, Sumter, and Citrus counties
- Dedicated advocate for environmental education and community development projects

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RECOGNITION & ACHIEVEMENTS

- **Wildlife Habitat Council Recognition** – For outdoor classroom laboratories at quarry sites
- **National Stone, Sand and Gravel Association Recognition** – For educational excellence initiatives
- **Local School Board Endorsements** – For environmental science curriculum integration
- **Community Organization Support** – Recognized by multiple civic and community groups for dedication to education and environmental stewardship

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CORE COMPETENCIES

Environmental Management | Educational Outreach | Community Partnerships | Civic Leadership | Project Coordination | Strategic Planning | K-12 Education Programs | Sustainability Initiatives | Board Governance | Stakeholder Relations | Environmental Science | Business Development

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PHILOSOPHY

Strong believer in fostering meaningful relationships between people, the environment, and communities. Committed to creating sustainable partnerships and opportunities that benefit all stakeholders and thrive for generations to come.

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. **Name of charter school on whose Board of Directors you intend to serve** You Thrive Elementary Academy for Creative Excellence Spring Hill

2. **Full name** Denise Maas

Home Address 4555 S. Atlantic Ave #309 Ponce Inlet FL.

Business Name and Address N/A

Phone Number

E-mail address denisemaas@gmail.com

☐ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☒ Yes ☐ No
Board member since 2014 MECS/You Thrive FL.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?
To provide guidance to ensure children are provided best opportunity for learning.

6. What is your understanding of the appropriate role of a public charter school board member?
To ensure the mission is followed and the leadership is accountable for ensuring excellence in academic and financial matters

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Retired Assistant Director of Headstart MFCS 10yrs. Boardmember BEST Academy + T. Thrive FL.

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

All children can thrive with quality individualized + meaningful learning.

2. What is your understanding of the school's proposed educational program?

Strong emphasis on Spanish integrating all areas with academics. Brooks-Dale engineering + scien

3. What do you believe to be the characteristics of a successful school?

A school that supports each child's individualized learning

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Receive + review all academic + financial reports, monitor progress and follow-up on any issues.

5. What do you see as your role regarding the school leaders?

To hire and support school leaders and hold them accountable

Governance

1. Describe the role that the board will play in the school's operation.

Monitor compliance to Charter contract + demand School Board address non-compliance

2. How will you know if the school is successful at the end of the first year of operation?

Academic, operational and financial compliance

3. How will you know at the end of four years of the school is successful?

Defined by specific academic and financial outcomes

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

School leader evaluations, strong governance and mission goals

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Review By-laws, code of ethics etc + consult with Board Chair + legal.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process; N/A

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and N/A

c. Indicate whether you have been involved in the review/negotiation of the management agreement. N/A

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes ☒ NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

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Certification

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Name: Donna Mabs

Donna Mabs — *Signature*

1/22/2026 — *Date*

DONNA MAAS

Brooksville, Florida | Early Childhood Education & Program Management

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PROFESSIONAL EXPERIENCE

Assistant Head Start Director

Mid Florida Community Services, Inc. | 2007–2013

- Supervised managers and office staff across three counties (Hernando, Sumter, Volusia)
- Oversaw program operations and staff development initiatives
- Managed classroom assessments and federal compliance reporting
- Coordinated transition programs for children entering and exiting services

Regional Manager

Mid Florida Community Services, Inc. | 2006–2007

- Managed Head Start program operations in Volusia County
- Facilitated staff development and self-assessment processes
- Supervised office staff and coordinated classroom monitoring
- Organized VPK classrooms and community assessments

Program Manager

Mid Florida Community Services, Inc. | 2002–2006

- Led Head Start program following federal grant award
- Facilitated staff development and training initiatives
- Managed classroom monitoring and self-assessment reporting
- Organized summer school programming and VPK classroom transitions
- Supervised office personnel and supported professional development

Education Support Specialist

Mid Florida Community Services, Inc. | 2002

- Monitored delegate Head Start classrooms (CCRN & Easter Seals)
- Coordinated staff development and self-assessment processes

- Organized summer programming and office staff supervision
- Provided professional training to teaching staff

Inclusion Class Teacher

Head Start/Volusia County Schools Collaborative | 1996–1999

- Taught in the first inclusion classroom in collaboration with Volusia County Schools
- Served three-year tenure supporting integrated early childhood education

Head Start Teacher

Head Start | 1994–1996

- Provided direct classroom instruction and student support in Head Start program

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BOARD & LEADERSHIP SERVICE

Board of Directors, You Thrive Florida | 2015–Present

- Represented the Low-Income Sector (seated October 14, 2015)
- Serve on Self-Assessment Steering Committee

Florida Head Start Board of Directors | 2003–2013

- Served as Secretary (2004–2013)
- Participated in board governance and strategic initiatives

Early Head Start Policy Council Member | 2000–2003

- Provided policy guidance and program oversight

Head Start Representative, Department of Education Staff Development Committee | 2008–2013

- Collaborated on statewide staff development initiatives

IV. Board Member Information Form

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Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary Academy for Creative Excellence Spring Hill

2. Full name: ANGELYS SAEZ

Home Address: 919 LAKELAND PARK CTR DR UNIT 360, LAKELAND, FL 33809

Business Name and Address: 919 LAKELAND PARK CTR DR UNIT 360, LAKELAND, FL 33809

Phone Number: 863-617-0765

E-mail address: ANGELYS.VEGAGONZALEZ@SUNCOASTCREDITUNION.COM

☑ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

☐ Yes ■ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

☐ Yes ■ No

5. Why do you wish to serve on the board of the proposed charter school?

Serving on this board is an opportunity to contribute my leadership experience, community insight, and passion for equitable outcomes in a way that directly impacts families.

6. What is your understanding of the appropriate role of a public charter school board member?

Board members help build positive community relationships by promoting the school's mission, ensure financial stewardship, provide oversight, and cultivating partnerships.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Throughout my career, aspecially in my role as Senior Manager of Service Centers, I have seen firsthand how access to strong educational foundations can shape a child's long-term success. In my role financial wellness and education is truly impactful and I look forward to sharing that

8. Describe the specific knowledge and experience that you would bring to the board.

I bring a strong foundation in strategic leadership, operational excellence, and community-focused service. I also bring expertise in stakeholder engagement, team leadership, budget oversight, and performance management.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
STEAM based education integrates science, technology, engineering, arts, and mathematics int

2. What is your understanding of the school's proposed educational program?
STEAM based education integrates science, technology, engineering, arts, and mathematics int

3. What do you believe to be the characteristics of a successful school?
Strong leadership, a positive school spirit, and strong community relationships, operational excellence and financially savy decision making.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Use Board meetings to deepen oversight, review changes, and support growth initiatives.

5. What do you see as your role regarding the school leaders?
Providing clear expectations, support, and oversight while respecting the boundaries between governance and managament.

Governance

1. Describe the role that the board will play in the school's operation.
Advocating and supporting the school's mission and vision.

2. How will you know if the school is successful at the end of the first year of operation?
School operates safely, consistenly, and compliantly. Finances are stable and well-managed, families value and trust school, and leadership is strong with systems that are firmly established.

3. How will you know at the end of four years of the school is successful?
Student and staff development, academic goals being met, compliance and risk assesment clearing.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Setting academic goals, financial goals, and a strategic business plan to ensure the success of student and staffing and the education plans are succesful per state guidelines.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Follow the Board's code of Ethics and Governance Policies

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process; N/A

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and N/A

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes ◉ ~~Yes~~-- NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Background and Contact Information

ANGELYS SAEZ
919 LAKELAND PARK CTR DR UNIT 360, LAKELAND, FL 33809
863-617-0765
ANGELYS.VEGAGONZALEZ@SUNCOASTCREDITUNION.COM
Resume attached

5. Serving on this board is an opportunity to contribute my leadership experience, community insight, and passion for equitable outcomes in a way that directly impacts families.

6. Board members help build positive community relationships by promoting the school's mission, ensure financial stewardship, provide oversight, and cultivating partnerships.

7. Throughout my career, especially in my role as Senior Manager of Service Centers, I have seen firsthand how access to strong educational foundations can shape a child's long-term success. In my role financial wellness and education is truly impactful and I look forward to sharing.

8. I bring a strong foundation in strategic leadership, operational excellence, and community-focused service. I also bring expertise in stakeholder engagement, team leadership, budget oversight, and performance management.

School Mission and Program

1. STEAM based education integrates science, technology, engineering, arts, and mathematics into hands on learning.

2. STEAM based education integrates science, technology, engineering, arts, and mathematics into hands on learning.

3. Strong leadership, a positive school spirit, and strong community relationships, operational excellence and financially savvy decision making.

4. Use Board meetings to deepen oversight, review changes, and support growth initiatives.

5. Providing clear expectations, support, and oversight while respecting the boundaries between governance and management

Governance

1. Advocating and supporting the school's mission and vision.

2. School operates safely, consistently, and compliantly. Finances are stable and well-managed, families value and trust school, and leadership is strong with systems that are firmly established.

3. Student and staff development, academic goals being met, compliance and risk assessment clearing.

4. Setting academic goals, financial goals, and a strategic business plan to ensure the success of student and staffing and the education plans are successful per state guidelines

5. Follow the Board's code of Ethics and Governance Policies

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: ANGELYS SAEZ

Angelys Saez
Angelys Saez (Jan 21, 2026 15:18:02 EST)

Signature

Jan 21, 2026

Date



ANGELYS SAEZ

Lakeland, FL | |863-617-0765

Skills

- **Bilingual:** Fluent in English and Spanish
- **Financial & Cash Handling Expertise:** Strong proficiency in money management and financial services operations
- **Leadership & Team Development:** Proven ability to lead, mentor, and motivate teams
- **Operational Efficiency:** Skilled in maintaining organized, clean, and efficient work environments
- **Professional Communication:** Excellent verbal and written communication skills
- **Detail-Oriented:** Strong attention to accuracy, compliance, and quality
- **Technical Proficiency:** Experienced with Microsoft Excel, Word, PowerPoint, Outlook, and OneNote
- **Goal-Driven:** Focused on meeting and exceeding performance and productivity targets

Experience

Suncoast Credit Union| Tampa, FL
Senior Service Center Manager
September 2020 – Current

- Assures daily balancing and teller reports are completed
- Ensures branch and staff are complying with regulations and procedures
- Establishes production goals- long term and short term
- Completes monthly one-on-one staff meetings
- Cultivates strong team building
- Actively resolving member conflict and concerns
- Works effectively to set and accomplish established goals
- Manages staff scheduled time off requests
- Provides support for staffing needs
- Responsible for mentoring staff and disciplinary action matters
- Initiates action plan/ideas which directly promote positive employee engagement
- Participates in Financial Literacy Opportunities
- Demonstrates traits for respectful, friendly, and empathetic service
- Creates documents/sources to better assist with loan and branch procedures or logs
- Takes initiative with community projects/presence
- Works well with team to improve overall experience for members

- Determination for continued growth and willingness to help team reach competency levels
- Schedules training for staff to ensure staff has all necessary tools to be successful
- Dedicated to assuring customer satisfaction by resolving any issues in one visit
- Initiates efforts to make day to day operations run as effectively as possible with organization and clear communication with team
- Assists Spanish speaking members with new accounts, account concerns, loan servicing and information

Axiom Bank| Lakeland, FL
Banker
October 2019 – September 2020

- Processed financial transactions
- Assisted with account maintenance and basic account servicing
- Helped identify fraudulent activity
- Verified documentation and balancing daily branch work
- Managed new customer accounts to build relationships
- Kept information for audit procedures and bank protocols up to date and standard
- Completed all training as defined by management
- Achieved deposit goals and growth
- Ensured the Bank's code of conduct and regulatory guidelines were strictly followed
- Assisted other employees with staffing requirements
- Supervised day to day tasks to accomplish department goals

Walmart| Plant City, FL| North Windham, CT
Customer Service Representative
May 2017 – October 2019

- Managed ability to effectively operate train and guide new hires
- Operated cash registers, MoneyGram services, and Self-Checkout Machines
- Solved issues made within transactions or monetary outages
- Assured customer satisfaction with quick, polite, and friendly service
- Returned and exchanged unwanted or broken merchandise
- Maintained work area clean and organized
- Effectively sought out solutions for problem solving

Education

Polk State Community College| Winter Haven, FL
August 2016 – Current
AA Liberal Arts with a transfer major in Business Administration
Expected Graduation Spring 2023

Quinebaug Community College| Danielson, CT

August 2017 – May 2018
AA Liberal Arts

Kathleen Senior High School| Lakeland, FL
October 2014 – June 2016
High School Diploma
GPA: 3.6, Graduating Class 57/404

Training and Certifications

- State of Florida Notary Public
- Medallion Stamp Guarantee
- Manager Associate Program
- Integrity Consultative Sales
- Integrity Coaching

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary Academy for Creative Excellence Spring Hill

2. Full name: Aaron Lyon

Home Address: 13586 Banyan Rd Spring Hill, FL 34609

Business Name and Address: Addessi Financial Partners

Phone Number: 727-534-8992

E-mail address: a4lyon@aol.com

☑ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

☐ Yes ■ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

☐ Yes ■ No

5. Why do you wish to serve on the board of the proposed charter school?

To help provide insight into the needs of the community and how the school can help meet those needs.

6. What is your understanding of the appropriate role of a public charter school board member?

Safeguarding the mission, ensuring academic and financial performance, and holding school leadership accountable.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Current board member for BEST Academy.

8. Describe the specific knowledge and experience that you would bring to the board.
I have served on several community boards for the past 15 or more years including serving as president of the board for LVIB in New Port Richey, FL.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Every child can thrive when provided with high-quality instruction, individualized supports, and meaningful learning experiences.

2. What is your understanding of the school's proposed educational program?
For Brooksville: strong emphasis on science, technology, engineering, the arts, and mathematics (STEAM). For Spring Hill: integrating visual arts, music, movement, and creative expression across core academic subjects.

3. What do you believe to be the characteristics of a successful school?
One that serves the local families by providing education and resources that both meet children where they currently are academically but then challenges their growth and development

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
Annual academic and financial/operational goals should be monitored through clear metrics, structured reporting, and disciplined follow-up at every board meeting.

5. What do you see as your role regarding the school leaders?
To hire, support, and hold one chief school leader accountable for achieving the charter's academic, financial, and organizational goals-while not intruding into day-to-day management.

Governance

1. Describe the role that the board will play in the school's operation.
Responsible for ensuring the organization's adherence to the Charter Contract and the Hernando County School Board, set policy, provide financial oversight, monitor compliance efforts, and take appropriate action to address any instances of non-compliance.

2. How will you know if the school is successful at the end of the first year of operation?
Academic, financial, organizational, and compliance metrics.

3. How will you know at the end of four years of the school is successful?
defined by clear, multi-year academic, financial, organizational, and mission-specific outcomes.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Clarify mission/goals, build strong governance and oversight systems, school leader evaluations, budget review/approval.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Review board bylaws, code of ethics, conflict-of-interest policy, and any governance or misconduct procedures, consult with board chair or co-chair, consult with legal counsel, and escalate as necessary.

6. If your school intends to contract with a third-party ESP:
a. Summarize your involvement in the selection process; NA
b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and NA
c. Indicate whether you have been involved in the review/negotiation of the management agreement.
NA

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
○ Yes ◉ ~~Yes~~-- NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Background and Contact Information

Aaron Lyon
13586 Banyan Rd Spring Hill, FL 34609
Addessi Financial Partners
727-534-8992
a4lyon@aol.com
Resume attached

School Mission and Program

2. For Brooksville: strong emphasis on science, technology, engineering, the arts, and mathematics (STEAM). For Spring Hill: integrating visual arts, music, movement, and creative expression across core academic subjects.

3. One that serves the local families by providing education and resources that both meet children where they currently are academically but then challenges their growth and development.

4. Annual academic and financial/operational goals should be monitored through clear metrics, structured reporting, and disciplined follow-up at every board meeting.

5. To hire, support, and hold one chief school leader accountable for achieving the charter's academic, financial, organization goals— while not intruding into day-to-day management.

Governance

1. Responsible for ensuring the organization's adherence to the Charter Contract and the Hernando County School Board, set policy, provide financial oversight, monitor compliance efforts, and take appropriate action to address any instances of non-compiance.

5. Review board bylaws, code of ethics, conflict-of-interest policy, and any governance or misconduct procedures, consult with board chair or co-chair, consult with legal counsel, and escalate as necessary.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Aaron Lyon

Aaron M Lyon — *Signature*

Jan 26, 2026 — *Date*

AARON MYERS LYON

13586 BANYAN RD
SPRING HILL, FL 34609
PHONE 727-534-8992 EMAIL A4LYON@AOL.COM

OBJECTIVE

I am a financial professional who enjoys developing simplified solutions for complex situations. I utilize my education, skills, and work experience, while keeping customer service and my clients' needs the top priority and contributing to the goals and overall success of the company.

EDUCATION

Auburn University, Auburn, AL
Bachelor of Science Business Administration & Aviation Management — **December 2008**

WORK EXPERIENCE

Addessi Financial Partners, Lutz, FL
Financial Planner — **June 2021 – Present**

- Conduct client meetings with financial advising team
- Identify clients short and long term financial, estate, and tax goals
- Provide unique recommendations that strategically align with clients' objectives

Wells Fargo Bank, Spring Hill, FL
Premier Banker, Assistant Vice President — **January 2016 – June 2021**

- Assess the needs of affluent clients through a consultative conversation
- Develop a customized financial strategy that matches clients' goals and estate planning needs
- Partner with other specialty lines of business to offer a complete concierge level service to clients

Wells Fargo Bank, Spring Hill, FL
Branch Manager II, Assistant Vice President — **February 2013 – January 2016**

- Coach 12 team members on daily productivity and career development
- Develop partnerships with other lines of business driving increased productivity and cross-sell penetration
- Developed and led monthly affluent meeting for Pasco East District

Wells Fargo Bank, New Port Richey, FL
Branch Manager I — **October 2012 – February 2013**

- Provided consistent sales and service coaching of 9 team members
- Built a cohesive, customer-centric team environment

SunTrust Bank, Hudson, FL
Assistant Branch Manager — **March – October 2012**

- Coached 4 team members in sales performance and operations
- Reviewed team member daily sales plans
- Developed new methods of tracking current performance against goals
- Store ranked 4th in production out of all In-Store locations throughout the company

Page One Consultants, Inc., Orlando, FL
Aviation Planner **February 2010 – October 2010**

- Airport Growth Planning
- FAA Regulation Compliance
- Airport Master Plans

Lakeland Linder Regional Airport, Lakeland, FL **August 2009 – January 2010**
Operations Management Intern **May – August 2007**

- Reviewed/Updated Airport Policies & Procedures
- Ensured Federal Regulations compliance
- Helped integrate new ARFF Unit

Auburn Robert G. Pitts Airport, Auburn, AL
Line Crewman **February 2007 – May 2007**

- Customer Service, Sales, Aircraft Fueling, Airplane Marshalling, Grounds Maintenance

U.S. Space & Rocket Center, Huntsville, AL
Aviation Challenge & Space Camp Team Leader **January – June 2005**

- Taught Aviation & Space History
- Led groups of 20-40 people in team building exercises

RELEVENT COURSE WORK & SKILLS

Licenses & Certifications

- CERTIFIED FINANCIAL PLANNER® professional, FINRA Series 7, Series 66, Florida Life & Annuity 214, Florida Notary Public

Business Courses

- The Ken Blanchard Company Situational Leadership I & II, , Strategic Management, Human Resource Management, Business Marketing, Business Law, Managerial Accounting, Business Statistics, Microsoft Word, Excel, PowerPoint, Access

Aviation Courses

- Advanced Aerodynamics, Propulsions & Systems, Physics, Airport Management, International Airline Operations, Aviation Safety, Air Traffic Control, Aviation Law

PILOT CERTIFICATIONS

- Single-Engine Land & Sea, Multi-Engine Land, Instrument Airplane

COMMUNITY INVOLVEMENT

Trail Life USA, Odessa, FL
Registered Adult Leader **2023 - Present**

Civil Air Patrol Hernando County Composite Squadron, Brooksville, FL
Deputy Commander **2023 - Present**

You Thrive Florida, Brooksville, FL
Board Member & Finance Committee Member **2015 - Present**

Lighthouse for the Visually Impaired and Blind, Port Richey, FL
President of the Board & Chairman of the Finance Committee **2015 – Present**

Civil Air Patrol Pasco Cadet Squadron, New Port Richey, FL
Cadet Deputy Commander **1996 - 2003**

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary Academy for Creative Excellence Spring Hill

2. Full name: Tracy Ann Ramirez

Home Address: 55 Hancock Lake Rd

Business Name and Address: Toner & Ramirez, 122 W. Fort Dade Avenue, Brooksville, FL 34601

Phone Number: 8138101145

E-mail address: tracy@tonerramirez.com

☑ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☐ Yes ■ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ■ No

5. Why do you wish to serve on the board of the proposed charter school?
Board Member of You Thrive

6. What is your understanding of the appropriate role of a public charter school board member?

Board Member - policy making decisions.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

No

8. Describe the specific knowledge and experience that you would bring to the board.

I am an attorney with 31 years of practice in the areas of insurance defense and personal injury.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Stem and art - K-8

2. What is your understanding of the school's proposed educational program?

Stem and Art

3. What do you believe to be the characteristics of a successful school?

Quality of learning

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Being informed

5. What do you see as your role regarding the school leaders?

Board Member

Governance

1. Describe the role that the board will play in the school's operation.

Planning level decisions.

2. How will you know if the school is successful at the end of the first year of operation?

Student retention

3. How will you know at the end of four years of the school is successful?

Student retention

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

A curriculum that caters to stem and articstic children.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Make a motion with the Board to discuss the issues.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process; NA

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and NA

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

NA

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

○ Yes ◉ ~~Yes~~-- NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Tracy Ramirez

Tracy [illegible] Jan 26, 2026 12:51:15 EST)

Signature

Jan 26, 2026

Date

Tracy Ann Ramirez

EMPLOYMENT

Partner **Toner & Ramirez, P.A. Spring Hill, Florida.** *September 2011 to present.* Founding Partner of Plaintiff's Personal Injury Law Firm. Representing persons injured in automobile accidents and premises liability cases. Responsible for cases from pre-suit through trial.

Attorney **Lucas, Green & Magazine, New Port Richey, Florida.** *June, 2009 to September 2011.* Plaintiff's personal injury law firm practice. Litigated cases involving personal injuries, including, but not limited to, automobile accidents, premises liability, and dog bites. Caseload of approximately 100 cases. Primarily responsible for all aspects of the case.

Attorney **Law Offices of John J. Pine, Tampa, Florida.** *February 1998 to 2009.* Senior Litigation Attorney for The Hartford Insurance Group. Defense counsel for Hartford insureds in the areas of automobile liability, premises liability, and products liability. Defense counsel for The Hartford Insurance Group's affiliated companies in uninsured motorist coverage suits. Averaged a caseload of 75 lawsuits. Responsible for all pleadings, discovery, motions, hearings, mediations, and trials. Experienced in taking depositions of parties, lay witnesses, expert witness, medical experts, economists, and engineers. Jury trial experience in premises liability and automobile negligence personal injury cases. Bench trial experience in property damage cases.

Attorney **Hillsborough County Attorney's Office, Tampa, Florida.** *June 1995 to February 1998.* General civil litigation defense practice for Hillsborough County. Defense of personal injury and wrongful death lawsuits against Hillsborough County. Cases concentrated in the areas of automobile negligence and premises liability. Responsible for all aspects of the case, including discovery, motion practice, trial and appellate proceedings. Experienced in taking depositions of experts in the fields of accident reconstruction, human factors, civil engineering, and various areas of medicine. Jury trial and bench trial experience.

Attorney **Black & Jung, P.A., Tampa, Florida.** *January 1995 to June 1995.* Practiced in the areas of insurance defense, personal injury, landlord-tenant, probate, immigration law, criminal law, and commercial litigation.

EDUCATION

J.D. **University of Illinois, College of Law, Champaign-Urbana, Illinois.** *May 1994.*

B.A. **Georgetown University, Washington, D.C.** *May 1991.* Major: History.

MEMBERSHIPS

Legal Florida Bar, Federal Court (Middle District of Florida), Florida Justice Association, Tampa Bay Trial Lawyers Association

Social Mid-Florida Community Services, (Board of Directors), Hernando Hispanic Heritage (Legal Counsel), Democratic Women's Club of Hernando County (President), Georgetown University Alumni Association, African American Club of Hernando County, Latin American Cultural Club Association, GFWC Historic Brooksville Women's Club (Board of Directors), Labrador Retriever Rescue of Florida, Inc., and South Creek Foxhounds (Colors).

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary Academy for Creative Excellence Spring Hill

2. Full name: Evone Jackson

Home Address: 510 Jackson St Wildwood Fl 34785

Business Name and Address: Hernando Charter School

Phone Number: 352(274-7646)

E-mail address: evonejac@yahoo.com

☑ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

☑ Yes ☐ No

Dependent on applicant's experience

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

☑ Yes ☐ No

Dependent on applicants experience

5. Why do you wish to serve on the board of the proposed charter school?

Dependent on applicant

6. What is your understanding of the appropriate role of a public charter school board member?

Safeguarding the mission, ensuring academic and financial performance, and holding school leadership accountable.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Current board member for Best Academy.

8. Describe the specific knowledge and experience that you would bring to the board.

Dependent on applicant's experience

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Every child can thrive when provided with high-quality instruction individualized, supports, and meaningful learning experiences.

2. What is your understanding of the school's proposed educational program?
For Brooksville: strong emphasis on science, technology, engineering the arts, and mathematics (STEAM). For Spring Hill: integrating visual arts, music, movement, and creative expression across core academic subjects.

3. What do you believe to be the characteristics of a successful school?
Dependent on applicant.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Annual academic and financial/operational goals should be monitored through clear metrics, structured reporting reporting, and disciplined follow-up at every board meeting.

5. What do you see as your role regarding the school leaders?
To hire, support, and hold one chief school leader accountable for achieving the charter's academic, financial, organization goals— while not intruding into day-to-day management.

Governance

1. Describe the role that the board will play in the school's operation.
Responsible for ensuring the organization's adherence to the Charter Contract and the Hernando County School Board set policy, provide financial oversight, monitor compliance efforts, and take appropriate action to address any instances of non-compliance.

2. How will you know if the school is successful at the end of the first year of operation?
Academic,financial,operational goals should, and compliance metrics.

3. How will you know at the end of four years of the school is successful?
defined by clear, multi- year academic, financial, organizational and mission-specifics outcomes.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Clarity mission/goals, build strong governance and oversight systems, school leader evaluations, budget review/approval.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Review board bylaws, code of ethics, conflict-of-interest policy, and any governance or misconduct procedures, consult with board chair or co-chair, consult with legal counsel, and escalate as necessary.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process; NA

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and NA

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

NA

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
○ Yes ◉ ~~Yes~~-- NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Background and Contact Information

Evone Jackson
510 Jackson St Wildwood Fl 34785
352(274-7646)
evonejac@yahoo.com
Resume attached

School Mission and Program

2. For Brooksville: strong emphasis on science, technology, engineering the arts, and mathematics (STEAM). For Spring Hill: integrating visual arts, music, movement, and creative expression across core academic subjects.

4. Annual academic and financial/operational goals should be monitored through clear metrics, structured reporting, and disciplined follow-up at every board meeting.

5. To hire, support, and hold one chief school leader accountable for achieving the charter's academic, financial, organization goals— while not intruding into day-to-day management.

Governance

5. Review board bylaws, code of ethics, conflict-of-interest policy, and any governance or misconduct procedures, consult with board chair or co-chair, consult with legal counsel, and escalate as necessary.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

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1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

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(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Evone Earlene Jackson

Evone Earlene Jackson (Jan 26, 2026 13:39:52 EST) — Jan 26, 2026

Signature *Date*

EVONE JACKSON

Brooksville, FL | Community Advocate & Early Childhood Education Leader

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PROFESSIONAL EXPERIENCE

Intake Specialist

New Covenant United Methodist Church | Wildwood, FL | Present

- Greet and welcome individuals with warmth and compassion, creating meaningful first interactions
- Assess and connect community members with church resources and support services
- Demonstrate commitment to uplifting those in need through attentive, professional service

Part-Time Team Member

Bargains and Blessings Community Thrift Store | Wildwood, FL | Present

- Provide exceptional customer service with a focus on building community connections
- Support thrift store operations while maintaining commitment to community upliftment
- Transform routine transactions into meaningful interactions that reflect organizational values

Early Childhood Education Specialist

Head Start Program | 30+ Years

- Spearheaded early childhood education initiatives, nurturing critical development during formative years
- Empowered families to envision and achieve brighter futures through education-focused programs
- Leveraged profound understanding of child development and transformative power of education
- Served as cornerstone in advancing early learning quality and family engagement

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BOARD SERVICE & LEADERSHIP

Board Member

You Thrive Florida | 15 Years

- Provided strategic insights and inspiring leadership on program development and implementation
- Drove impactful community programs advancing organizational mission
- Shaped direction and success of youth empowerment and family support initiatives
- Consistently brought valuable perspectives to board-level decision-making

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CORE COMPETENCIES

- Community Advocacy & Engagement
- Early Childhood Education
- Family Empowerment & Support
- Leadership Development
- Program Planning & Implementation
- Stakeholder Relations
- Compassionate Client Services
- Team Collaboration
- Organizational Development
- Youth Mentorship

ORGANIZATIONAL CHART

COLOR KEY

- GOVERNING BOARD MEMBERS
- EXECUTIVE
- PROGRAM
- DEPARTMENT
- INDIVIDUAL

Governing Board of Directors
JENNENE NORMAN-VACHA, CHAIR
JAMES MORRIS, CO-CHAIR
TRACY RAMIREZ, SECRETARY
MICHELLE ALFORD
STEVE CHAMPION
EVONE JACKSON
AARON LYONS
DONNA MAAS
THOMAS VALDEZ
ANGELYS SAEZ

Chief Executive Officer
MAT KLINE

Chief Operating Officer
STEVE HOMAN

- **Community Assistance (14)** — **Community Assistance Director** KAREN SCHULZ
- **House to Home (1)** — **House to Home Director** Richard Sanvenero
- **Senior Services (41)** — **Senior Services Director** Melanie Harrison
- **Facilities West (2)** — **Director of Facilities (West)** David Grant
- **Facilities East (3)** — **Director of Facilities (East)** Clarence Lovelace, Jr.
- **IT Department (2)** — **IT Director** CHAD JOHNSTON
- **Administrative Coordinator** LORENA GRIFFIN
- **Development & Communications Manager** VACANT

Chief Finance Officer
KRIS BATES

- **VP of Finance** MICHAEL ALOIAN
- **Controller** CRISTY LABADIE
  - **Finance Department (5)**

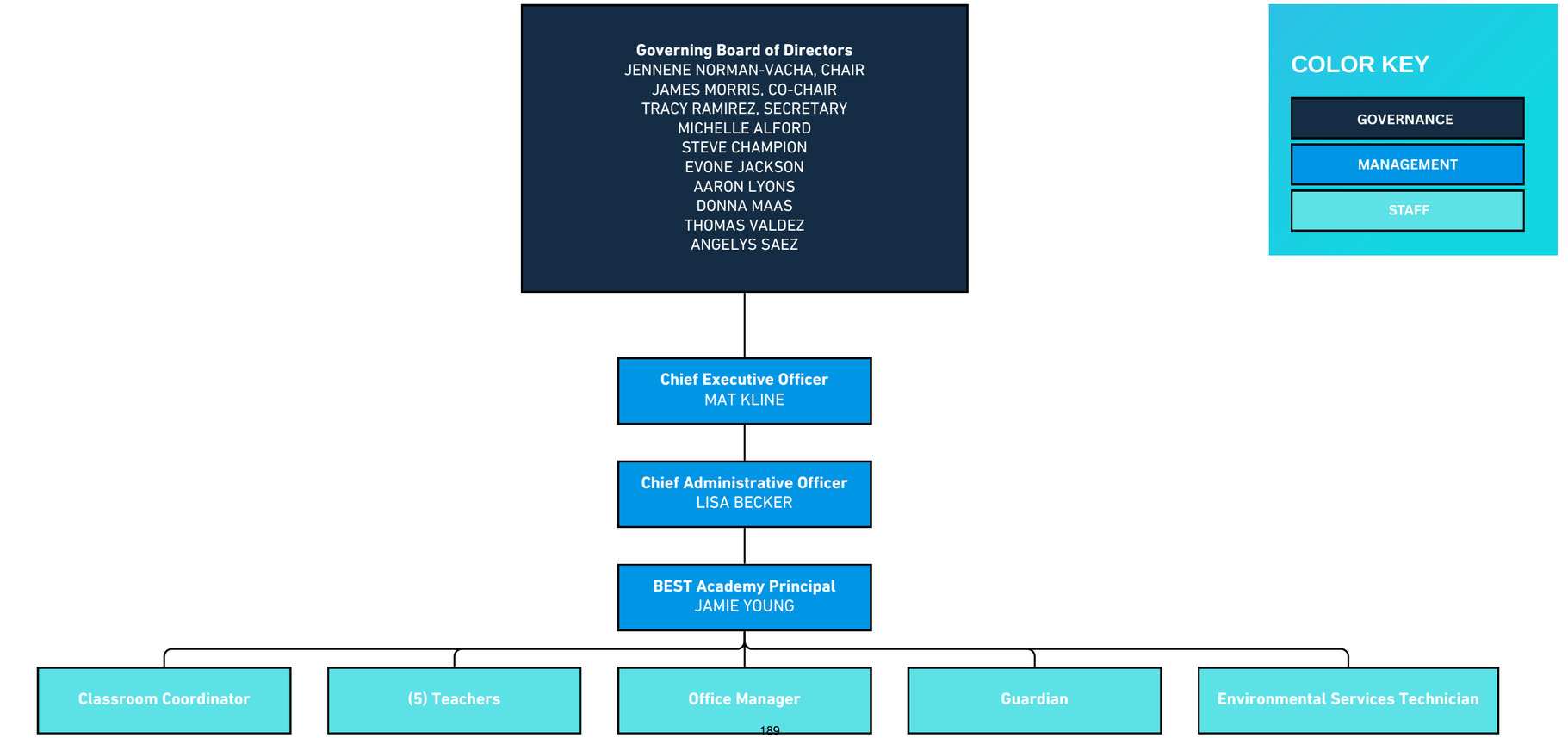
Chief Administrative Officer
LISA BECKER

- **Children's Advocacy Center Director** JANINE KELL — **CAC (9)**
- **BEST Academy Principal** JAMIE YOUNG — **BEST Academy Charter School (9)**
- **Early Learning Programs Director** TANYA STONE — **Early Learning (242)**
- **Transportation Director** JEFF COTTRELL — **Paratransit (7)**
- **Human Resources Director** VANESSA QUALIANA — **HR Department (2)**
- **Executive Administrative Coordinator** MELISSA MACE

Attachment M

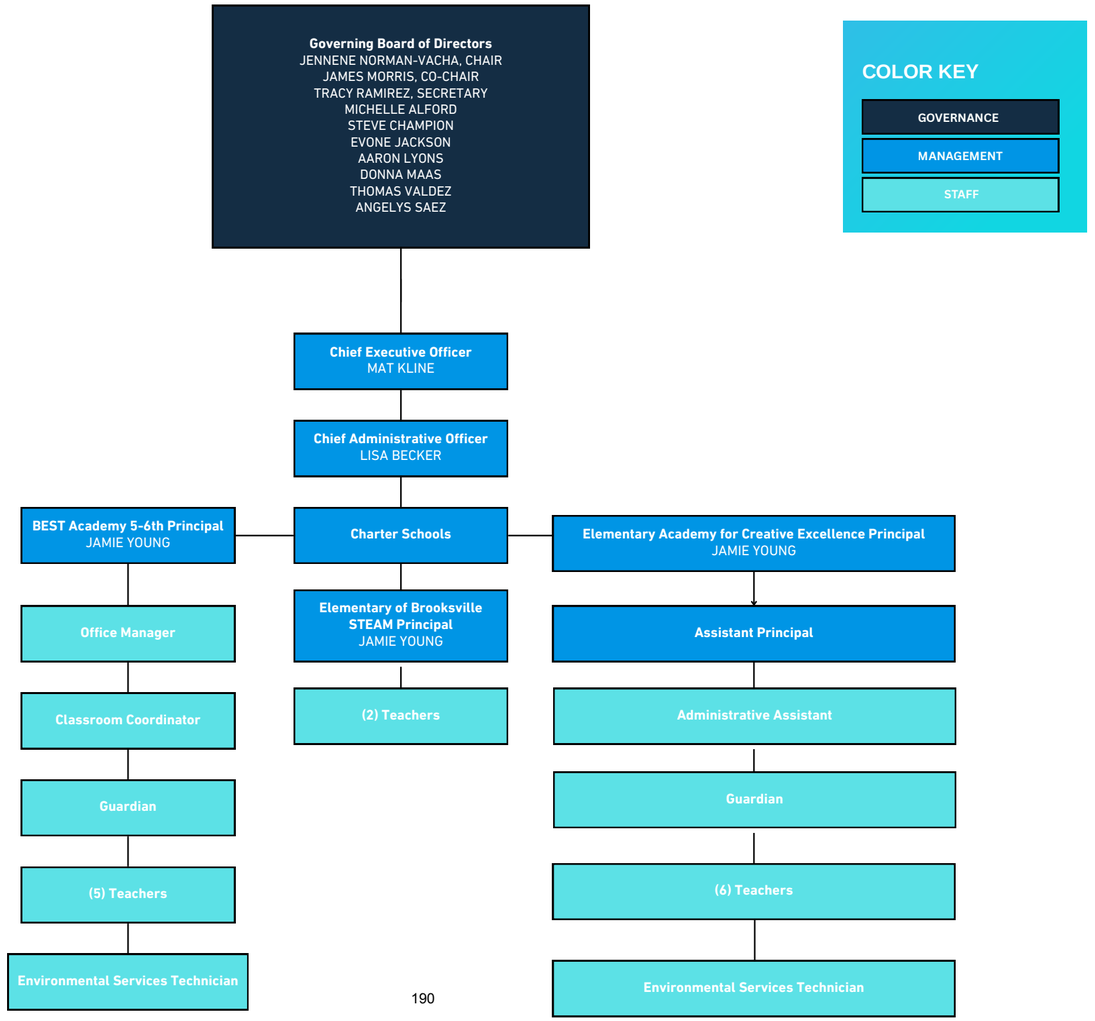
PRE-OPERATIONAL YEAR

ORGANIZATIONAL CHART



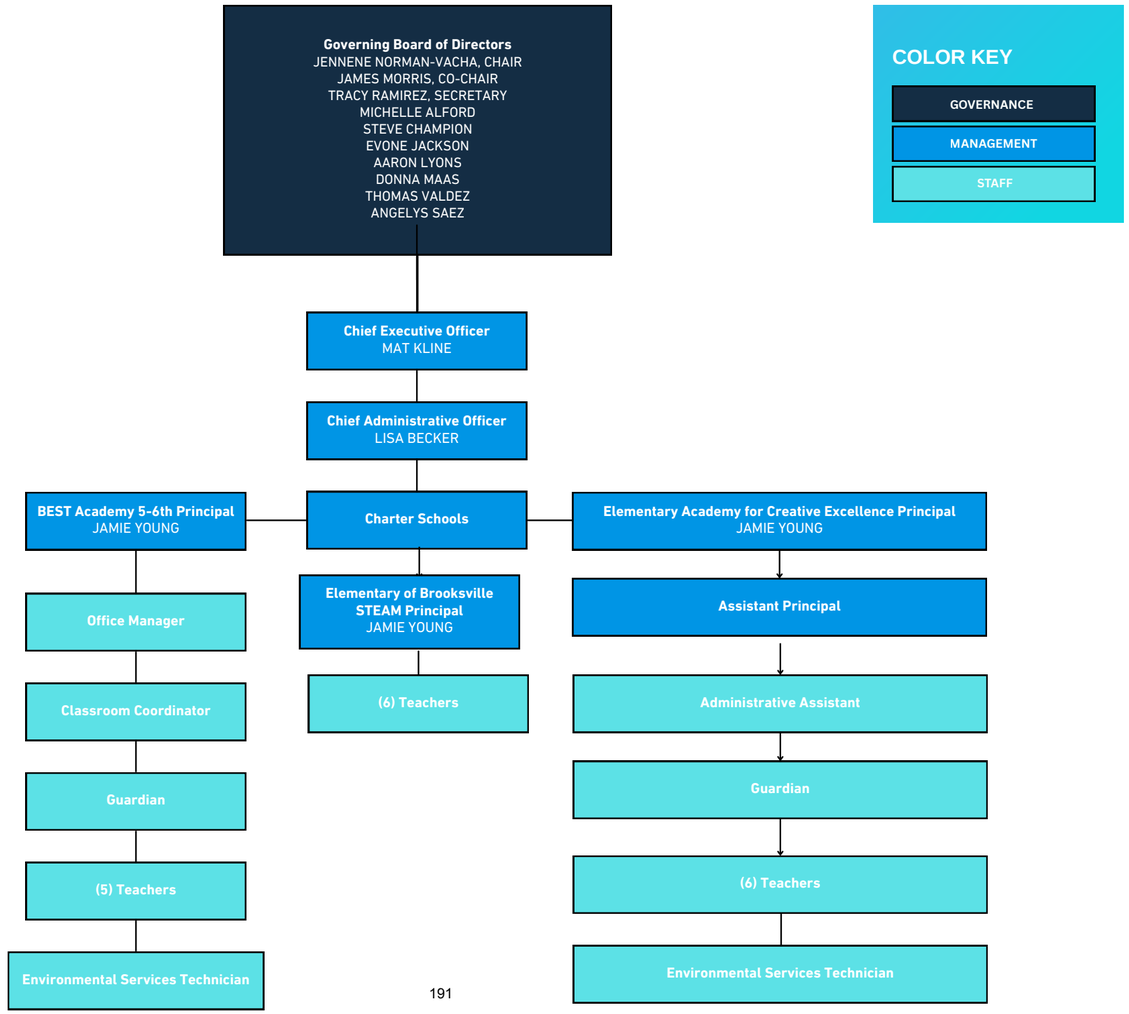
1ST YEAR OF OPERATION

ORGANIZATIONAL CHART



AT FULL CAPACITY/END OF CHARTER TERM

ORGANIZATIONAL CHART



You Thrive Florida
820 Kennedy Blvd.
Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Attachment N

Print Name: _____

POSITION TITLE:	Principal
DEPARTMENT:	Charter Schools
SUPERVISED BY:	Charter School Director

JOB DESCRIPTION

POSITION SUMMARY: The school Principal provides Leadership and direction to ensure a safe, inclusive, and highly performing learning environment. Responsible for overseeing daily operations, staff supervision, student achievement, and community engagement, the principal fosters a positive school culture that supports academic excellence and personal growth for all students.

ESSENTIAL JOB FUNCTIONS:

- Supervise all aspects of the school's educational program
- Assume responsibility for development, implementation and evaluation of curriculum designed to better meet needs of students
- Take action to increase student achievement scores on standardized tests
- Assume responsibility in the development, revision, implementation and evaluation of School Improvement
- Maintain high standard of student conduct and enforce discipline, according to due process rights to students
- Assume responsibility for the implementation and observance of all board policies and regulations by the school's staff and students
- Take action to build effective teams within the school
- Effectively communicate with staff, students, parents and community groups
- Establish and maintain a positive collaborative relationship with students' families to increase student achievement
- Work with stakeholders to establish goals that are congruent with the school's continuous improvement efforts
- Assume responsibility for the safety and administration of the school facilities
- Act as a liaison between the school and community and encourage community participation in school life
- Assume responsibility for assisting with hiring, training, supervising and evaluating school personnel
- Make decisions regarding the effectiveness of employee performance including recommending dismissal when necessary
- Conduct meetings of the staff for proper functioning of the school

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Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Print Name: _____

- Establish and maintain individual professional development plans linked to student performance and clearly-defined training activities that result in better student performance
- Assume responsibility for the preparation and management of the school budget
- Delegate authority and responsibility to appropriate personnel to ensure that school activities and programs are effectively supervised and implemented
- Use a systematic process to receive and provide feedback about the progress of work being done
- Sustain focus and attention to detail
- Uses and follows the policies/procedures of charter school, federal, state and local regulations/laws, and federal regulations/laws including applicable transmittal notices, and other administrative orders/directions.
- Uses and follows the policies/procedures of You Thrive Florida, including but not limited to Personnel Policies, Occupational Health and Safety policies, payroll policies/practices, etc.

NON-ESSENTIAL/SECONDARY FUNCTIONS:

Performs any additional duties as directed or assigned by supervisor, management staff, program director or You Thrive Florida management staff. This description is intended to convey information essential to understanding the scope of the position and is not intended to be an exhaustive list of skills, efforts, duties, responsibilities, or working conditions associated with the position.

TERMS OF EMPLOYMENT:

12-month employment

JOB STANDARDS:

Education: Master's degree required

Experience: Minimum of three (3) years experience as an assistant principal or dean

Licenses & Certifications: Hold Florida certification in Educational Leadership or School Principal, Florida driver's license and be insurable by Company's current insurance carrier. Subject to federal, state and local legal requirements/background checks.

CRITICAL SKILLS, ABILITIES, & EXPERTISE:

Physical Requirements: These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the position. Talking,

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Print Name: _____

standing, sitting, squatting, kneeling, use of fingers, arms, hands, legs, walking, stretching/reaching, handling, grasping, climbing, bending at the waist, turning, balancing, pushing, pulling, use of depth perception, carrying and lifting (up to 50 lbs.), and driving are constant. Good eyesight (correctable) and hearing (correctable) are essential. Exerting up to 100 lbs of force occasionally and/or up to 50 lbs of force frequently, and/or up to 20lbs of force regularly or as needed to move objects.

Equipment: Computer, facsimile, copy machine, calculator, multi-line phone and other small office and instructional equipment and vehicle.

Skills & Expertise: Strong leadership, communication, and organizational skills with the ability to manage school operations, support staff development, and promote academic excellence. Proficient in instructional leadership, data-driven decision-making, and building positive relationships with students, parents, and the community. Committed to creating an inclusive, safe, and high-performing learning environment.

ENVIRONMENTAL JOB FACTORS:

Job Location: You Thrive Elementary Academy for Creative Excellence Spring Hill, in Spring Hill, FL

Work Environment: While performing the responsibilities of the position, these work environment characteristics are representative of the environment the employee will encounter. Office environment and working alone and with others frequently. Working with office equipment is frequent. Occasionally outdoors and operates a vehicle.

By signing below, Employee acknowledges that he or she has read this Job Description and the requirements contained herein. Employee certifies that he or she has the qualifications and skills required and has the ability to complete the physical requirements of their job duties.

Reasonable accommodation will be made for otherwise qualified individuals with a disability.

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

☐ REVIEWED ☐ REVISED	ON: 00/00/0000 BY:
W/C CODE: 8810	FLSA STATUS: Exempt

Attachment N

Jamie Young

8891 S. Lakeshore Drive • Floral City, FL 34436
352-263-6038 | youngwillows@yahoo.com

Professional Summary

Accomplished educator with almost 20 years of leadership experience in public education. Expertise in curriculum development, educational program management, and fostering community partnerships. Proven track record in improving instructional delivery, increasing student enrollment, and promoting academic excellence. Highly skilled in team leadership, technology integration, and program implementation. Dedicated to creating safe, innovative learning environments that empower both students and staff.

Core Competencies

- Program & Curriculum Development
- Educational Leadership & Administration
- Team Building & Staff Development
- STEM & Technology Integration
- Data Analysis & Performance Management
- Safety & Crisis Management
- Budgeting & Resource Allocation
- Community & Stakeholder Engagement

Professional Experience

Brooksville Engineering Science and Technology Academy Charter — *Brooksville, FL*
Principal | *April 2022 - Present*

- Spearheaded the design and implementation of a STEM-focused curriculum, preparing students for careers in engineering, science, and technology.
- Fostered partnerships with local businesses, universities, and community organizations to provide internships, mentorships, and real-world experiences for students.
- Managed all school operations, including budgeting, staff supervision, and ensuring compliance with state educational standards.
- Developed a state-of-the-art technology lab, enhancing access to modern tools and equipment for students.
- Led efforts to secure grants and additional funding for educational programs and facility upgrades.

- Promoted student engagement through extracurricular clubs, challenges, and academic competitions in science and technology.

Hernando County Schools — *Brooksville, FL*
Executive Director, Teaching, Learning & Technology | *2014 - 2015*

- Managed multiple departments (ESE, Student Education, Technology, and Academic Services) to improve educational delivery across 22 district schools.
- Worked with senior leadership to implement district-wide strategies that raised student achievement and operational efficiency.
- Directed a team of managers and administrators, fostering a collaborative and effective work environment.
- Led efforts to achieve district accreditation by presenting documentation and ensuring compliance with best practices.
- Developed and implemented a district-wide safety training program for student services and staff.

Principal, Powell Middle School & Performing Arts Center | *2011 - 2014*

- Supervised 100+ staff members and ensured the smooth operation of daily school activities for 900-1,000 students.
- Launched a successful Performing Arts Program and reallocated resources to increase student engagement and performance.
- Utilized the Charlotte Danielson Framework for Teacher Evaluation to improve teaching quality and professional development.
- Implemented a successful anti-bullying program, resulting in a significant reduction in bullying incidents.
- Led the school's math initiative, earning recognition from the Governor for the highest improvement in math scores in 2013.

Assistant Principal, Powell Middle School & Performing Arts Center | *2009 - 2011*
Assistant Principal, Eastside Elementary School | *2006 - 2008*
Fourth Grade Teacher, Chocachatti Elementary School | *2004 - 2006*
Sixth Grade Teacher, Powell Middle School | *2003*
Fourth Grade Dropout Prevention Teacher, Pinegrove Elementary | *2002*

Pasco Hernando Community College — *Brooksville, FL*
Adjunct Professor | *2006 - 2007*

- Taught pre-certification courses and provided career guidance to aspiring educators.

Tampa Fire Rescue — *Tampa, FL*
Public Education Officer | *1994 - 1999*

- Developed and launched Life Safety Education programs, reaching 60,000+ residents annually.

- Trained fire personnel and increased community awareness of fire safety protocols.

St. Pete Fire & Rescue — *Tampa, FL*
Public Education Technician | *1991 - 1994*

- Created educational exhibits and provided fire safety programs to local schools and community centers.
- Secured state funding to install smoke alarms in thousands of homes.

Education

University of South Florida — *Tampa, FL*
Master of Arts in Educational Leadership | *2005*
Bachelor of Arts in Elementary Education | *2003*

Certifications & Licenses

- **Educational Leadership Certification**, State of Florida

You Thrive Florida
820 Kennedy Blvd.
Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Attachment O

Print Name: _____

POSITION TITLE:	Assistant Principal
DEPARTMENT:	Charter Schools
SUPERVISED BY:	Principal

JOB DESCRIPTION

POSITION SUMMARY: The Assistant Principal supports the Principal in the daily administration and instructional leadership of the charter school. This role assists with implementing and monitoring curriculum and school improvement initiatives, supervising and evaluating staff, maintaining a safe and orderly learning environment, and strengthening family and community engagement to improve student outcomes.

ESSENTIAL JOB FUNCTIONS:

- Assist the Principal in the overall administration of the charter school, including day-to-day operations, student services, and campus supervision.
- Assist in the development, coordination, and monitoring of class schedules, school activities, duty assignments, and supervision plans.
- Collaborate with administration and staff to develop school improvement initiatives and related progress monitoring measures.
- Support implementation and monitoring of curriculum, instructional programs, and assessment practices; provide instructional coaching and feedback to teachers.
- Analyze student performance data and work with teachers and teams to increase student achievement and close learning gaps, including standardized test preparation and progress monitoring.
- Assist in monitoring and maintaining student discipline and a positive school culture; implement PBIS/MTSS practices as applicable and ensure consistent application of the Code of Conduct.
- Support, supervise, and evaluate instructional and non-instructional staff; conduct observations, provide feedback, and support professional development plans.
- Support compliance with applicable laws, sponsor requirements, and program expectations (e.g., student records/FERPA, ESE/504 processes, safety and emergency procedures).
- Assist with maintaining the safety of students, staff, and facilities; help coordinate emergency preparedness drills, incident response, and building security practices.
- Establish open and effective communication with staff, families, PTO/PTA and advisory groups, and community partners to increase involvement and support school goals.
- Use collaborative/group process skills to facilitate effective teamwork and problem-solving; receive and provide feedback regarding the progress of work being done.
- Consider multiple perspectives and utilize available data when making decisions or recommendations for program improvements and development.
- Assume responsibility of the Principalship in the absence of the Principal.
- Attend evening or weekend school events, meetings, and trainings as required.

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Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Print Name: _____

NON-ESSENTIAL/SECONDARY FUNCTIONS:

Performs any additional duties as directed or assigned by supervisor, management staff, program director or You Thrive Florida management staff. This description is intended to convey information essential to understanding the scope of the position and is not intended to be an exhaustive list of skills, efforts, duties, responsibilities, or working conditions associated with the position.

JOB STANDARDS:

Education: Master's Degree required with Educational Leadership or related field preferred.

Experience: Minimum of three (3) years of successful teaching experience required. Prior school-based leadership experience preferred.

Licenses & Certifications: Florida certification in Educational Leadership or School Principal, Valid Florida driver's license and be insurable by Company's current insurance carrier. Subject to federal, state and local legal requirements/background checks.

CRITICAL SKILLS, ABILITIES, & EXPERTISE:

Physical Requirements: These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the position. Talking, standing, sitting, squatting, kneeling, use of fingers, arms, hands, legs, walking, stretching/reaching, handling, grasping, climbing, bending at the waist, turning, balancing, pushing, pulling, use of depth perception, carrying and lifting (up to 65 lbs.), and driving are constant. Good eyesight (correctable) and hearing (correctable) are essential.

Equipment: Computer, facsimile, copy machine, calculator, multi-line phone and other small office and instructional equipment and vehicle.

Skills & Expertise: Demonstrated instructional leadership. Strong knowledge of curriculum, assessment, MTSS/PBIS, and data-driven school improvement practices. Ability to supervise, evaluate, coach, and support staff performance and professional growth. Strong communication, conflict resolution, and collaboration skills; ability to build positive relationships with students, families, and stakeholders. Sound judgement, ability to maintain confidentiality, and ability to operate within legal and ethical requirements. Strong organization/time management; ability to prioritize in a fast-paced school environment. Proficiency with common office and school information systems.

ENVIRONMENTAL JOB FACTORS:

Job Location: You Thrive Elementary Academy for Creative Excellence Spring Hill, in Spring Hill, FL

You Thrive Florida
820 Kennedy Blvd.
Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Print Name: _____

Work Environment: While performing the responsibilities of the position, these work environment characteristics are representative of the environment the employee will encounter. Office environment and working alone and with others frequently. Working with office equipment is frequent. Occasionally outdoors and operates a vehicle.

By signing below, Employee acknowledges that he or she has read this Job Description and the requirements contained herein. Employee certifies that he or she has the qualifications and skills required and has the ability to complete the physical requirements of their job duties.

Reasonable accommodation will be made for otherwise qualified individuals with a disability.

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

☐ REVIEWED ☐ REVISED	ON: 00/00/0000 BY:
W/C CODE: 8810	FLSA STATUS: Exempt

You Thrive Florida
820 Kennedy Blvd.
Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Attachment P

Print Name: _____

POSITION TITLE:	Administrative Assistant
DEPARTMENT:	Charter Schools
SUPERVISED BY:	Principal

JOB DESCRIPTION

POSITION SUMMARY: The Administrative Assistant supports the Principal and school leadership by providing front office and clerical support, maintaining accurate records, and delivering responsive customer service to students, families, staff, and visitors. This role helps ensure daily office operations run smoothly and in accordance with charter school procedures and applicable federal, state, and local requirements.

ESSENTIAL JOB FUNCTIONS:

• Greet and assist students, parents/guardians, staff, vendors, and visitors; help maintain a welcoming, professional front office environment.
• Answer and route incoming calls; take accurate messages; support routine school communications (email, letters, flyers) as directed.
• Maintain and support strict confidentiality of student and staff records and data; handle sensitive information appropriately.
• Assist with student record management, including cumulative files, enrollment/withdrawal documentation, attendance support, and filing/scanning of required forms.
• Prepare draft documents, memos, forms, and correspondence as requested; proofread for accuracy and completeness.
• Schedule appointments and meetings for the Principal and school leadership; prepare agendas, meeting packets, and secure locations as needed.
• Support school events and meetings by coordinating logistics, sign-in sheets, copies, and follow-up communications.
• Maintain office files and inventories; order office supplies as needed in accordance with purchasing procedures; receive and distribute mail and deliveries.
• Enter and maintain data in office systems and school platforms as assigned; run routine reports and compile supporting documentation.
• Assist in the preparation and tracking of time-sensitive submissions and records (e.g., compliance documentation, parent communications) under direction of the Principal.
• Provide clerical support to the Principal, including copying, scanning, data entry, and organization of permanent files.
• Model strong attention to detail, professionalism, and customer service, including in time-sensitive or high-pressure situations.
• Use and follow the policies/procedures of the charter school and You Thrive Florida, including applicable federal, state, and local regulations/laws, personnel policies, safety policies, and payroll practices.

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Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Print Name: _____

NON-ESSENTIAL/SECONDARY FUNCTIONS:

Performs any additional duties as directed or assigned by supervisor, management staff, program director or You Thrive Florida management staff. This description is intended to convey information essential to understanding the scope of the position and is not intended to be an exhaustive list of skills, efforts, duties, responsibilities, or working conditions associated with the position.

JOB STANDARDS:

Education: High School diploma or equivalent required. Associates degree preferred.

Experience: Minimum two (2) years of administrative/clerical support experience required. School-based experience preferred.

Licenses & Certifications: Valid Florida driver's license and be insurable by Company's current insurance carrier. Subject to federal, state and local legal requirements/background checks.

CRITICAL SKILLS, ABILITIES, & EXPERTISE:

Physical Requirements: These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the position. Talking, standing, sitting, squatting, kneeling, use of fingers, arms, hands, legs, walking, stretching/reaching, handling, grasping, climbing, bending at the waist, turning, balancing, pushing, pulling, use of depth perception, carrying and lifting (up to 65 lbs.), and driving are constant. Good eyesight (correctable) and hearing (correctable) are essential.

Equipment: Computer, facsimile, copy machine, calculator, multi-line phone and other small office and instructional equipment and vehicle.

Skills & Expertise: Strong customer service and interpersonal skills; ability to work effectively with students, families, and staff. Demonstrated ability to maintain confidentiality and use sound judgment with sensitive information. Strong organizational skills, follow-through, and attention to detail; ability to manage competing priorities. Proficiency with Microsoft Office/Google Workspace (Word/Docs, Excel/Sheets, email, calendars) and basic office technology. Clear written and verbal communication skills; ability to draft professional correspondence. Ability to learn and use student information and office systems as assigned.

ENVIRONMENTAL JOB FACTORS:

Job Location: You Thrive Elementary Academy for Creative Excellence Spring Hill, in Spring Hill, FL

Work Environment: While performing the responsibilities of the position, these work environment characteristics are representative of the environment the employee will encounter. Office environment

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Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Print Name: _____

and working alone and with others frequently. Working with office equipment is frequent. Occasionally outdoors and operates a vehicle.

By signing below, Employee acknowledges that he or she has read this Job Description and the requirements contained herein. Employee certifies that he or she has the qualifications and skills required and has the ability to complete the physical requirements of their job duties.

Reasonable accommodation will be made for otherwise qualified individuals with a disability.

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

☐ REVIEWED ☐ REVISED	ON: 00/00/0000 BY:
W/C CODE: 8810	FLSA STATUS: Non-Exempt

You Thrive Florida
820 Kennedy Blvd.
Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Attachment P

Print Name: _____

POSITION TITLE:	Education Beyond the Classroom (EBC) Coordinator
DEPARTMENT:	Charter Schools
SUPERVISED BY:	Principal

JOB DESCRIPTION

POSITION SUMMARY: The Education Beyond the Classroom Coordinator is responsible for coordinating learning opportunities with the EBC Teacher and subject area teachers to connect the learning in the classroom through field trips and community experiences.

ESSENTIAL JOB FUNCTIONS:

- Planning and implementing the daily, integrated, outdoor activity program.
- Establishing and maintaining relationships with volunteers, outside instructors, and contracted service providers.
- Management of student conduct in all aspects of the Experiential Activity Program.
- Management, organization and maintenance of the EAP equipment and gear.
- Management of student movement including transitioning, staffing, and participation in given activity.
- Implementation of a daily character education program, including life-skills.
- Integrate physical education, team building, and personal fitness activities within the EBC program.
- Implementing EBC activities that support the core curriculum.
- Transporting students to and from activity locations.
- Responsible handling of teaching materials and gear/equipment.
- Assessment of student knowledge and skills taught through this program.
- Uses and follows the policies/procedures of charter school, federal, state and local regulations/laws, and federal regulations/laws including applicable transmittal notices, and other administrative orders/directions.
- Uses and follows the policies/procedures of You Thrive Florida, including but not limited to Personnel Policies, Occupational Health and Safety policies, payroll policies/practices, etc.

NON-ESSENTIAL/SECONDARY FUNCTIONS:

Performs any additional duties as directed or assigned by supervisor, management staff, program director or You Thrive Florida management staff. This description is intended to convey information essential to understanding the scope of the position and is not intended to be an exhaustive list of skills, efforts, duties, responsibilities, or working conditions associated with the position.

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Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Print Name: _____

JOB STANDARDS:

Education: High School Diploma or equivalent required.

Experience: No experience required, however experience working with students in a school or educational setting preferred.

Licenses & Certifications: **May require** a Valid Commercial Driver's License (CDL) Class "B" with School Bus Endorsement and be insurable by Company's current insurance carrier. **MUST obtain** a First aide, CPR& Lifeguarding from a Nationally Recognized Organization (ARC, BSA, YMCA), Hernando County Health Department Epi-Pen Certification and Medication Distribution, Subject to federal, state and local legal requirements/background checks.

CRITICAL SKILLS, ABILITIES, & EXPERTISE:

Physical Requirements: These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the position. Talking, standing, sitting, squatting, kneeling, use of fingers, arms, hands, legs, walking, stretching/reaching, handling, grasping, climbing, bending at the waist, turning, balancing, pushing, pulling, use of depth perception, carrying and lifting (up to 50 lbs.), and driving are constant. Good eyesight (correctable) and hearing (correctable) are essential. Exerting up to 50 pounds of force occasionally and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force regularly or as needed to move objects.

Equipment: Computer, facsimile, copy machine, calculator, multi-line phone and other small office and instructional equipment and vehicle.

Skills & Expertise: Ability to create engaging, inclusive learning environment, adapt teaching strategies to meet diverse learning needs, strong communication skills, classroom management, and collaboration skills.

ENVIRONMENTAL JOB FACTORS:

Job Location: You Thrive Elementary Academy for Creative Excellence Spring Hill, in Spring Hill, FL

Work Environment: While performing the responsibilities of the position, these work environment characteristics are representative of the environment the employee will encounter. Office environment and working alone and with others frequently. Working with office equipment is frequent. Occasionally outdoors and operates a vehicle.

You Thrive Florida
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Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Print Name: _____

By signing below, Employee acknowledges that he or she has read this Job Description and the requirements contained herein. Employee certifies that he or she has the qualifications and skills required and has the ability to complete the physical requirements of their job duties.

Reasonable accommodation will be made for otherwise qualified individuals with a disability.

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

☐ REVIEWED ☐ REVISED	ON: 00/00/0000 BY:
W/C CODE: 8810	FLSA STATUS: Non-Exempt

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Attachment P

Print Name: _____

POSITION TITLE:	Enivronmental Services Technician
DEPARTMENT:	Charter Schools
SUPERVISED BY:	Principal

JOB DESCRIPTION

POSITION SUMMARY: The Environmental Services Technician is responsible for supporting a safe, clean, and healthy school environment through routine monitoring, maintenance, and environmental safety practices.

ESSENTIAL JOB FUNCTIONS:

- Restrooms: Clean and disinfect walls, toilets, sinks, countertops, light switches, stalls, urinals, door handles and floors daily; fill paper products and hand soap as needed
- Outside of Buildings: (daylight hours only) Pick up trash; make sure all doors and windows are locked daily; sweep sidewalks and clean outside windows and knock down cobwebs as needed
- Staff Lounges: Clean tables, counters and floors daily; empty refrigerator as directed
- Classrooms and Offices: Disinfect contact areas including desks. Horizontal dusting (tops of clocks, screens, sills, etc.); clean doors, marker boards and trays, windows, pencil sharpeners, spot clean walls and counter tops daily; empty wastebaskets and trash daily; vacuum and spot clean carpets daily; mop and/or dust resilient floors daily; clean blinds as needed; clean air conditioning vents as needed; change light bulbs as needed
- Halls, Cafeteria and PE: Clean carpet, floors, walls, sanitize drinking fountain, clean walk off and mats daily; clean entrance glass as needed
- Storage and Equipment Rooms: Maintain in a clean, organized and efficient manner. Keep chemicals stored properly. Empty mop bucket. Clean floors, walls, shelves and sinks as needed
- Equipment: Empty vacuum cleaner/change bag and clean brushes as needed; maintain mops, buckets and all equipment daily; check supplies daily
- Install bulletin boards, marker boards, pencil sharpeners, ceiling tiles, school furniture and equipment
- Maintain carpets
- Resurface floors
- Repair furniture and equipment
- Assist with deliveries and unload trucks

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Phone: 352-796-1425 Fax: 352-796-7500

Print Name: _____

- Make administrator aware of any problems
- Assume responsibilities for having site open and/or closed if needed
- Make minor maintenance repairs including painting of surfaces
- Attend training classes and workshops
- Uses and follows the policies/procedures of charter school, federal, state and local regulations/laws, and federal regulations/laws including applicable transmittal notices, and other administrative orders/directions.
- Uses and follows the policies/procedures of You Thrive Florida, including but not limited to Personnel Policies, Occupational Health and Safety policies, payroll policies/practices, etc.

NON-ESSENTIAL/SECONDARY FUNCTIONS:

Performs any additional duties as directed or assigned by supervisor, management staff, program director or You Thrive Florida management staff. This description is intended to convey information essential to understanding the scope of the position and is not intended to be an exhaustive list of skills, efforts, duties, responsibilities, or working conditions associated with the position.

TERMS OF EMPLOYMENT:

10-, 11-, or 12-month employment

JOB STANDARDS:

Education: High School diploma or General Education Diploma (GED) required

Experience: 1-3 years experience minimum in custodial or janitorial work is preferred, especially in school or institutional settings. Must be reliable, detail-oriented, and able to work independently or as part of a team. Basic knowledge of cleaning equipment, supplies, and safety procedures required.

Licenses & Certifications: Must complete the first available forty (40) hour environmental service training/certification class after hire date. Florida driver's license and be insurable by Company's current insurance carrier. Subject to federal, state and local legal requirements/background checks.

CRITICAL SKILLS, ABILITIES, & EXPERTISE:

Physical Requirements: These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the position. Talking, standing, sitting, squatting, kneeling, use of fingers, arms, hands, legs, walking, stretching/reaching, handling, grasping, climbing, bending at the waist, turning, balancing, pushing, pulling, use of depth perception, carrying and lifting (up to 50 lbs.), and driving are constant. Good eyesight (correctable) and hearing (correctable) are essential. Exerting up to 100 lbs of force occasionally and/or up to 50 lbs of force frequently, and/or up to 20lbs of force regularly or as needed to move objects.

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Print Name: _____

Equipment: Uses and operates standard custodial and light maintenance equipment and tools, including but not limited to commercial vacuums, backpack vacuums, floor, scrubber/buffers, wet/dry vacuums, carpet extractors, mops, buckets, brooms, dust mops, floor signage, ladder/step stools, hand tools, and cleaning/disinfecting chemicals and dispensing systems. Uses standard office equipment as needed. (computer, phone, copier.). May operate a motor vehicle for job related duties.

Skills & Expertise: Ability to work and communicate effectively with other employees and the public, knowledge of environmental service operations, procedures and building and grounds maintenance, ability to follow oral and written instructions, knowledge of sanitation and safety standards as applicable to a school, knowledge of best cleaning practices.

ENVIRONMENTAL JOB FACTORS:

Job Location: You Thrive Elementary Academy for Creative Excellence Spring Hill, in Spring Hill, FL

Work Environment: While performing the responsibilities of the position, these work environment characteristics are representative of the environment the employee will encounter. Office environment and working alone and with others frequently. Working with office equipment is frequent. Occasionally outdoors and operates a vehicle.

By signing below, Employee acknowledges that he or she has read this Job Description and the requirements contained herein. Employee certifies that he or she has the qualifications and skills required and has the ability to complete the physical requirements of their job duties.

Reasonable accommodation will be made for otherwise qualified individuals with a disability.

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

☐ REVIEWED ☐ REVISED	ON: 00/00/0000 BY:
W/C CODE: 8810	FLSA STATUS: Non-Exempt

You Thrive Florida
820 Kennedy Blvd.
Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Attachment P

Print Name: _____

POSITION TITLE:	School Safety Guardian
DEPARTMENT:	Charter Schools
SUPERVISED BY:	Principal

JOB DESCRIPTION

POSITION SUMMARY: The School Safety Guardian helps to ensure the safety and security of all students, staff, and school property. Responsibilities include monitoring school grounds, responding to incidents, assisting with emergency procedures and promoting and safe and respectful environment.

ESSENTIAL JOB FUNCTIONS:

- Use whatever force is necessary to prevent or abate an active assailant incident.
- Respond immediately to and appropriately engage to stop the threat of an active assailant.
- Conduct perimeter, door, and inner school checks to ensure premises are secure.
- Manage school access by monitoring gates and other entry points throughout the school, ensure that the students possess appropriate permission when leaving campus, and observe and question potentially unauthorized persons on campus.
- Make recommendations to ensure safety of students, staff, and visitors for the purpose of providing necessary information and ensuring understanding of the potential consequences of a violation.
- Monitor students within a variety of school environments (i.e. hallways, grounds, cafeteria, parking lots, restrooms) for the purpose of ensuring the safety and welfare of students and staff.
- Participate in security risk assessment meetings with school and local law enforcement/fire safety agencies.
- Refer observations and incidents (i.e. altercations, suspicious activities, inappropriate behavior, violation of rules) to the appropriate instructional or administrative personnel.
- Utilize and monitor surveillance technology.
- Suppress disturbances and security incidents according to established guidelines and procedures.
- Deescalate confrontations between students, parents, visitors, and others.
- Assist school administration with threat assessments as appropriate.
- Conduct appropriate searches when directed to do so.
- Build relationships with students and stakeholders.
- Communicate effectively and work collaboratively with administrators and law enforcement personnel.
- Prepare incident reports as needed.
- Provide support in school emergency situations and participate in school emergency drills.

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Print Name: _____

- Interact professionally with all law enforcement/fire rescue with the ability to calmly assess solutions and/or implement processes during critical events.
- Serve as the security personnel for school functions as needed which may include after school and extra-curricular activities.
- Perform other duties as assigned by the Principal and/or designee.
- Uses and follows the policies/procedures of charter school, federal, state and local regulations/laws, and federal regulations/laws including applicable transmittal notices, and other administrative orders/directions.
- Uses and follows the policies/procedures of You Thrive Florida, including but not limited to Personnel Policies, Occupational Health and Safety policies, payroll policies/practices, etc.

NON-ESSENTIAL/SECONDARY FUNCTIONS:

Performs any additional duties as directed or assigned by supervisor, management staff, program director or You Thrive Florida management staff. This description is intended to convey information essential to understanding the scope of the position and is not intended to be an exhaustive list of skills, efforts, duties, responsibilities, or working conditions associated with the position.

TERMS OF EMPLOYMENT:

12-month employment

JOB STANDARDS:

Education: High school diploma or General Education Diploma (GED)

Experience: Successful law enforcement, security, or military experience or training.

Licenses & Certifications: Must hold a State of Florida concealed weapons permit under F.S. 790.06 and maintain the permit throughout employment in this position.
Must meet all law enforcement requirements to attain a School Safety Guardian appointment pursuant to state statute and maintain such throughout employment in this position. Current requirements are listed below and are subject to change by statute or Marjorie Stoneman Douglas High School Public Safety Act.

- Complete a 144-hour training program, consisting of 12 hours of a certified nationally recognized diversity training and 132 total hours of comprehensive firearm safety and proficiency training conducted by Criminal Justice Standards and Training Commissioned certified instructors, which must include:
    - 80 hours of firearms instruction based on the Criminate Justice Standards and Training Commission's Law Enforcement Academy training model, which must include at least 10 percent but no more than 20 percent more rounds fired than associated with academy training. Participants must achieve an 85 percent pass rate on the firearms training.

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Print Name: _____

- 16 hours of instruction in precision pistol
- 8 hours of discretionary shooting instruction using state-of-the-art simulator exercises
- 8 hours of instruction in active shooter or assailant scenarios
- 8 hours of instruction in defensive tactics
- 12 hours of instruction in legal issues

- Must successfully pass a psychological evaluation administered by a psychologist licensed under chapter 490 and designated by the Department of Law Enforcement
- Must submit to and pass an initial drug test and subsequent random drug tests in accordance with the requirements of F.S. 112.0455 and the sheriff's office.

Must be able to successfully complete, on at least an annual basis, ongoing training, weapon inspection, and firearm qualification at an acceptable performance level. Must have First Aide and CPR/AED certification. If not currently certified, must obtain certification within the first 90 calendar days of employment. Valid Florida driver's license and be insurable by Company's current insurance carrier. Subject to federal, state and local legal requirements/background checks.

Required qualifications to maintain continued employment in this position, and failure to meet these requirements will constitute grounds for termination of employment:

- A State of Florida concealed weapons permit under F.S. 790.06 must be maintained throughout employment in this position
- Must continue to meet all requirements of and maintain a School Safety Guardian certification/appointment
- Must be able to successfully complete ongoing training requirements, including firearms proficiency, at an acceptable performance level

CRITICAL SKILLS, ABILITIES, & EXPERTISE:

Physical Requirements: **Must be 21 years or older.** These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the position. Must have the physical and mental ability to respond in an emergency or potentially dangerous situation. Talking, standing, sitting, squatting, kneeling, use of fingers, arms, hands, legs, walking, stretching/reaching, handling, grasping, climbing, bending at the waist, turning, balancing, pushing, pulling, use of depth perception, carrying and lifting (up to 65 lbs.), and driving are constant. Exerting up to 100 pounds of force occasionally and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force regularly or as needed to move objects. Employees in this position work in a safe and secure work environment that may periodically have unpredicted requirements or demands. Good eyesight (correctable) and hearing (correctable) are essential.

Equipment: Computer, facsimile, copy machine, calculator, multi-line phone and other small office and instructional equipment and vehicle.

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Brooksville, FL 34601
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Print Name: _____

Skills & Expertise: Knowledge of standard security procedures and best practices, willingness to use force when circumstances and established protocols dictate, up to and including deadly force, ability to establish and maintain collaborative working relationships with all stakeholders, ability to work independently and work cooperatively in a team

ENVIRONMENTAL JOB FACTORS:

Job Location: You Thrive Elementary Academy for Creative Excellence Spring Hill, in Spring Hill, FL

Work Environment: While performing the responsibilities of the position, these work environment characteristics are representative of the environment the employee will encounter. Office environment and working alone and with others frequently. Working with office equipment is frequent. Occasionally outdoors and operates a vehicle.

By signing below, Employee acknowledges that he or she has read this Job Description and the requirements contained herein. Employee certifies that he or she has the qualifications and skills required and has the ability to complete the physical requirements of their job duties.

Reasonable accommodation will be made for otherwise qualified individuals with a disability.

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

☐ REVIEWED ☐ REVISED	ON: 00/00/0000 BY:
W/C CODE: 8810	FLSA STATUS: Non-Exempt

You Thrive Florida
820 Kennedy Blvd.
Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Attachment Q

Print Name: _____

POSITION TITLE:	Education Beyond the Classroom (EBC) Teacher
DEPARTMENT:	Charter Schools
SUPERVISED BY:	Principal

JOB DESCRIPTION

POSITION SUMMARY: The Education Beyond the Classroom Teacher is responsible for coordinating learning opportunities with subject area teachers and the EBC Coordinator to connect the learning in the classroom through field trips and community experiences.

ESSENTIAL JOB FUNCTIONS:

- Planning and implementing the daily, integrated, outdoor activity program
- Establishing and maintaining relationships with volunteers, outside instructors, and contracted service providers
- Management of student conduct in all aspects of the Experiential Activity Program
- Management organization and maintenance of the EAP equipment and gear
- Management of student movement including transitioning, staffing, and participation in given activity
- Implementation of a daily character education program, including life-skills
- Integrate physical education, team building, and personal fitness activities within the EBC program
- Implementing EBC activities that support core curriculum
- Transporting student to and from activity locations
- Responsible handling of teaching materials and gear equipment
- Assessment of student knowledge and skills taught through this program
- Uses and follows the policies/procedures of charter school, federal, state and local regulations/laws, and federal regulations/laws including applicable transmittal notices, and other administrative orders/directions.
- Uses and follows the policies/procedures of You Thrive Florida, including but not limited to Personnel Policies, Occupational Health and Safety policies, payroll policies/practices, etc.
- Provide student grades every 9 weeks to Critical Thinking Classroom Teacher.

NON-ESSENTIAL/SECONDARY FUNCTIONS:

Performs any additional duties as directed or assigned by supervisor, management staff, program director or You Thrive Florida management staff. This description is intended to convey information essential to understanding the scope of the position and is not intended to be an exhaustive list of

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Print Name: _____

skills, efforts, duties, responsibilities, or working conditions associated with the position.

TERMS OF EMPLOYMENT:

10-month employment

JOB STANDARDS:

Education: Bachelor of Arts degree

Experience: No experience required, however experience in classroom instruction, lesson planning, and student assessment within a school or education setting preferred. Subject area expertise preferred.

Licenses & Certifications: Valid Teachers Certification. **MUST** Obtain CDL Class B with School Bus Endorsement, First aid, CPT & Lifeguarding from a Nationally Recognized Organization (ARC, BSA, YMCA), Hernando County Health Department Epi-Pen certification and medication distribution, Florida driver's license and be insurable by Company's current insurance carrier. Subject to federal, state and local legal requirements/background checks.

CRITICAL SKILLS, ABILITIES, & EXPERTISE:

Physical Requirements: These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the position. Talking, standing, sitting, squatting, kneeling, use of fingers, arms, hands, legs, walking, stretching/reaching, handling, grasping, climbing, bending at the waist, turning, balancing, pushing, pulling, use of depth perception, carrying and lifting (up to 50 lbs.), and driving are constant. Good eyesight (correctable) and hearing (correctable) are essential. Exerting up to 50 lbs of force occasionally and/or up to 20 lbs of force frequently, and/or up to 10lbs of force regularly or as needed to move objects.

Equipment: Computer, facsimile, copy machine, calculator, multi-line phone and other small office and instructional equipment and vehicle.

Skills & Expertise: Ability to create engaging, inclusive environments, adapt teaching strategies to meet diverse learning needs, strong communication skills, classroom management, collaboration skills, familiarity with curriculum standards, educational technology and student performance tracking.

ENVIRONMENTAL JOB FACTORS:

Job Location: You Thrive Elementary Academy for Creative Excellence Spring Hill, in Spring Hill, FL

Work Environment: While performing the responsibilities of the position, these work environment characteristics are representative of the environment the employee will encounter. Office environment and working alone and with others frequently. Working with office equipment is frequent. Occasionally

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Print Name: _____

outdoors and operates a vehicle.

By signing below, Employee acknowledges that he or she has read this Job Description and the requirements contained herein. Employee certifies that he or she has the qualifications and skills required and has the ability to complete the physical requirements of their job duties.

Reasonable accommodation will be made for otherwise qualified individuals with a disability.

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

☐ REVIEWED ☐ REVISED	ON: 00/00/0000 BY:
W/C CODE: 8810	FLSA STATUS: Exempt

You Thrive Florida
820 Kennedy Blvd.
Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Attachment Q

Print Name: _____

POSITION TITLE:	Teacher
DEPARTMENT:	Charter Schools
SUPERVISED BY:	Principal

JOB DESCRIPTION

POSITION SUMMARY: The Teacher is responsible for delivering instruction in basic skills, subject concepts, and social development to pupils through individualized and group-based strategies.

ESSENTIAL JOB FUNCTIONS:

- Teach basic skills, concepts, and social competencies.
- Identify long-range goals and specific objectives and plan a program for individualized and group instruction.
- Demonstrate and use audio-visual teaching aids to present subject matter to students.
- Prepare, administer, and correct tests and record results.
- Plan lessons, correct papers and hear oral presentations.
- Maintain order in classroom and in assigned duty areas.
- Hold conferences with pupils, parents, principal and/or support personnel regarding the pupil's academic and social development.
- Keep attendance and grade records as required by School Board Policy.
- Uses and follows the policies/procedures of charter school, federal, state and local regulations/laws, and federal regulations/laws including applicable transmittal notices, and other administrative orders/directions.
- Uses and follows the policies/procedures of You Thrive Florida, including but not limited to Personnel Policies, Occupational Health and Safety policies, payroll policies/practices, etc.

NON-ESSENTIAL/SECONDARY FUNCTIONS:

Performs any additional duties as directed or assigned by supervisor, management staff, program director or You Thrive Florida management staff. This description is intended to convey information essential to understanding the scope of the position and is not intended to be an exhaustive list of skills, efforts, duties, responsibilities, or working conditions associated with the position.

TERMS OF EMPLOYMENT:

10-month employment

You Thrive Florida
820 Kennedy Blvd.
Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Print Name: _____

JOB STANDARDS:

Education: Bachelor's Degree from an accredited college or university.

Experience: Must be considered Highly Qualified if applicable to subject area.

Licenses & Certifications: Valid Florida Teaching Certificate for the level and subject area in which to serve. Valid Florida driver's license and be insurable by Company's current insurance carrier. Subject to federal, state and local legal requirements/background checks.

CRITICAL SKILLS, ABILITIES, & EXPERTISE:

Physical Requirements: These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the position. Talking, standing, sitting, squatting, kneeling, use of fingers, arms, hands, legs, walking, stretching/reaching, handling, grasping, climbing, bending at the waist, turning, balancing, pushing, pulling, use of depth perception, carrying and lifting (up to 50 lbs.), and driving are constant. Good eyesight (correctable) and hearing (correctable) are essential. Exerting up to 50 lbs of force occasionally and/or up to 20 lbs of force frequently, and/or up to 10lbs of force regularly or as needed to move objects.

Equipment: Computer, facsimile, copy machine, calculator, multi-line phone and other small office and instructional equipment and vehicle.

Skills & Expertise: Possess a general knowledge of child growth, development, interrelationships, etc. Possess a knowledge of subject area taught and current innovative trends in that area. Be familiar with resource materials and equipment. Be able to work with administrator, students, parents, other teachers and support staff. Be able to judge and evaluate student achievement. Be able to provide for individual differences in a stimulating learning situation. Be able to motivate students in an atmosphere of respect and freedom.

ENVIRONMENTAL JOB FACTORS:

Job Location: You Thrive Elementary Academy for Creative Excellence Spring Hill, in Spring Hill, FL

Work Environment: While performing the responsibilities of the position, these work environment characteristics are representative of the environment the employee will encounter. Office environment and working alone and with others frequently. Working with office equipment is frequent. Occasionally outdoors and operates a vehicle.

By signing below, Employee acknowledges that he or she has read this Job Description and the requirements contained herein. Employee certifies that he or she has the qualifications and skills required and has the ability to complete the physical requirements of their job duties.

You Thrive Florida
820 Kennedy Blvd.
Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Print Name: _____

Reasonable accommodation will be made for otherwise qualified individuals with a disability.

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

☐ REVIEWED ☐ REVISED	ON: 00/00/0000 BY:
W/C CODE: 8810	FLSA STATUS: Exempt

You Thrive Florida
Personnel Manual

Updated January 2026

This policy manual is an overview and summary of You Thrive Florida's personnel policies and procedures. As policies and benefits are revised, changes will be communicated through standard communication channels. Advance notice may not always be possible.

The policies and procedures contained in this manual are guidelines only. They do not constitute part of an employment contract, nor are they intended to make any commitment to any employee concerning how individual employment action can, should, or will be handled.

You Thrive Florida offers no employment contract or guarantee of a minimum length of employment. You Thrive Florida reserves the right to terminate any employee at any time "at will", with or without cause. A supervisor or manager of the company has no authority whatsoever to make any contrary representations to any employee. **This section does not apply to Charter School employees.**

Charter School Employees
Employees assigned to a Charter School operated by You Thrive Florida are employed under annual employment contracts, as required by applicable state law and charter school regulations. These employees are not-at-will, and their employment is governed by the terms and conditions outlined in their individual employment contracts.

If you have any questions or wish to have further information about any particular guideline in this manual, please contact your immediate supervisor, first, and then if unresolved, contact the next level of management in the chain of command.

This policy manual supersedes all previous manuals, letters, memoranda, and understandings.

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SECTION I.

YOU THRIVE FLORIDA ORGANIZATION

Section I. A.
VISION & MISSION STATEMENT

VISION STATEMENT

You Thrive Florida envisions a future where communities are working together to solve local challenges; where all individuals and families are empowered and equipped with the tools and resources to improve their overall quality of life, wellbeing, and opportunities to thrive.

MISSION STATEMENT

You Thrive Florida provides life changing services and opportunities to individuals and families, in an effort to improve their ability to thrive.

Section I. B.
ORGANIZATION SUMMARY

GENERAL INFORMATION

I. Creation & Summary

Community Action Agencies (CAAs) are not-for-profit, private or public organizations originally established under the Economic Opportunity Act of 1964 to fight America's War on Poverty. Today, there are nearly 1,000 CAAs across the United States, in fact CAAs can be found in 98 percent of our cities and counties. CAAs are a primary source of support for the more than 38 million Americans who are living in poverty in both rural and urban areas. Through their innovative programs, these CAAs are able to help thousands of people achieve self-sufficiency each year.

II. Governance

CAAs are governed by uniquely structured tripartite board of directors whose members come from three diverse segments of each community. Specifically, at least one-third of the board's members must be from the low-income community, up to one-third must be from the private sector, and exactly one-third must be public officials.

Specific grant funded programs operated by the CAA may be required to have a separate committee or policy board related to the individual program area. One such case is the Head Start Policy Council. Compliance with requirements is essential; however, ultimate authority lies with the Board of Directors of the CAA.

III. You Thrive Florida Organizational Structure

You Thrive Florida is a private, not-for-profit 501(c)(3) operating numerous facilities and programs in the central Florida area. You Thrive Florida provides services primarily in four community-oriented program areas: children services, weatherization, senior services, support services and transportation. You Thrive Florida also maintains administrative offices (the Chief Executive Officer's office, finance, and grant administration) that coordinate the different program areas.

You Thrive Florida currently operates many programs through the following departments:

Head Start and Early Head Start

Head Start/Early Head Start provides multiple services to infants, toddlers, pre-school-aged children, pregnant women, and their families including:

- Giving quality, early childhood education to children ages 0-5 in family friendly centers
- Working with families to encourage school readiness and self-sufficiency
- Providing Head Start/Early Head Start children and their families with health education
- The Head Start/Early Head Start Program operates in Hernando, Sumter and Volusia Counties.

Community Assistance Program

The Community Assistance Program assists low-income individuals/families by assisting with education, training, testing, energy payments, rent/mortgage assistance, and reducing energy costs by improving energy efficiency in the home. This assistance is through our:

Community Services Block Grant (CSBG), Family Self-Sufficiency Program, Emergency Services, Employment Support, Low-Income Home Emergency Assistance Program (LIHEAP) and Weatherization Assistance Program. Priority for various programs depends on different factors such as income, age, disabilities and families with children under twelve. The Community Assistance Program operates in Hernando, Sumter, Pasco, Volusia, Hillsborough and Citrus Counties.

Transportation Services

Our Transportation Services is Hernando County's designated Community Transportation Coordinator. We provide safe, efficient cost-effective, quality transportation services to veterans, and transportation disadvantaged citizens of Hernando County.

Our Transportation Services is a shared-ride system that provides door- to-door transportation services, primarily to meet medical and nutritional needs.

Senior Services Program

The Senior Services Program offers a wide array of services designed to support seniors in their efforts to live independently in their own homes, improving their ability to function, and avoiding costly placement in long- term care facilities.

The Senior Services Program operates in Hernando, Lake, Sumter and Polk Counties.

House to Home

Our House to Home Program is a homeownership program that seeks applicants who have a demonstrated need for housing and have the financial ability to own a home, even if they would not qualify for a traditional mortgage.

Children's Advocacy Center

The Children's Advocacy Center of Hernando County (CAC) provides a child-friendly, safe, supportive environment for assisting abused and neglected children and the non-offending family members. The CAC brings together the Department of Children and Families, the Hernando County Sheriff's Office, the State Attorney's Office, the University of Florida Child Protection Team, mental health providers, and victim advocates. Together, with these partnerships, the CAC coordinates the investigations and services of this multidisciplinary team. The CAC also provides free counseling to child victims who have been sexually or physically abused. Therapists are committed to helping these victims heal and help restore childhoods.

Charter Schools

BEST Academy is a high-performing, STEAM-focused middle school (grades 6-8) located in Brooksville, Hernando County. We enhance core academics through hands-on experiences and learning opportunities that extend beyond the classroom. With a strong emphasis on community involvement, a highly qualified staff, and active parent participation, we have proudly achieved academic excellence.

SECTION II.

EMPLOYMENT

Section II. A.
EQUAL EMPLOYMENT OPPORTUNITY

I. POLICY

You Thrive Florida maintains a policy of nondiscrimination with employees and applicants for employment. No aspect of employment, including hiring, compensation, terms and conditions, and other privileges of employment, within the Company will be influenced in any manner by any Protected Characteristic or any other basis prohibited by law.

It is the policy of You Thrive Florida to provide reasonable accommodations to otherwise qualified individuals with a legally recognized disability as required by law.

II. DEFINITIONS

Protected Characteristics shall mean those classes or characteristics defined by local, state or federal law, including race, color, national origin, religion, sex, age, disability, pregnancy, genetic information, marital status, military service, veteran status, or legally recognized disability.

Section II. B.
EMPLOYMENT OF RELATIVES

I . POLICY

Applications for employment from a Relative will be considered with other qualified applicants when personnel vacancies occur. Some restrictions in job placement will apply, however, to prevent problems of supervision, safety, security and morale.

II. DEFINITION

Relative includes current spouse, former spouse children, parents, grandparents, brothers, sisters, half-brothers, half-sisters, uncle, aunt, first cousins, nephew, niece, father-in-law, mother-in-law, son-in-law, daughter-in-law, sister-in-law, brother-in-law, stepfather, stepmother, stepson, stepdaughter, stepsister, stepbrother or any legally recognized ward. For the purpose of this policy "spouse" means those employees having a legal marital relationship, as well as employee's involvement in the relationship, which in the Company's judgment are characterized by the permanence, duration and stability normally associated with marriage.

II. PROCEDURE

A Relative will not be hired by the Company without the prior approval of the Chief Executive Officer or designee.

A Relative will not be hired into a department/facility where they directly or indirectly supervise or are supervised by another Relative.

Relative will not be placed in positions where they work with or have access to sensitive or confidential information regarding other Relatives, or if there is an actual or apparent conflict of interest.

If employees, after employment, fit the definition of Relative and a conflict of interest or management problems of supervision, safety, security or morale results, or, if reorganization creates such a conflict, reasonable time may be provided to resolve the matter. If resolution is not possible, the Company may require one or both employees to transfer or resign.

Section II. C.
PERSONNEL RECORDS & PRIVACY

I. GENERAL POLICY STATEMENT

You Thrive Florida is a not-for-profit, private corporation. While it receives federal and state grant funds, it is not an instrumentality of the federal or state government and, therefore is not necessarily subject to all aspects of federal and state statutes governing public accessibility of records. You Thrive Florida reserves the right to deny accessibility to the general public of its corporate records when it determines that the records are not subject to federal and/or state freedom of information statutes. You Thrive Florida will comply with federal and state regulations governing restrictions on public access to the Company's records.

II. POLICY

1. Personnel File Contents: The following information will be maintained in the employee's personnel file:

   Contact Information: Home address, telephone number (home, cell or other), personal email address and emergency contact information.

   Background Documentation: employment application, resume(s), other material provided at time of application, background reference checks (personal and prior employment), certificates, diplomas, transcripts, other educational records, criminal background records (if any), driver's license information, and employment by You Thrive Florida of other Relatives.

   Employment-related Documentation: Commendations, written disciplinary documents, job description, payroll documents (wage increases, w-4, wage garnishments, etc.), Personnel Manual receipt, drug-free workplace statement and conflict of interest acknowledgment forms, drug-testing notices, Fair Labor Standards Act Tests/Notices, Insurance Enrollment Forms and other related documents.

2. Employee Responsibilities:

   Each employee is responsible for and required to be familiar with the Personnel Manual, and all other policies and procedures that affect and govern his or her employment with You Thrive Florida and his or her relationship with fellow employees, supervisors, program directors, management/administration and the public.

   Employees are expected to be familiar with all updates and revisions to the You Thrive Florida Personnel Manual, and other policies and procedures. An Employee's continued employment with You Thrive Florida constitutes acceptance of any changes that may be made in content or application of You Thrive Florida's policies and procedures, including those in this manual.

Employees must provide and maintain current, and accurate information in his or her personnel file, such as: current legal name, address (current physical residence and mailing address, if different), home phone number, emergency contact, beneficiary designations, dependents eligible for family coverage of insurance, copies of certificates, diplomas, transcripts, other educational records, criminal background records, driver's license status, employment by You Thrive Florida of Relatives, and any other information previously provided to You Thrive Florida (e.g., information in job application). This includes providing documents/copies of certifications, drivers' licenses, and all other required documents for the position that the employee must maintain and hold to assure continued employment.

Employees are required to notify their Supervisor within 24 hours if they are arrested for any offense during their period of employment. Failure to report the arrest within the specified time frame will result in disciplinary action, up to and including termination. This requirement applies regardless of whether the arrest occurred on or off duty and regardless of whether the charge is related to the employee's job duties. If at any time, due to an arrest, the employee's Level II eligibility status changes to "Not Eligible", this will result in the employee's immediate termination of employment.

Employees should make themselves aware of the Company's posting and promotional process for filling positions.

3. Liability for Accurate Personnel Records/Files Information

   You Thrive Florida will not be liable for incorrect withholding, erroneous beneficiary designations, and/or loss of employee benefits or promotional opportunity resulting from an employee's failure to keep personnel records/files current.

4. Access and Examination of an Employee's Personnel File:

   Access to and inspection of an employee's personnel file is restricted to the supervisor, program director, HR personnel and Chief Executive Officer, except at specific times during office hours under the following conditions:

   Employee Upon written request by the employee to the Chief Executive Officer, the employee may inspect his or her personnel file in the presence of the Chief Executive Officer, or designee. Employment references and notes of legal or disciplinary investigations in progress, if any, will be protected/removed before the employee views the file. Employees do not have the right to obtain copies of documents in the file, except for those signed by the employee as a condition of obtaining or retaining employment.

   Government or Grantor Company Inquiries The Company will cooperate with federal, state and local government agencies or any agency with the legal right investigating an employee if the investigators furnish proper identification and proof of legal authority to investigate. The Chief Executive Officer may permit a government investigator to review a personnel file on Company premises, but the investigator will not be allowed to remove or reproduce this information without consent from legal counsel.

5. Information and Employment Reference Requests:

   Program directors, supervisors and other employees are prohibited from providing personal or employment references on former employees or current employees. All reference information will be provided by the Chief Executive Officer's Office, or designee, or in the following manner as outlined:

   Telephone Inquiries Information will be verified by Human Resources via the telephone but will be limited to the following:
   - Dates of hire and separation
   - Most recent job title

   Written Inquires If the request for information is in writing, salary information will be verified in addition to the above. This verification will be in writing and a copy retained in the employee's personnel file. Written request for verification should be directed to Human Resources.

   References with Written Approval Salary history, job chronology and performance information may be released in writing only with prior, written approval of the employee or former employee. This verification will be in writing and a copy retained in the employee's personnel file.

6. Confidential Records/Medical Files:

   In addition to the employee's personnel file a separate confidential/medical file(s) will be maintained.

   Contents Contents of the confidential/medical file will include Protected Health Information, drug testing results, medical insurance forms, disability information, accommodation information, family and medical leave documentation, physicals, post-job offer/pre-employment medical questionnaire, consumer reports or investigative consumer reports, active grievance process documentation and other confidential or protected information.

   Access Access to the confidential, medical files is restricted to the Chief Executive Officer or designee.

   Release of Confidential/Medical Information The Company complies with the disclosure limitations requirements of the Health Insurance Portability and Accountability Act with regard to access to and release of any Protected Health Information. Other confidential or medical information will be released upon written authorization from the Employee or upon proper request from persons or agencies that have a legal right to the information.

SECTION III.

SALARY ADMINISTRATION COMPENSATION

Section III. A.
EMPLOYMENT STATUS

I. POLICY

You Thrive Florida maintains standard definitions of employment status and classifies employees for purposes of personnel administration and related payroll transactions.

II. DEFINITIONS

1. Full-time Employee A full-time Employee is an employee that is regularly scheduled to work 30 hours or more per week.

2. Part-time Employee A part-time Employee is an employee that is regularly scheduled to work less than 30 hours per week.

3. New Employee A New Employee is an employee that has not completed a period of three (3) months of continuous service with You Thrive Florida

4. Regular Full- Time Employee A Regular full-time Employee is an employee that has worked for You Thrive Florida for a continuous period of employment of three (3) months. The status of Regular Full-Time Employee is utilized for the determination of benefits with the Company.

5. Temporary Employee A Temporary Employee is an employee that is hired for a pre-established period (usually a period less than six months) usually during peak workloads or for vacation relief. They may work a full-time or part-time work schedule. They are ineligible for Company benefits, including paid leave, holiday pay, medical/life/disability insurance and retirement plan participation.

6. Pool/Reserve Employee A Pool/Reserve Employee is an employee that can work either full or part time to fill in for a Regular Employee or to cover sporadic operational needs on an as needed basis. They are ineligible for Company benefits, including paid leave, holiday pay, medical/life/disability insurance and retirement plan participation.

III. PROCEDURE

Positions will be classified according to established definitions as to part or full-time status, FLSA status, benefit eligibility, etc. Questions regarding a particular classification or status should be directed to Human Resources. Any review or recommendation for a change in classification or status is conducted by Human Resources with input from the immediate supervisor, and subject to the approval of the Chief Executive Officer, or designee.

Section III. B.
EXEMPT/NONEXEMPT EMPLOYEE STATUS

I. POLICY

All positions with You Thrive Florida are classified as either exempt or nonexempt for salary administration and compensation purposes.

III. DEFINITIONS

Definitions of exempt and nonexempt status are based on provisions of the Fair Labor Standards Act (FLSA). You Thrive Florida will classify employees for the purposes of compensation and salary administration into two (2) status categories: exempt and nonexempt.

1. Exempt Exempt employees are in positions where the job duties and functions allow for an exemption as provided within the standards and tests established by the FLSA. Exempt employees are compensated on a salary basis and are exempt from overtime pay provisions.

2. Nonexempt Nonexempt employees are in positions where the job duties and functions do not meet FLSA exemption tests and are generally compensated on an hourly basis for "Hours Worked". Nonexempt employees are compensated at a regular rate of pay for all Hours Worked up to and including forty (40) hours per workweek. Nonexempt employees are compensated at an "Overtime" rate of pay for Hours Worked in excess of forty (40) per workweek. (Refer to Section III D. – Compensation for further details.)

IVII. FLSA EXEMPTION CHECKLIST & TEST

The FLSA Exemptions Checklists and FLSA Exemption Tests are standardized forms used by You Thrive Florida for determining exempt/non-exempt status of positions.

IV. IMPROPER CLASSIFICATION

Employees that believe that their position is improperly classified within an exempt or nonexempt position should bring it to the attention of their immediate supervisor for review.

Section III. C.
POSITION TITLE

I. POLICY

Position titles are assigned for the convenience of You Thrive Florida and its organizational structure. They do not in any manner imply duties and responsibilities of a position. Employees should refer to the job description for their position for duties, functions and responsibilities.

II. POSITION TITLE ASSIGNMENT

All position titles are assigned and approved by the Chief Executive Officer, or designee. Position titles may be revised and changed, as needed within the overall organization.

Section III. D.
COMPENSATION

I. DEFINITIONS

1. HOURS OF WORK

(a) Hours of Operation

- The Company follows a normal work schedule of forty (40) hours per workweek. Generally, operations are eight (8) hours per day, for five (5) consecutive days per workweek. Typically, You Thrive Florida is in operation Monday through Friday. Work schedules may vary according to program needs and requirements.

(b) Breaks

- Employees may be allowed to take a break of 15 minutes or less, as work permits and in conjunction with departmental rules, in the morning or in the afternoon. Employees will remain on premises during any allowed break time. Breaks will be considered Hours Worked and employees are compensated for them. Breaks greater than 15 minutes are not compensable time.
- Employee break privileges may be revoked by the supervisor, if the employee abuses and/or misuses the privilege of break periods.

(c) Meal Periods

- Employees are provided a regular Meal Period of at least thirty (30) minutes within their eight (8) hour workday, when work permits and does not interfere with program requirements. Meal Periods are scheduled by each program director and/or the Chief Executive Officer. Meal Periods should be observed away from the employee's normal work area. Meal Periods are not considered Hours Worked and employees are not compensated for Meal Periods.

- If the Employee's work schedule/responsibilities require that the employee be "on-duty" during the Meal Period, the time is considered Hours Worked and the Employee will be compensated for the Meal Period.

(d) Workweek

The workweek for You Thrive Florida begins at 12:00 A.M. on Saturday and continues through Friday at 11:59 P.M.

(e) Pay Period

You Thrive Florida employees are compensated on a bi-weekly basis. The pay period begins at 12:00 A.M. on Saturday of one workweek and continues through 11:59 P.M. on Friday of the next workweek. Pay periods are inclusive of two workweeks.

2. HOURS WORKED

(a) Hours Worked.

- Hours Worked that an employee is necessarily required to be on the Company's premises, on duty or at prescribed work place, as required or permitted. Hours Worked are not inclusive of time-off periods such as non-compensatory meal

periods, holidays, vacation days, sick days, etc.

- Hours Worked include hours that are compensated as Regular Hours and Overtime hours.

(b) Regular Hours.

Regular Hours are Hours Worked up to and including forty (40) hours per workweek. Regular Hours will be compensated at a regular rate of pay.

(c) Overtime

- Overtime Hours are Hours Worked by a Nonexempt Employee more than 40 hours per workweek. Overtime hours will be compensated at a rate of time-and-one-half the regular rate of pay. Overtime compensation is provided to Nonexempt employees only.
- Overtime pay policy for Nonexempt Employees includes the following principal elements:

(1) Nonexempt Employees are paid at a regular rate of pay for all Hours Worked through forty (40) hours per workweek.
(2) Nonexempt Employees are paid for Hours Worked at a rate of time and one-half the regular rate of pay for Hours Worked in excess of forty (40) per workweek.
(3) Only Hours Worked are used to calculate Overtime pay. Paid time off for holidays, jury duty, vacation, sick leave or any leave of absence are not Hours Worked.
(4) Overtime Hours worked by Nonexempt Employees must be authorized in advance by the supervisor/program director.
(5) Compensatory time off in lieu of receiving payment for Overtime Hours will not be granted.

II. PAYROLL RECORDKEEPING

1. Payroll/Compensation Information.

Compensation records are maintained by You Thrive Florida for employees in accordance with the Fair Labor Standards Act. Records include a regular hourly rate of pay or salary, total wages, regular wages, overtime compensation, and any other information required by law.

2. Timekeeping.

Hourly/Salary employees are responsible for using the Company's timekeeping system to accurately record their time worked. Employees are solely responsible for the accuracy of the time recorded as Hours Worked, and must abide by the following:

(a) Employees are required to record all of their time; including hours worked using the Company's current payroll timekeeping system.
(b) Employees should not record their time before or after their shift ends. Exceptions are permitted only when an employee has received prior authorization from a supervisor to work Overtime.
(c) Employees are not paid for unauthorized overtime unless they were actually performing "Hours Worked" e.g. employee was observed recording time before or after their shift and not performing work. Employees who perform

unauthorized Overtime will be paid for this time, but may be subject to disciplinary action up to and including termination for failing to comply with Company policies.

III. DISCRETIONARY BONUS

1. You Thrive Florida may distribute an end of year Holiday Bonus to all Regular Full and Part time employees.
2. This discretionary bonus is dependent upon availability of funds. If funds are not available, no bonus will be distributed.

SECTION IV.

EMPLOYEE BENEFITS AND SERVICES

Section IV. A.
COMPENSATORY LEAVE

I. POLICY

The Company encourages and requires each employee to take an annual vacation as paid time off away from work. The Company does not provide vacation pay unless vacation time is actually taken as time off from work, or upon separation, in accordance with Company policy. The Company discourages the abuse and/or misuse of Compensatory Leave and will take proper disciplinary action for behavior not in accordance with policy. Unpaid leave is not allowed unless associated with FMLA, Workers Comp or qualifies under Personal Leave (See Section IV. B). Excessive absenteeism, non-approved leave without pay and absence without authority are unacceptable and will be subject to disciplinary action up to and including termination. Please refer to Section V. EMPLOYEE CODE OF CONDUCT.

II. VACATION LEAVE

1. ELIGIBILITY

(a) Regular Full-Time Employees, employed on a year-round basis, are eligible for Vacation Leave. Early Learning Program employees that are not employed year-round are not eligible for Vacation Leave.

(b) New Employees do not accrue Vacation Leave. However, once an employee becomes a Regular Full-Time Employee, Vacation Leave accrual is retroactive to the date of hire.

(c) Temporary & Pool/Reserve Employees are not eligible for Vacation Leave.

2. RATE OF ACCRUAL

(a) The following schedule specifies the amount of Vacation Leave accrued for Regular Full-Time employees for a corresponding period of continuous service:

EXAMPLE:

Length of Service Completed Of Accrual *(40 hours per week)*	Hourly Rate	*Hours Accrued Annually for Regular Full-time Employees*
Date of hire to end of 3rd year	0.04615	96
Start of 4th year to end of 10th year	0.05769	120
Start of 11th year to end of 14th year	0.07692	160
15+ year	0.09615	200

(b) Vacation Leave is not accrued during an unpaid leave of absence, unless

otherwise required by law. Eligibility for Vacation Leave accrual resumes upon return to active, paid status.

(c) Vacation Leave is not provided to teaching staff of the Early Learning Program, rather full-time classroom teaching staff will receive Teacher Break Pay. Teacher Break Pay is defined as compensation for classroom teaching staff during educational break periods. Break periods are identified as Thanksgiving Break, Winter Break and Spring Break. Teacher Break Pay is calculated into an "annualized" salary schedule. Should a financial urgency occur, this benefit may need to be suspended.

(d) Vacation Leave is not provided to Charter employees that are contracted for less than 12-months.

3. UTILIZATION OF LEAVE

(a) Vacation Leave may be taken by separate weeks or by days. The Company prefers, however, that Employees take one vacation period of at least five (5) consecutive workdays per year.

(b) Selection of dates for Vacation Leave is subject to the Employee's supervisor's approval. Preference in selection of dates will be granted based on first come, first serve, the length of employee service, and the supervisor's discretion.

(c) If a Company paid Holiday falls during an employee's schedule and approved Vacation Leave, the Holiday will not be counted against the employee's Vacation Leave balance.

(d) An employee must submit a written request for any Vacation Leave at least seven (7) workdays prior to the dates requested, when feasible.

(e) Each supervisor maintains a department schedule and record of the Vacation Leave taken by each Employee in a manner the supervisor deems appropriate.

(f) Vacation Leave must be requested, utilizing the current payroll timekeeping system and approvals must be obtained before becoming effective or prior to Vacation Leave being taken.

(g) Leave taken as Vacation Leave, but without appropriate supervisor approval, may not be compensated.

(h) Use of Vacation Leave hours over 200 in a calendar year (inclusive of sick, vacation, and PTO) require prior CEO or designee approval. This does not include Vacation Leave used for FMLA leave.

(i) CEO or designee approval is required for Vacation Leave requests over 80 consecutive hours.

4. CARRY-FORWARD VACATION LEAVE BALANCES (Revised January 2014)

Eligibility Requirements for payout of carry over vacation:

Moving forward, for the upcoming payout years, those employees who have carry over accrued Vacation Leave hours must have taken a minimum of two (2) weeks of Vacation Leave during the year in order to qualify for the reimbursement as set below.

The maximum amount of Vacation Leave which can be carried forward for Regular Full-time employees from one (1) calendar year to the next (ending December 31st of each year) is 240.

For Employees with Vacation Leave balances over the 240 hours at December 31, are eligible to request and receive reimbursement of Vacation Leave hours in excess of 240 hours up to a maximum of 50 hours. Vacation Leave hours subject to reimbursement will be paid out at 100% of the employee's current rate of pay as of December 31st. Vacation Leave in excess of the 240 hours maximum carry forward and in excess of the maximum of 50 hours eligible for reimbursement at calendar year end is forfeited and not subject to carry forward or reimbursement.

(a) Employees that have been unable to utilize Vacation Leave because of extenuating circumstances, including Family and Medical Leave that has precluded scheduling Vacation Leave; extreme demands in program workload due to additional/new requirements/duties that have precluded scheduling Vacation Leave; etc. may make a written request to the Chief Executive Officer, or designee, asking for total cash payment in lieu of losing Vacation Leave hours. Only in extenuating circumstances, as determined in the sole discretion of the Chief Executive Officer, or designee, will total payment be granted. Written requests must include the reason(s) why Vacation Leave could not be taken within the preceding year. The request must be received by the Chief Executive Officer's Office no later than December 10th of the calendar year for which reimbursement is being requested.

Please note that compensation for Vacation Leave benefits is contingent upon budgetary restrictions.

AS NOTED IN SECTION VIII A. EMPLOYEE SEPARATION, EMPLOYEES WHO VOLUNTARILY RESIGN IN GOOD STANDING, PROVIDE THE REQUIRED NOTICE AND WORK EACH DAY OF THE NOTICE PERIOD, ARE ELIGIBLE FOR CASHOUT OF ACCRUED, UNUSED **VACATION LEAVE** AT 100%

III SICK LEAVE

1. DEFINITION

Immediate Family is defined as spouse, parents, children or any relative living in same household as the employee.

2. ELIGIBILITY

A Regular Employee or a New Employee is first eligible to use Sick Leave benefits following thirty (30) calendar days after date of hire. New employees accrue Sick Leave benefits from the date of hire. Temporary and Pool/Reserve Employees are not eligible for Sick Leave benefits.

The Company may require an Employee to support a request for Sick Leave benefits with certification from a health care provider of illness or need for Sick Leave. Failure to provide a certification from a healthcare provider may lead to a denial of paid Sick Leave benefits and possible corrective action. Certification of a Health Care Provider is always required for FMLA leave (see Section IV. C. Family and Medical Leave).

Employees may use Sick Leave after thirty (30) days from the date of hire.

Regular Full-Time Employees accrue their Sick Leave at the rate set forth in this section.

3. RATE OF ACCRUAL

Employees accrue Sick Leave at the following hourly rate:

EXAMPLE:	Hourly Rate Of Accrual	*Hours Accrued Annually for Regular Full-time (40 hours per week) Employees*
	.03077	64

Sick Leave eligibility, accrual rates, and approval of use of benefits are not a guideline for acceptable attendance and should not be construed as an endorsement or approval of a particular pattern of attendance.

Sick Leave does not accrue during an unpaid leave of absence, unless otherwise required by law. Eligibility for accruing Sick Leave benefits resumes upon return to active, paid status.

4. UTILIZATION OF LEAVE

Sick leave may be granted for the following purposes:

Personal illness, injury or disability not connected to work. Medical, dental, optical or any other medically related examination or treatment of the employee.

Illness or injury in an employee's Immediate Family.

To supplement an employee's worker's compensation wage benefits. In no instance will

the combination of worker's compensation benefits and payment for Sick Leave exceed one hundred percent (100%) of the employee's regular base rate of pay.

Maternity or paternity leave.

To supplement income for time loss due to disability not work related where the employee is receiving disability insurance benefits/payments. In no instance will this combination exceed one hundred percent (100%) of the employee's regular base rate of pay.
For use with approved Family and Medical Leave.

5. CARRY-FORWARD LEAVE BALANCES

The maximum amount of Sick Leave that can be carried forward for Regular, Full-Time Employees from one calendar year to the next (ending December 31st of each year) is 400 hours. Any Sick Leave in excess of 400 hours at calendar year end is forfeited and not subject to carry forward or cash out.

6. PAYMENT OF ACCRUED, UNUSED SICK AND VACATION LEAVE UPON SEPARATION

   a. No payout to employees terminated for cause.

   b. No payout to employees who do not give a two-week notice in the event of a voluntary resignation; or who do not work and record hours worked each day of the two-week notice period.

IF AN EMPLOYEE SEPARATES IN GOOD STANDING (AS NOTED ABOVE), ACCRUED **SICK LEAVE**, UP TO A MAXIMUM OF 400 HOURS TOTAL, WILL BE PAID IN ACCORDANCE WITH THE FOLLOWING YEARS OF SERVICE SCHEDULE:

Years of Service	Percent upon Separation
Date of hire to end of 9th year	0%
Start of 10th year to end of 19th year	50%
Start of 20th year and beyond	100%

NOTE: All cash out of sick leave balances is based on the availability of funds.

7. UTILIZATION OF SICK LEAVE WITH WORKERS' COMPENSATION/DISABILITY PAYMENT

Employees may utilize their accrued Sick Leave to supplement compensation received through workers' compensation and/or disability payments. Once an employee is absent from work for a period of two (2) work weeks the employee must utilize accrued sick leave (or vacation, upon the exhaustion of all sick leave accrual) balances to supplement compensation received through workers' compensation or disability payments. In no instance will the combination of worker's compensation or disability payments and Sick Leave exceed one hundred (100%) of the employee's regular rate of pay for each work week.

8. SCHEDULING AND LEAVE

These guidelines should be followed by supervisors in administering Sick Leave:

a. Minimum Unit Sick Leave benefits may be taken in increments of not less than one hour per occasion.

b. Maintenance of Contact During Sick Leave, an Employee must maintain daily contact with his or her supervisor (or make other suitable arrangements) in order for the supervisor to know the Employee's estimated date of return to work. Payment of Sick Leave benefits are contingent upon maintenance of regular contact. (See Attendance & Punctuality Policy for further details)

   An Employee who fails to maintain contact/notify supervisor of absence or leave as required is considered to have voluntarily resigned from employment; resignation is effective immediately as of when the employee fails to maintain required contact/notify supervisor.

c. Utilization of Payroll Timekeeping System When an Employee has knowledge in advance that Sick Leave is required/will be scheduled, the Employee must request the use of Sick Leave using the Company's current electronic timekeeping system. The Sick Leave period must be scheduled and approved before becoming effective/prior to Sick Leave being taken.

   When an Employee does not have advance knowledge of Sick Leave (due to accident, emergency, illness, etc.), the Employee must call and maintain contact with the immediate supervisor upon knowledge and utilize the current electronic timekeeping system for approval as soon as possible.

d. Physician's Release Upon Return Depending on the length and circumstances of an employee's absence, a written release from a healthcare provider may be required prior to the Employee being authorized to return to work.

e. Termination of Benefits If an employee's absence continues beyond the period covered by Sick Leave, the Employee will be placed on a leave of absence without pay. Accrued, unused Vacation Leave must be exhausted before transferring to an unpaid leave status. (See FMLA process/paperwork)

IV. PAID TIME OFF

1. DEFINITION

   Paid Time Off (PTO) is defined as a benefit that allows employees to take time away from work while still receiving regular pay.

2. ELIGIBILITY

Regular Full-time Employees, Regular Part-time Employees, and New Employees are first eligible to use PTO benefits after ninety (90) calendar days from date of hire. PTO will be credited to those employees who are actively working when the leave time is credited. Temporary and Pool/Reserve Employees are not eligible for PTO.

3. RATE OF ACCRUAL

Regular Full-Time Employees accrue PTO at a rate of thirty-two (32) hours annually. The thirty-two (32) hours of PTO will be credited to a PTO account for each Employee that is actively working when the leave time is credited. The thirty-two (32) hours of PTO will be credited annually in the following manner:

First day in the month of July or ninety (90) calendar days from a New Employee's date of hire.

Regular Part-Time Employees accrue PTO at a rate of forty-five (45) hours annually. The forty-five (45) hours of PTO will be credited to a PTO account for each employee that is actively working when the leave time is credited. The forty-five (45) hours of PTO will be credited annually in the following manner:

First day in the month of July or ninety (90) calendar days from a New Employee's date of hire.

PTO eligibility, accrual rates, and approval of use of benefits are not a guideline for acceptable attendance and should not be construed as an endorsement or approval of a particular pattern of attendance.

Paid Time Off benefits are ***not*** calculated into an "annualized" salary schedule for the Early Learning Program's teaching staff.

4. UTILIZATION OF LEAVE

Paid Time Off may be granted in the following manner:

PTO may only be used for days on which an employee is regularly scheduled to work.

Use of Paid Time Off is subject to the approval of the employee's supervisor. Selection of dates for taking PTO is granted at the supervisor's sole discretion.

An Employee must submit a request for Paid Time Off at least seven (7) workdays prior to the requested dates for PTO when feasible.

Each supervisor maintains a department schedule and record of the Paid Time Off taken by each employee.

Paid Time Off must be requested through the Company's current electronic timekeeping system by the Employee and then scheduled and approved by the Employee's supervisor

prior to being taken.

5. CARRY-FORWARD LEAVE BALANCES

Paid Time Off (PTO) is not carried forward from one credit period to the next (ending June 30th of each year). PTO is not carried forward past June 30th; PTO is on a "use it or lose it" basis.

6. PAYMENT OF ACCRUED LEAVE UPON SEPARATION

Accrued, unused Paid Time Off is not paid upon separation.

Note: The CEO reserves the right to require employees to utilize Vacation, Sick or PTO leave if an employee is unable to attend an all-staff event.

V. HOLIDAYS

You Thrive Florida provides a competitive paid time off benefit to employees in recognition of company-designated holidays.

Note: The CEO reserves the right to declare additional holidays as deemed appropriate.

1. ELIGIBILITY

Regular Full-time employees, Regular Part-time employees and New Employees are eligible for holiday pay. Temporary and Pool/Reserve Employees are not eligible for Holiday Pay.

To be eligible for Holiday Pay, an employee must work the last regularly scheduled workday preceding the holiday and the first regularly scheduled workday following the holiday, unless the absence is approved in advance by the supervisor.

An employee who separates or commences an unpaid leave of absence on the last scheduled workday preceding a holiday will not receive holiday pay. An employee that is in a "no pay" or unpaid leave status is not eligible for holiday pay.

2. RECOGNIZED HOLIDAYS

The following days are recognized as Company paid holidays:

Holiday	Date Observed
New Year's Day**	January 1
Martin Luther King, Jr. Day	Third Monday in January
President's Day*	Third Monday in February
Good Friday**	The Friday prior to Easter Sunday
Memorial Day*	Last Monday in May
Juneteenth***	June 19

Independence Day***	July 4
Labor Day	First Monday in September
Veteran's Day	November 11
Thanksgiving Day	Fourth Thursday in November
Day After Thanksgiving**	Fourth Friday in November
Christmas Eve**	December 24
Christmas Day*	December 25
New Years Eve**	December 31

The following employees **do not** receive holiday pay for the days associated with the colored asterisk.

Red – Head Start Education Staff
Blue – Charter Teacher
Orange – Charter Guardian

Company paid holidays that fall on Saturday are observed on the preceding Friday. Company paid holidays that fall on a Sunday are observed on the following Monday.

3. HOLIDAY PAY

If a Company paid holiday falls during the employee's scheduled vacation, the holiday will not be counted against the employee's accrued Vacation Leave.

Nonexempt Employees required to work on a scheduled holiday will be paid one- and one-half times their regular rate for Hours Worked, in addition to their Holiday Pay. A paid holiday not worked will not be credited as a regular workday for computation of Overtime. An Exempt Employee required to work on a holiday will be given another day off at a time mutually convenient to the employee and the Company, within the next pay period

Employees receive holiday pay only for the hours that they are normally and regularly scheduled to work. Full-time Employees receive holiday pay for a full normal workday, while Part-time Employees receive holiday pay only for the hours that they would be regularly scheduled to work on the day of the workweek in which the holiday occurs.

VI. DISABILITY

Long-term Disability benefits are provided to You Thrive Florida's Regular Full-time Employees.

1. POLICY

Long-term Disability benefits may be utilized by eligible employees for qualifying personal illness, injury or disability.

Notice of claim should be filed with the designated Carrier, within twenty (20) calendar days after the loss happens or starts.

Disability compensation is paid to employees at a rate of 60% of the employee's rate of pay. An employee may utilize accrued leave balances to supplement disability payments. After two (2) weeks on disability leave, the employee must, unless otherwise prohibited by law, utilize accrued sick leave (or vacation leave, upon the exhaustion of all sick leave accrual) balances up to 40% to supplement compensation received through disability. In no instance will this combination exceed one hundred percent (100%) of the employee's regular base pay.

VII. WORKERS' COMPENSATION

1. ELIGIBILITY

Workers' compensation leave benefits are provided to employees in accordance with the laws of the State of Florida.

2. REPORTING

An employee must immediately report any work-related illness, injury, or disability to his or her supervisor and assist the supervisor in completing the required documentation; coordinated in accordance with the policy of You Thrive Florida and the laws of the State of Florida.

3. COMPENSATION

Employees are provided workers' compensation leave in accordance with the Company's insurance carrier/provider and the laws of the State of Florida. Compensation is provided in accordance with the law. Unless otherwise prohibited by law, an employee must utilize Sick Leave, Vacation Leave, and Paid Time Off to supplement workers' compensation payments. In no instance will this combination exceed one hundred percent (100%) of the employee's regular base pay.

VIII. CIVIL LEAVE/JURY DUTY

1. DEFINITION

Civil Leave Civil Leave is time off with pay for actual time spent on jury duty; or on court appearance in relation to the employee's position or upon request of the Company.

2. ELIGIBILITY

Employees summoned to jury duty or who are subpoenaed to appear in court as a witness in relation to their position or employment with the Company are granted Civil Leave upon providing any required documentation.

Employees subpoenaed to court as a witness for reasons not connected to their official positions with the Company are not eligible for Civil Leave. Time off for non-work-related purposes is charged to the employee's Paid Time Off or Vacation Leave or granted without

pay.

3. NOTIFICATION AND COMPENSATION

Employees must notify their supervisor immediately upon receiving summons or subpoena.

Requests for Civil Leave are submitted to the employee's supervisor in writing accompanied by a copy of the summons or subpoena.

Employees are paid in full their base rate of pay without loss of vacation leave/paid time off or benefits, when Civil Leave has been granted for up to a 2-week period of time.

Employees must submit any payment received from jury duty or witness fees, etc., to the Company when the Company has compensated them for Civil Leave.

The time a Nonexempt Employee is on approved Civil Leave for jury duty, not otherwise connected with their official position, is not Hours Worked; however, approved Civil Leave in connection with the Employee's official position or at the request of the Company is Hours Worked.

If an employee is released or excused, they are required to report immediately to their supervisor for the remainder of the work shift.

IX. BEREAVEMENT LEAVE

1. DEFINITION

Bereavement Leave Bereavement Leave is provided by the Company, for the arrangement of a funeral or memorial service, attendance at a funeral or memorial service, and personal mourning for a member of the employee's Immediate Family.

2. Eligibility

All employees are eligible upon date of hire.

Immediate Family is defined as spouse, parents, children, aunt, uncle, niece and nephew, first cousin, grandparents, grandchildren, sister, brother, legal guardian, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, stepparents, stepchildren or any relative living in same household as employee.

3. POLICY

Employees must notify their supervisor immediately upon having knowledge of Immediate Family death.

Bereavement Leave should be submitted in writing to the employee's supervisor. Employee is required to provide the funeral announcement, obituary or death notice. The supervisor will utilize the payroll timekeeping system and code appropriately.

Employees will be paid in full their base rate of pay without loss of Vacation Leave or benefits, when Bereavement Leave has been granted. Employees will be granted a maximum of three (3) paid workdays per qualified bereavement incident. Bereavement leave will be calculated and paid in the same manner as other Paid Time off benefits as described in the Personnel Manual.

X. DOMESTIC VIOLENCE LEAVE

1. POLICY

It is the policy of You Thrive Florida to provide employees with up to three (3) days of leave from work in any 12-month period if the Employee or a Family or Household Member of an Employee is the victim of Domestic Violence.

2. DEFINITIONS

Domestic Violence means any assault, aggravated assault, battery, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment, or any criminal offense resulting in physical injury or death of one family or household member by another family or household member; or any crime the underlying factual basis of which has been found by a court to include an act of domestic violence.

Family or Household Member means spouses, former spouses, persons related by blood or marriage, persons who are presently residing together as if a family or who have resided together in the past as if a family, and persons who are parents of a child in common regardless of whether they have been married. With the exception of persons who have a child in common, the family or household members must be currently residing or have in the past resided together in the same single dwelling unit.

Sexual Violence means sexual violence, as defined in Fla. Statutes. §784.046, or any crime the underlying factual basis of which has been found by a court to include an act of sexual violence.

Victim means an individual who has been subjected to domestic violence or sexual violence.

3. PROCEDURE

Eligibility: All Employees who have worked at least three (3) consecutive months or more.

Use: Domestic Violence Leave may be requested for one of the following reasons:

To seek an injunction for protection against domestic violence or injunction for protection in cases of repeat violence, dating violence or sexual violence;

To obtain medical care or mental health counseling or both for the Employee or a Family or Household Member to address physical or psychological injuries resulting from the act of domestic violence;

To obtain services from a victim services organization, including, but not limited to, a domestic violence shelter or program or a rape crisis center as a result of the act of domestic violence;

To make the Employee's home secure from the perpetrator of the domestic violence or to seek new housing to escape the perpetrator; or

To seek legal assistance in addressing issues arising from the act of domestic violence or to attend and prepare for court-related proceedings arising from the act of domestic violence.

Requesting Leave: Except in cases of imminent danger to the health or safety of the Employee, or to the health or safety of a Family or Household Member, an Employee seeking leave under this policy must provide at least seven (7) days advance written notice along with supporting documentation evidencing eligibility for use of leave.

Use of Paid Leave Benefits Required: If an Employee has any paid leave available, the Employee must use any paid leave benefits concurrent with his or her request for Domestic Violence Leave under this policy.

Confidentiality: All information relating to the employee's leave under this policy is confidential.

Section IV. B.
PERSONAL LEAVE

I. DEFINITION

Personal Leave is defined as an excused absence without pay beyond ten (10) continuous workdays. An absence involving compensated time off (i.e., jury duty, vacation or sick leave, paid time off or bereavement leave) is not considered personal leave.

II. POLICY

Personal Leave may be granted to Regular Full-Time Employees, after six (6) months of continuous service, to maintain continuity of service for one of the reasons listed below:

- The Serious Health Condition of the Employee that makes the Employee unable to perform the functions of the Employee's position; or
- After the employee gives birth to a child when the employee is not eligible for FMLA.

Requests for Personal Leave are evaluated based on a number of factors, including reason for leave, other leave options, such as FMLA, anticipated workload requirements and staffing considerations during the proposed period of absence.

No loss of service credit with the Company will occur as a result of an approved Personal Leave, but all paid leave benefits including but not limited to Vacation Leave accrual, Sick Leave accrual, and PTO accrual, are suspended for the duration of the Personal Leave.

Subject to the terms, conditions and limitations of the applicable plans, health insurance benefits are provided by the Company until the end of the month in which the approved Personal Leave begins. At that time, employees become responsible for the full cost of group insurance benefits if they wish to continue coverage. When the employee returns from Personal Leave, benefits will again be provided by the Company according to the applicable plans or policy.

(NOTE: Personal Leave does not include workers' compensation or Family Medical Leave (FMLA). In the case of FMLA or a workers' compensation leave of absence, You Thrive Florida will continue payment of premiums for the employee's coverage.)

III. PROCEDURES

Application and Commencement Requests for Personal Leave or an extension thereof must be submitted in writing to the supervisor at least two weeks prior to the commencement date, except in circumstances when advance notice is impossible. Personal Leave requests must have the approval of the Chief Administrative Officer or HR designee.

Return to Work Unless otherwise required by law, an employee on an approved Personal Leave has no right to reinstatement and the Company is under no obligation to return the

employee to work, to either the same, similar or other position; however, when Personal Leave ends, every possible effort will be made to return the employee to the same position, if it is available, or to a similar available position for which the employee is qualified. The Company cannot and does not guarantee reinstatement.

Failure to return to work as scheduled upon the conclusion of an approved Personal Leave is a voluntary resignation on the part of the employee and the resignation is effective as of the last date of the approved Personal Leave.

Under no circumstances will Personal Leave be approved beyond 6 weeks.

Section IV. C.
FAMILY AND MEDICAL LEAVE

I. POLICY

The Company grants up to 12-weeks of family and medical leave during any 12-month period to eligible Employees, and up to 26-weeks of family and medical leave during any 12-month period to eligible employees of Covered Service Members, in accordance with the Family and Medical Leave Act of 1993 (FMLA), as amended. The leave may be paid, unpaid or a combination of paid and unpaid leave, depending on the status of the employee and circumstances of the leave and as specified in this policy and procedure.

II. DEFINITIONS

1. Covered Active Duty or Call to Covered Active Duty Status means, for Regular Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and, for Reserve Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a federal call or order to active duty (not a State call to active duty unless by order of the President of the United States) under a provision of law referred to in Section 101 (a)(13)B) of Title 10, United States Code.

2. Child means a biological, adopted or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is under 18 years of age; or 18 years of age or older and incapable of self-care because of a mental or physical disability.

3. Covered Service Member means a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; and a veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces, including National Guard or Reserves) at any time during the five (5) years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

4. Health Care Provider means a Doctor of Medicine or osteopathy who is authorized to practice medicine or surgery by the State in which the doctor practices; or any other person determined by the State to be capable of providing health care services.

5. Parent means the biological parent of an employee or an individual who stood in loco parentis to an Employee when the employee was a son or daughter.

6. Qualifying Exigency means a non-medical activity that is directly related to the Covered Service Member's Covered Active Duty or Call to Covered Active-Duty status. For an activity to qualify as an exigency, it must fall within one of seven categories of activities: (1) short notice deployment (leave permitted up to seven days if the military member receives seven or less days' notice of a call to active duty); (2) military events and related

activities; (3) certain temporary child care arrangements and school activities (but not ongoing childcare); (4) financial and legal arrangements; (5) counseling by a non-medical counselor (such as a member of the clergy); (6) rest and recuperation (leave permitted up to five days when the military member is on temporary rest and recuperation leave); and (7) post-deployment military activities. An Employee who is a member of the Regular Armed Forces may not take exigency leave under this policy.

7. Serious Injury or Illness means, in the case of a member of the Armed Forces, an injury or illness incurred by the member in the line of duty on Covered Active Duty in the Armed Forces that may render the member medically unfit to perform the duties of the member's office, grade, rank or rating.

8. Serious Health Condition means an injury, illness, impairment, or physical/mental condition that involves:

    - Inpatient care in a hospital, hospice or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or

    - Continuing treatment by a Health Care Provider that includes:

    - a period of incapacity of more than three consecutive calendar days and any subsequent treatment period of incapacity relating to the same condition, as further defined within the Family and Medical Leave Act of 1993 and its regulations;

    - a period of incapacity due to pregnancy, or for prenatal care;

    - a period of incapacity or treatment for a chronic Serious Health Condition which is a condition that (a) requires visits for treatment by a Health Care Provider at least twice a year; (b) continues over an extended period of time; and (c) may cause episodic incapacity rather than a continuing period of incapacity;

    - a period of incapacity which is permanent and long-term due to a condition for which treatment may not be effective;

    - a period of absence to receive multiple treatments for an injury or condition which would result in incapacitation of more than three days if not treated; and

    - any other provision of the FMLA or its regulations.

9. Spouse means a legally recognized husband or wife.

III. PROCEDURE

1. Eligibility.

   To qualify for family or medical leave under this policy, the Employee must meet all of the following conditions:

   The Employee must have worked for the Company for 12 months or 52 weeks within the seven years prior to the date leave is to begin; the 12 months or 52 weeks need not be consecutive. For eligibility purposes, an Employee will be considered to have been employed for an entire week even if the Employee was on the payroll for only part of a week or if the Employee is on approved or authorized leave during the week; and

   The Employee must have worked at least 1250 hours during the twelve-month period immediately before the date when the leave is requested to commence. The principles established under the Fair Labor Standards Act (FLSA) determine the number of hours worked by an Employee. The FLSA does not include time spent on paid or unpaid leave as hours worked. Consequently, these hours of leave should not be counted in determining the 1250 hours worked; and

   The Employee must work in an office or worksite where 50 or more Employees are employed by the Company within 75 miles of that office or worksite. The distance is to be calculated by using available transportation by the most direct route.

2. Type of Leave Covered

   - To qualify as FMLA leave under this policy, the Employee must be taking leave for one of the reasons listed below:

   - The birth of a child and to care for that child;

   - The placement of a child for adoption or foster care and to care for the newly place child;

   - To care for a spouse, child or parent, with a Serious Health Condition;

   - The Serious Health Condition of the Employee that makes the Employee unable to perform the functions of the Employee's position; or

   - For any Qualifying Exigency arising out of the fact that the spouse, child or parent of the employee is on Active Duty (or has been notified of impending call or order to Active Duty) in the Armed Forces in support of a contingency operation.

   - Employees with questions about what illnesses are covered under this FMLA policy or under the Company's other leave policies are encouraged to consult with the Company designee.

3. Retroactively Effective. If an Employee takes Paid Leave for a condition that progresses into a Serious Health Condition that meets the criteria for FMLA leave and the Employee requests unpaid leave under this FMLA policy, the Company may in its sole discretion designate all or some portion of the Paid Leave as FMLA leave under this policy.

4. Amount of Leave Available

   An eligible Employee may take up to 12 weeks of leave under this policy during any 12-month period.

   An eligible Employee who is the spouse, child, parent or next of kin of a Covered Service Member may take up to 26 weeks of leave during a 12-month period to care for the Covered Service Member.

5. Calculating Leave Amount.

   The Company will calculate the leave period as a rolling 12-month period measured backward from the date an Employee uses any leave under this policy. Each time an Employee takes leave, the Company will compute the amount of leave the Employee has taken under this policy and subtract it from the weeks of available leave, and the balance remaining is the amount the Employee is entitled to take at that time.

   Entitlement to leave for the birth, adoption, or placement of a child in foster care expires twelve months after the date of the birth, adoption, or placement, and must, therefore, be completed prior to that day.

6. When Spouses are Both Employed By Company.

   If a husband and wife both work for the Company there are some restrictions on use and the amount of leave.

   If the husband and wife each wish to take leave for the birth of a child, adoption or placement of a child in foster care, or to care for a parent (but not a parent "in-law") with a Serious Health Condition, the husband and wife may only take a combined total of 12 weeks of leave.

   If both Spouses are Employees of the Company, their combined leaves of absence will not exceed 12 weeks if leave is for reasons other than their own serious health condition, a serious health condition of their spouse or a serious health condition of their child.

   If the husband and wife both use a portion of the total 12-week FMLA leave for one of the above FMLA purposes, they would each be entitled to leave for other FMLA purposes. For example, if each spouse took six weeks of leave for the birth of a child, each could later use an additional six weeks due to a personal illness or to care for a sick child or spouse.

If both Spouses are Employees of the Company, and if leave is granted for a Covered Service Member, their combined leaves of absence will not exceed 26 weeks, inclusive of any other FMLA leave granted during the previous 12-month period.

7. Intermittent Leave or a Reduced Work Schedule

   The Employee may take FMLA leave in consecutive weeks, may use the leave intermittently (take a day periodically when needed over the year to be used for such purposes as periodic medical treatments, chemotherapy, dialysis, etc.) or under certain circumstances may use the leave to reduce the work week or workday, resulting in a reduced hour schedule. In all cases, the leave may not exceed a total of 12 or 26 workweeks over a 12-month period, whichever applies.

   For Intermittent Leave that is foreseeable based on a planned medical treatment, including recovery from a Serious Health Condition or to care for a child after birth, or placement for adoption or foster care, the Company may temporarily transfer an Employee to an available alternative position with equivalent pay and benefits if the alternative position would better accommodate the intermittent or reduced schedule.

   For the birth, adoption or foster care of a child, the Company and the Employee must mutually agree to the schedule before the Employee may take the leave intermittently or work a reduced hour schedule. If the Employee is taking leave for a Serious Health Condition or because of the Serious Health Condition of a family member, the Employee should try to reach agreement with the Company before taking intermittent leave or working a reduced hour schedule. If this is not possible, then the Employee must prove that the use of the leave is medically necessary. The Company may require certification of medical necessity as discussed in Section G of this policy.

   For Exempt Employees taking FMLA leave on an intermittent or reduced schedule basis, salary adjustments may be made in accordance with the law.

8. Concurrent Use of Paid and Unpaid Leave Banks and Other Leave Benefits May Be Required

   Leave authorized under this policy is unpaid; however, if the Employee has accrued paid leave banks available, Employee will be required to use those banks concurrent with leave taken under this policy, unless otherwise prohibited by law.

   Paid leave banks will be used in the following order: First any available accrued sick leave, then any available accrued vacation leave balances. The combination of paid leave and unpaid leave is not to exceed 12 or 26 weeks, whichever applies.

   Disability leave for the birth of the child and for an Employee's Serious Health Condition, including workers' compensation leave (to the extent that it qualifies), will be designated as FMLA leave and will run concurrently with FMLA leave.

   Example. If an employer provides six weeks of pregnancy disability leave, the six weeks can be designated as FMLA leave and counted toward the Employee's 12-week

entitlement. The Employee may then be required to substitute accrued (or earned) paid leave as appropriate before being eligible for unpaid leave for what remains of the 12-week entitlement.

9. Procedure for Requesting Leave and Approval of Leave

   All Employees requesting leave under this policy must request leave using the "Request for FMLA Leave" form. At a minimum, verbal notice with an explanation of the reason(s) for the need for leave is to be provided to the Employee's immediate supervisor, who will advise the Company designee.

   If the leave is planned or foreseeable, thirty (30) days advanced notice is to be provided in writing by the Employee on the "Request or FMLA Leave" Form.

   Employees must give the Company 30 days' notice when the need for leave is planned or foreseeable. If an Employee fails to provide 30 days' notice for foreseeable leave with no reasonable excuse for the delay, the leave request may be denied until at least 30 days from the date the Company receives notice.

   If it is not possible to give 30 days' notice, the Employee must give as much notice as is practicable.

   An Employee who is to undergo planned medical treatment is required to make a reasonable effort to schedule the treatment in order to minimize disruptions to the Company's operations.

   If the leave is taken under the Qualifying Exigency provision, whether because the spouse, child, or parent of the Employee is on Active Duty or because of notification of impending call or order to Active Duty in support of a contingency operation, the Employee shall provide such notice as soon as possible upon receiving notice or call or order to Active Duty.

   In instances, when Family and Medical Leave is needed due to unforeseen Serious Health Conditions, as much advanced notice as is possible is required when requesting such leave. For leave extending beyond 30 calendar days, the Employee must notify the Company every 30 days as to the Employee's status and intent to return to work or to continue with available leave time.

   While on approved leave, Employees are required to report periodically, but no less than every 30 days, to the Company regarding the status of the Serious Health Condition and their intent to return to work.

   The Company will provide individual notice of rights and obligations to each Employee requesting leave within the time prescribed by statute or as soon as practicable.

10. Certification of the Serious Health Condition

    The Company requires certification of the Serious Health Condition, Active Duty or

Covered Service Member status upon requesting leave under this policy.

The Employee is to respond to such a request within 15 calendar days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of authorization or continuation of leave. Using the U.S. Department of Labor Form WH 380 - Certification of Health Care Provider, provides medical certification.

All certifications of the serious health condition shall include the following:

- the date when the condition began,
- its expected duration; and
- A brief statement of treatment.

For medical leave for the Employee's own medical condition, the certification must also include the following:

- a statement that the Employee is unable to perform work of any kind; or
- A statement that the Employee is unable to perform the essential functions of the Employee's position.

For a family member who is seriously ill, the certification must include the following:

- a statement that the patient, the family member, requires assistance; and
- That the Employee's presence would be beneficial or desirable.

If the Employee plans to take intermittent leave or work a reduced schedule, the certification must also include the following:

- dates and the duration of treatment; and
- A statement of medical necessity for taking intermittent leave or working a reduced schedule.

The Company has the right to ask for a second opinion if it has reason to doubt the certification. The Company will pay for the Employee to get a certification from a second Health Care Provider, which the Company will select. If necessary to resolve a conflict between the original certification and the second opinion, the Company will require the opinion of a third Health Care Provider. The Company and the Employee will mutually select the third Health Care Provider and the Company will pay for the opinion. This third opinion will be considered final. The Employee will be provisionally entitled to leave and benefits under the FMLA pending the second and/or third opinion.

11. Employee Status and Benefits During Leave

Continuation of Group Health Insurance Benefits. While an Employee is on leave, the Company will continue the Employee's health benefits during the leave period at the same level and under the same conditions as if the Employee had continued to work.

During the approved leave, the Company will continue to pay its contribution of the health insurance premiums up to a maximum of 12 weeks.

The Employee must continue to pay his/her contribution to the premiums, regardless of whether the leave is paid or unpaid; failure to do so may result in loss of coverage and under certain circumstances, the Company may recover from the Employee any insurance premiums paid on the Employee's behalf.

While on paid leave, the Employer will continue to make payroll deductions to collect the Employee's share of the premium.

While on unpaid leave, the Employee must continue to make this payment, either in person or by mail. The payment must be received in the appropriate office by the first (1st) day of each month. If the payment is more than 30 days late, the Employee's health care coverage may be dropped for the duration of the leave. The Company will provide the statutory required notification prior to the Employee's loss of coverage.

The Employee may volunteer to prepay premiums through increased payroll deduction when the need for FMLA is planned or foreseeable.

If the Employee chooses not to return to work for reasons other than a continued Serious Health Condition of the Employee or the Employee's family member or a circumstance beyond the Employee's control, the Company will require the Employee to reimburse the Company the amount it paid for the Employee's health insurance premium during the leave period.

12. Outside Employment During Medical Leave

Employees on FMLA leave remain subject to all generally applicable Company policies including the policy on outside employment while on leave. This restriction is intended to ensure that employees use leave for its intended purpose and to support recovery or the care of covered family members, as applicable.

13. Continuation of Other Group Insurance Benefits

If the Employee contributes to a life insurance or disability plan, the Employer will continue making payroll deductions while the Employee is on paid leave.

While the Employee is on unpaid leave, the Employee may request continuation of such benefits, and pay their portion of the premiums; or the employer may elect to maintain such benefits during the leave and pay the Employee's share of the premium payments. If the Employee does not continue these payments, the employer may discontinue coverage during the leave. If the employer maintains coverage, the employer may recover the costs incurred for paying the Employee's share of any premiums whether or not the Employee returns to work.

Continuation of Other Employee Benefits. Benefits accrued up to the day on which the family or medical leave of absence begins will not be lost except to the extent used by the Employee to pay for such leave. During any portion of an unpaid family or medical leave, Employees shall not accrue employment benefits such as annual leave or sick

leave.

14. Employee Status after Leave

    An Employee who takes leave under this policy will be returned/reinstated to the same position or a position with equivalent status, pay, benefits and other employment terms, upon conclusion of the leave and upon provision of a Fitness for Duty Certification from the Health Care Provider identifying whether or not the Employee is able to perform the essential functions of the job he or she held at the time leave began.

    The Company may choose to exempt certain highly compensated or key Employees from this requirement and not return them to the same or similar position. Under the FMLA, "key" Employees, or Employees who are salaried and whose earnings place the Employee in the top 10 percent of those Employees employed by a Company within a 75 mile area, must be provided the same 12 weeks of leave as other Employees; however, these "key" Employees may be denied the right to return to the same or equivalent job if the Company demonstrates that returning the Employee to the same or similar position if doing so causes a "substantial and grievous economic injury" to the Company.

    An Employee must give prior written notice to the Company of his or her intent to return to work and the date the Employee is available to return to active status.

Section IV. D.
INSURANCE AND RETIREMENT PROGRAMS

I. INSURANCE COVERAGE/PROGRAMS

1. ELIGIBILITY

Employees that are Regular, Full-time Employees of You Thrive Florida and who are regularly scheduled for minimum of 30 hours per week are eligible for group medical and supplemental insurance coverage, the first of the month following the completion of an initial two (2) month waiting period for all eligible employees.

Under the Patient Protection and Affordable Care Act, and its implementing regulations, certain employees, not otherwise eligible for insurance or other benefits may, from time to time, be eligible for employee group health insurance. The Company monitors employees' hours worked and will provide notice as required to those certain employees who have earned eligibility for group health insurance.

Eligible employees may participate in the Company's group medical plan and supplemental coverages, subject to all terms and conditions of the agreement between the Company and the insurance carrier/provider.

2. DETAILS OF BENEFITS

The following is a list of other insurance programs that may be provided for the employees of You Thrive Florida:
Group Medical Coverage
Group Life & Accidental Death & Disability Benefits
Supplemental Insurance Programs

Details of the Company's insurance programs are described within the Company's Summary of Benefits. A Summary of Benefits and information of premium costs for coverage will be provided in advance of enrollment to eligible employees.

II. RETIREMENT PROGRAM

1. ELIGIBILITY

You Thrive Florida offers pension benefits through a 403(b) program under various annuities. Pension benefits are provided to Regular, Full-Time Employees, after one (1) year of continuous employment.

Eligible employees may participate in the Company's pension plan subject to all terms and conditions of the Company's defined pension plan/program.

2. DETAILS OF BENEFITS

Details of the Company's retirement plan are described within the Company's Summary of Benefits. A Summary of Benefits and information about contributions rates and requirements are provided in advance of enrollment to eligible employees.

III. STATE AND FEDERAL MANDATED EMPLOYER CONTRIBUTORY PROGRAMS

Social Security All employees are covered by the Federal Social Security Act. A required percentage of an employee's salary is deducted to pay the employee's portion of this protection, and the Company matches this deduction dollar for dollar.
State & Federal Unemployment Insurance This program is funded entirely by employers in the State of Florida. This is an employer paid contribution to a state unemployment fund.

IV. COVERAGE/PROVISION OF INSURANCE BENEFITS

All employer insurance and retirement contributions are offered subject to budget considerations, amendment, modification and termination at any time in the sole discretion of You Thrive Florida

Section IV. E.
CONSOLIDATED OMNIBUS BUDGET RECONCILIATION ACT

CONTINUATION OF GROUP MEDICAL COVERAGE

I. POLICY

The Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) requires that You Thrive Florida offer employees and their families the opportunity for a temporary extension of current group medical coverage (continuation of coverage). In compliance with the law as of the date of this Manual, the COBRA law is essentially as follows:

Employees' Rights: If you are an employee of You Thrive Florida, covered by the Group Medical and/or Dental Insurance Plan, you have a right to choose this continuation coverage if you lose your group health or dental coverage because of a reduction in your hours or employment, or the termination of your employment (for reasons other than gross misconduct). If the employee's loss of coverage is the result of separation due to gross misconduct, continuation of coverage will not be offered to the employee.

Covered Spouse's Rights: If a spouse of an employee is covered by the Group Medical and/or Dental Insurance Plan, they have the right to choose continuation coverage if they lose group medical or dental coverage for any of the following reasons: (1) death of a spouse (employee); (2) termination of spouses' employment (for reasons other than gross misconduct) or reduction in spouses hours of employment that makes them ineligible for Company provided coverage; (3) divorce or legal separation from a spouse; or (4) spouse first becomes entitled to Medicare.

Covered Dependent Rights: In the case of a covered dependent child of an employee, he or she has the right to continuation coverage if group medical coverage is lost for any of the following reasons: (1) death of a parent; (2) termination of a parent's employment (for reasons other than gross misconduct) or a reduction in a parent's hours of employment; (3) a parent's divorce or legal separation; (4) a parent first becomes entitled to Medicare; or (5) the dependent ceases to be a "dependent child" under the terms of the contract. Dependents may be covered to the end of the calendar year in which they reach the limiting age.

Employee's Responsibility: Under the law, the employee or covered spouse or dependent is responsible for informing You Thrive Florida of a divorce, legal separation or a child losing dependent status under the plan. This notification must be made within sixty (60) calendar days of the date of the qualifying event causing a loss of coverage.

If you have changed marital status, or you, your spouse, or any eligible-covered dependents have changed addresses, or if any covered dependent is at a different address, you must notify You Thrive Florida – attention Human Resources in writing at: 820 Kennedy Boulevard, Brooksville, Florida 34601, or facsimile (352) 796-7500.

II. CONTINUATION OF COVERAGE GUIDELINES:

When You Thrive Florida is notified that one of these events has happened, it will in turn notify the affected persons that they have the right to choose continuation coverage. Under the current law, the eligible party has at least sixty (60) calendar days from the date that coverage would be lost because of one of the events described above to elect continuation of coverage. If and when the election is made, coverage will become effective on the day after coverage would otherwise be terminated.

If continuation coverage is not elected, group health or dental insurance coverage will terminate in accordance with the provisions outlined in the employee's certificate of coverage.

If continuation coverage is elected, coverage will be identical to the coverage provided under the Company's plan to similarly situated employees and family members. Continuation coverage is extended for the period of time required by law, between 18 months and three years, depending on the reason for loss of coverage. An extension is available under particular circumstances to persons with a disability.

Continuation of coverage may be terminated for any of the following reasons:
The Company no longer provides medical coverage to any of its employees;
The premium for continuation coverage is not paid in a timely manner;
The eligible party first becomes covered under another group medical plan (as an employee or otherwise) that does not contain a pre-existing condition limitation; or
The eligible party first becomes entitled to Medicare.

It is not necessary to prove insurability to choose continuation coverage. However, all of the premium plus up to a 2% administrative fee must be paid for the continuation of coverage. Total administrative fees vary according to coverage selected. At the conclusion of the continuation coverage period, the eligible party is allowed to enroll in an individual conversion plan provided under the current group medical plan, if the plan provides a conversion privilege.

Continuation of Group Medical Coverage Notice: All employees must complete the Continuation of Group Medical Coverage Notice upon enrollment in the insurance plan, a spouse signature may be required if applicable. A copy of this receipt will be placed in the employee's personnel file.

SECTION V

EMPLOYEE CODE OF CONDUCT

Section V. A.
EMPLOYMENT CONDUCT - STANDARDS

I. CODE OF CONDUCT POLICY

General Conduct Statement

All employees are expected to remember that they are employees that serve the public and conduct themselves accordingly. Employees will not act in a manner that may discredit You Thrive Florida, its Governing Board, management, fellow employees, or themselves.

Employees will direct and coordinate their efforts to establish and maintain the highest level of efficiency, morale and achievement.

Employees will conduct themselves in a manner that promotes the greatest degree of harmony between departments and program areas within the Company.

Head Start Program Employees will conduct themselves in concurrence with the performance standards of the Federal "Head Start Program Performance Standards, 45 CFR Part 1302.90 (c) (1)." These rules are provided on the Head Start Performance Standards Conduct Form. Head Start Program employees are required to sign and comply with the standards.

II. UNACCEPTABLE CONDUCT (Partial List)

The Company's standards of conduct are established for the guidance of all employees. The following is a partial list of unacceptable behavior and conduct that is a breach of the Code of Conduct Policy of You Thrive Florida.

Employees will not engage in falsifying the employment application or omission of relevant job-related information, time sheet, personnel, or other Company documents or records.

Employees will not engage in the unauthorized possession of Company or employee property, gambling, carrying unauthorized weapons or explosives, or violating criminal laws, on Company premises, while on duty, or on Company time.

Employees will not engage in fighting, throwing things, horseplay, practical jokes, or other disorderly conduct, which may endanger the well-being of any employee or Company operations.

Employees will not engage in acts of dishonesty, fraud, theft or sabotage.

Employees will not engage in threatening, intimidating, coercing, using abusive or vulgar language, or interfering with the performance of other employees.

Employees will not engage in insubordination or refusal to comply with instructions or failure to perform reasonable duties, which are assigned.

Employees will not engage in conduct and speech, which may undermine the efficiency and/or reputation of fellow employees, program areas, offices/facilities, policies, and actions of You Thrive Florida; or that interferes with the reasonable supervision or proper discipline of You Thrive Florida

Employees will not make any false statement or certification of these policies, or in any manner, commit or attempt to commit any fraud preventing the impartial execution of the provisions of these policies regarding employment, promotion or any other terms or conditions of employment.

Employees will not engage in unauthorized use of Company material, time, equipment or property.

Employees will not engage in damaging or destroying Company property through careless or willful acts.

Employees will not engage in conduct which the Company feels reflects adversely on the employee, the Company or its reputation.

Employees will not perform in a manner which, in the Company's opinion, does not meet the requirements of the position.

Employees will not engage in practices as the Company determines may be inconsistent with the ordinary and reasonable rules of conduct necessary to the welfare of the Company, its employees or clients. Employees are expected to show professionalism and respect toward others.

Employees will not engage in inappropriate or disrespectful behavior toward a supervisor. Insolent, disrespectful behavior will not be tolerated.

No employee will solicit or accept, directly or through any member of the employee's immediately family, anything of value, including but not limited to a gift; real property or the use of; tangible or intangible property or the use of; a loan; transportation, lodging, or parking; food or beverage (other than consumed at a single sitting or event); membership dues; entrance fees, admission fees, or tickets to events, performances, or facilities; plants, flowers or floral arrangements; services provided by persons pursuant to a professional license or certificate; other personal services; promise of future employment; or any other similar service or thing having an attributable value, when the employee knows, or should have known, that it was given to influence a decision or vote, or an official action or judgment of the employee in his or her official capacity with You Thrive Florida.

No employee, employee's spouse or minor child will at any time, accept any compensation,

payment, or thing of value when the employee knows, or should have known, that it was given to influence a vote, official action or judgment of the employee in his/her official capacity with You Thrive Florida.

A non-monetary gift, including meals or entertainment, when offered gratuitously and carrying a total value of less than twenty-five dollars ($25) may be accepted if the employee can ensure that it was not offered to influence his/her judgment, action or vote. It is the employee's responsibility to avoid the appearance of conflict of interest and discretion should be used in accepting gifts valued under the amount stated. If there is any doubt about the intent or the person giving the gift or its value is greater than twenty-five dollars, then the employee must decline to accept it.

Employees that regulate, review project proposals, procurement, or bids under evaluation will not accept anything of value (meals included) from a person that currently has a project, proposal, procurement, or bid before the employee (in their function) or a committee which he or she serves. Discretion should be exercised by all employees for attendance of lunches, social events, etc. following a selection/decision.

Information that is obtained in the course of the official duties of an employee will not be released by any employee unless the employee is charged with the responsibility as a part of his or her official duties.

Employees may not, either directly or indirectly, use their official position with You Thrive Florida or information obtained in connection with their employment for private gain or personal benefit.

Employees will not engage in partisan political activity, of any kind, during working hours, on the premises/facilities/property of You Thrive Florida, or while representing the Company, or in the name of the Company.

Employees will not participate in, or intervene in (including distribution of statements), any political campaign on behalf of any candidate for public office during working hours, while representing You Thrive Florida, or in the name of You Thrive Florida.

Alcoholic beverages will not be consumed while in uniforms provided by You Thrive Florida, while on duty, inclusive of mealtime, and/or during off-duty hours while in uniform.

Employees are prohibited from wearing You Thrive Florida uniforms in the performance of non-You Thrive Florida activities, for example, mowing a friend's lawn while in uniform.

Employees will not use, possess, manufacture, distribute, dispense, purchase, transfer or be under the influence of controlled substance, alcoholic beverages or other intoxicants at any time on You Thrive Florida premises or while conducting You Thrive Florida business.

Employees will not use or be under the influence of legally prescribed drugs which will

adversely affect or impair their ability to perform the functions of their position on the premises of the Company, and/or while conducting business on behalf of the Company.

Employees will not refuse to submit to a drug or an alcohol test required by You Thrive Florida.

Employees are prohibited from promoting or conducting personal or private business for gain or personal benefit within any facility or on property of You Thrive Florida or on Company time.

Employees will maintain a personal appearance that is clean and appropriate for their position, which is determined by the supervisor (i.e., office attire or uniforms). Whatever the attire, the employee will conduct himself or herself accordingly while performing duties as assigned by You Thrive Florida.

Employees will maintain contact/notify supervisor of absence or leave. If contact is not maintained or supervisor is not notified, the Company will consider that the employee has voluntarily resigned from their position. Resignation will be considered effective immediately when the employee does not maintain contact/notify supervisor.

Employees will not utilize Company property or materials for personal business.

Employees will not utilize Company computers, including Internet access, for conducting personal business, i.e., doing personal banking, checking personal email, doing personal Internet searching/surfing, etc.

Employees are prohibited from downloading Internet software, shareware, photos, screensavers, clipart, etc. on Company computers. If downloads are needed for Company business, employees must receive authorization/approval of required downloads through the Company's Finance Director or appointed designee, ***prior to any downloading***.

Employees are ***strictly prohibited*** from utilizing any format of "instant messaging" on Company computers or while on Company time. Only authorized/approved "chat room" or "social networking" sites may be used for Company business in accordance with the Company's social networking policy, and must be authorized, by the Finance Director or designee, prior to use.

Employees are ***strictly prohibited*** from accessing, viewing, uploading, downloading, receiving, sending, etc. any computer files/internet sites that contain, either explicitly or implicitly, materials that are pornographic or contain "adult content" as determined by the Company.

Employees will not participate in verbal, physical or visual conduct of a racial, ethnic or other protected characteristic type, which impairs other employees from their ability to perform the job. (See the policy section on Harassment.)

Employees will not make or participate in unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. (See the policy section on Harassment.)

Employees will not conduct themselves in a manner that creates a Conflict of Interest with their employment with You Thrive Florida. (See the policy section of Conflict of Interest.)

Employees will not be negligent in observing fire prevention and safety rules.

Employees are not authorized to possess or carry a firearm, even those with a concealed carry permit, on their person while inside any agency building or vehicle. Employees licensed to carry a concealed firearm may keep a firearm secured, out of plain sight, in a locked personal vehicle while on agency premises. All unauthorized weapons are banned from the premises. The agency reserves the right to enter and inspect any staff member's work area.

Any and all other circumstances in which the Company deems corrective action may be or is warranted.

III. Termination and Disciplinary Action

Employees found in violation of this policy may be subject to disciplinary action up to and including termination.

Section V. B.
CONFLICT OF INTEREST

I. POLICY

Employees who are in a position to influence You Thrive Florida decisions must refrain from relationships that may adversely affect their judgment in dealing with the Company's clients, vendors, suppliers or funders.

No employee will have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature, which is in substantial conflict with proper discharge of his or her duties for You Thrive Florida

II. DEFINITION

Conflict of Interest means a situation in which regard for a private interest tends to lead to disregard of the Company's interest or responsibilities. This policy is inclusive of all outside personal or business relationships that affords present or future financial benefits to an employee, an employee's family, or to individuals that the employee has financial or business ties which may be determined by the Chief Executive Officer or designee as a Conflict of Interest.

III. EXAMPLES OF CONFLICTS OF INTEREST

The following situations are considered potential areas of conflict and may be considered a Conflict of Interest for You Thrive Florida. This list is intended to provide some examples of what constitutes a Conflict of Interest. It is not an all-inclusive list of Conflicts of Interest that may arise that could be a violation of this policy.

For the employee to perform any services, either as an officer, director, agent, sole proprietor, partner, stockholder (if owning in excess of 10% of securities outstanding), employee, paid consultant or advisor, for another person or entity that is doing business with You Thrive Florida, without the knowledge and consent of the Company in written form signed/approved by the Chief Executive Officer.

For the employee to engage in a private business or financial obligation relationship that may secure advantages for goods, services or influence due to the employee's position with You Thrive Florida.

For an employee, or any member of the employee's immediate family, to own a financial interest in an entity that is doing or seeking to do business with You Thrive Florida, except when such an interest consists of ownership of widely held and traded securities in a corporation.

For an employee or his or her immediate family, acting in a private capacity, rent, lease, or sell any realty, goods or services to You Thrive Florida

For an employee to corruptly use or attempt to use his/her official position or any property or resource that may be within his/her trust, or to perform his/her duties, to secure a special privilege, benefit, or exemption for themselves or others.

For an employee to fraternize (form a social relationship) with service recipients.

Immediate Family is defined as spouse, parents, children, aunt, uncle, niece and nephew, first cousin, grandparents, grandchildren, sister, brother, legal guardian, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, stepparents, stepchildren or any relative living in same household as employee.

IV. REPORTING CONFLICTS OF INTERESTS

If a potential Conflict of Interest arises, the employee is obligated to advise his/her immediate supervisor and fill out the appropriate "Conflict of Interest Declaration Form" as soon as they have knowledge of a potential conflict.

If the Chief Executive Officer or designee is of the opinion that said conflict is of such a nature that it hinders the operations of You Thrive Florida, then a decision will be made, and appropriate action will be taken to correct the situation.

You Thrive Florida reserves the right to make an exception if the Chief Executive Officer determines that it is in the best interest of the Company. A decision for exception can only be made with the written approval of the Chief Executive Officer. If an exception is allowed, a "Conflict of Interest Declaration Form" will be placed within the employee's personnel file along with the written approval of the Chief Executive Officer.

Conflict of Interest Declaration

All employees, upon employment with You Thrive Florida are required to complete and sign a "Conflict of Interest Declaration Form". The Form requires that all employees identify situations that could possibly give the appearance of a conflict of interest.

If an employee's position/situation changes, the employee is required to disclose in writing a full description of any activity, interest or relationship that may create or appear to create a conflict of interest, as soon as practicable, but not longer than 30 days after the inception of the activity, interest, or relationship. Any/all subsequent disclosures must be reported on the "Conflict of Interest Declaration Form." Forms will be filed within the employee's personnel file.

V. OUTSIDE EMPLOYMENT

You Thrive Florida expects all employees to devote their efforts to fulfilling the duties of

their assigned positions. Employees are expected not to engage in activities outside of work, which will prevent them from doing their best when they are working for You Thrive Florida. Employees, full-time or part-time, must obtain written approval prior to engaging in any outside employment. Outside employment may not begin until the request has been reviewed and approved by the employee's Program Director and Human Resources. The outside employment agency's name, address, telephone number, type of employment and hours of employment must be provided on the written request in case of an emergency situation. The approved request will then be placed in the personnel file of the employee.

The Company maintains a no outside employment policy for employees who are on any form of approved leave of absence, including but not limited to Family and Medical Leave Act (FMLA) leave, medical leave, worker's compensation, vacation, and personal leave. Employees on such leave are prohibited from engaging in outside employment or supplemental employment, including self-employment, volunteer work substantially similar to their regular job duties, or work for another employer. This restriction is intended to ensure that employees use leave for its intended purpose and applies uniformly to all employees on comparable types of leave. Violation of this policy will result in disciplinary action, up to and including termination of employment, consistent with the Employee Code of Conduct.

Section V. C.
DRESS AND APPEARANCE

I. POLICY

Performance requirements vary from program to program; therefore, the determination of employee's specific dress and personal appearance standard is the responsibility of the individual program director in conjunction with the employee's direct supervisor.

All issued uniforms must be returned to You Thrive Florida upon separation of employment.

Section V. D.
DRUG-FREE WORKPLACE

I. POLICY

It is unlawful for an employee(s) to unlawfully use, possess, manufacture, distribute, dispense, purchase, transfer or be under the influence of controlled substances, alcoholic beverages, or other intoxicants at any time on You Thrive Florida premises and/or while conducting You Thrive Florida business.

II. DEFINITIONS

Prohibited Drug is defined as a controlled substance included in Schedule I or II, as defined by section 802 (6) of Title 21 of the United States Code, the possession of which is unlawful under chapter 13 of that Title and/or a controlled substance named or described in Schedules I through V of the Florida Statutes Section 893.03 or any other applicable section of the law. The term Prohibited Drug does not mean the use of a controlled substance pursuant to a valid prescription or other uses authorized by Federal law. Marijuana is considered a controlled substance under the Federal Controlled Substance Act. You Thrive Florida does not distinguish between marijuana and medical marijuana for its policies. Use of marijuana in any form is prohibited. If a drug test result is positive for marijuana, the employee will be subject to disciplinary action up to and including termination. If an applicant's drug test result is positive for marijuana, the applicant will not be approved for hire.

Legal Drug is defined as a controlled substance that is obtained through a valid prescription or uses that are otherwise authorized by law. A Legal Drug is inclusive of alcoholic beverages.

III. PROHIBITED DRUG USE

Employees are prohibited from using, possessing, manufacturing, distributing, dispensing, purchasing, transferring or be under the influence of Prohibited Drugs as defined herein (including cannabis products) at any time on You Thrive Florida premises and/or while conducting You Thrive Florida business.

IV. LEGAL DRUG USE

1. Use of any Legal Drug to the point where such use adversely affects the employee's job performance is prohibited, including related travel time, which could jeopardize the safety of another employee, the public or You Thrive Florida facilities/equipment is prohibited.

2. Employees are prohibited from using, possessing, manufacturing, distributing,

dispensing, purchasing, transferring or be under the influence of Legal Drugs or alcoholic products at any time on You Thrive Florida premises and/or while conducting You Thrive Florida business.

3. When an employee is required to take prescribed drugs that could possibly affect their job performance, s/he should report to their supervisor immediately and inform of drug use. Supervisors will coordinate a determination of effect on performance.

4. Determination of whether a valid Legal Drug will adversely affect the employee's job performance will be coordinated through the employee's supervisor and to the Chief Executive Officer and in the Company's sole determination.

V. PENALTIES FOR POLICY VIOLATION

Any employee found in violation of this policy is subject to disciplinary action, up to and including termination. Except as follows:

1. Voluntary Admission.

2. An employee that voluntarily admits to Prohibited Drug and/or alcohol use will not be disciplined under this policy. Voluntary admission will require that the employee meet the following conditions:
    a. An employee voluntarily identifies him/herself as a user of Prohibited drugs prior to being identified through other means;
    b. An employee obtains counseling, rehabilitation, and/or participation in an employee assistance program; and
    c. An employee thereafter refrains from using Prohibited drugs.

3. All three of the above conditions must be met and coordinated through the Program Director with the approval of the Chief Executive Officer before the employee is considered under voluntary admission. It is the responsibility of the employee to ensure that the requirements of voluntary referral/admission are met.

4. Rehabilitation.

Employees violating this policy may be required to participate satisfactorily in rehabilitation. Satisfactory participation for the purposes of this policy will be the successful completion of relevant counseling, rehabilitation and/or employee assistance programs, as determined by the Chief Executive Officer or designee. Rehabilitation will include an employee refraining from Prohibited drug use or the abuse of Legal Drugs after first finding or admittance of such.

You Thrive Florida will offer drug education as required by law.

VI. DRUG AND ALCOHOL TESTING POLICY

You Thrive Florida will conduct drug and alcohol testing as determined necessary by the Company or in compliance with law.

1. Types of Testing Conducted

Pre-employment Pre-employment testing to determine controlled substance use will be conducted on all applicants at the post-job offer/pre-employment stage of hire. Employees transferring to safety sensitive positions will also be required to take and pass an alcohol and controlled substance test before the transfer is official.

Post-Incident Post-incident testing may be conducted in situations in which employee drug use (whether Legal or Prohibited Drugs) is likely to have contributed to the incident, and for which the drug test can accurately identify impairment caused by drug use. Post–incident testing shall be conducted following any accident involving employees in positions where the Company is required to test by state or federal laws. Post-incident testing shall be conducted following any vehicular accident.

Reasonable Suspicion Reasonable suspicion testing will be conducted on employees when a supervisor or other Company official observes behavior or appearance that is characteristic of alcohol misuse and/or controlled substance use.

Random Random testing will be conducted in accordance with the law, particularly safety-sensitive functioning positions and those employees who regularly operate a company vehicle or their personal vehicle for business purposes.

2. Eligibility for Testing

a. Any applicant for employment.

b. Any employee whose job functions are safety sensitive and require the driver to operate a motor vehicle or who possess a Commercial Driver's License

c. Safety sensitive functions are those on-duty activities that include the following:

i. Operating, maintaining or controlling the movement of vehicles;

ii. First-line supervisors who are responsible for supervising the functions of anyone operating, maintaining or controlling the

movement of vehicles;

iii. Carrying a firearm for security purposes; and

iv. Operation of a vehicle by a commercial driver's license holder.

d. Any employee who under reasonable suspicion appears to be under the influence of alcohol or Legal or Prohibited Drugs.

3. Refusal to Submit to Testing

Refusal to take an alcohol or drug test is considered immediate resignation by the employee. Refusal to test is defined to include the following:

a. Refusal to sign the confirmation test certification is regarded as a refusal to take the test.

b. Any action on the part of the employee to circumvent the requirements for testing is refusal to take the test

c. Any action of adulteration, masking or substituting his/her sample for a test is refusal to test, not as a positive test.

Section V. E.
ANTI-HARASSMENT POLICY & COMPLAINT PROCEDURE

I. POLICY

Harassment, including sexual harassment, is contrary to basic standards of conduct between individuals and is prohibited by Title VII of the Civil Rights Act, and its implementing regulations and state law. It will therefore constitute a violation of Company Policy for any employee to engage in any acts or behavior that could constitute harassment, sexual or otherwise, and such misconduct will be subject to corrective action up to and including potentially immediate termination of employment.

Employees who believe they have been subjected to any form of harassment or discrimination, or who wish to report offensive conduct or situations they have observed, should immediately report such incidents to their immediate supervisor, their program director or Human Resources. If the immediate supervisor or program director is the person who is responsible for the discrimination or harassment, or if you have reported harassment/discrimination to the immediate supervisor or program director and no action was taken, then the Employee should report such conduct either to the Program Executive or to Human Resources. Any employee who wishes to file a formal complaint shall follow the Grievance/Complaint Procedure in Section VI. B of the Personnel Manual. Confidentiality will be maintained to the extent permitted by the circumstances.

II. DEFINITIONS

Harassment shall mean any unwelcome conduct, verbal, physical, or visual, that is based on a person's protected characteristics. Harassment may include, but is not limited to:

Verbal Comments which are derogatory in nature regarding a person's protected characteristics including epithets, slurs, negative stereotyping, jokes, threats, intimidation, hostile acts, denigrating or hostile written or graphic material posted or circulated in the workplace.

Non-verbal Distribution, display or discussion of any written or graphic material that ridicules, denigrates insults, belittles, or shows hostility or aversion toward an individual or group because of his or her protected characteristics.

Protected Characteristics shall mean those classes or characteristics defined by local, state or federal law, which include race, color, national origin, religion, sex, age, pregnancy, genetic information, marital status, legally recognized disability, or other

protected status.

Sexual Harassment shall mean unsolicited or unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of such conduct is used as the basis for employment decisions or such conduct has the purpose or effect of creating an intimidating, hostile or offensive working environment that unreasonably interferes with an Employee's work performance. Sexual Harassment may include, but is not limited to:

Verbal Sexual innuendoes, sexual propositions, suggestive comments, jokes of a sexual nature, lewd remarks, threats. Requests for any type of sexual favor (this includes repeated, unwelcome requests for dates). Verbal abuse or "kidding" which is oriented towards a prohibitive form of harassment, including that which is sex-oriented and considered unwelcome.

Non-verbal The distribution, display, or discussion of any written or graphic material, including calendars, posters, and cartoons that are sexually suggestive, or shows hostility toward an individual or group because of sex; suggestive or insulting sounds; leering; staring; whistling; obscene gestures; content in letters and notes, facsimiles, e-mail, that is sexual in nature.

Physical Unwelcome, unwanted physical contact, including but not limited to, touching, tickling, pinching, patting, brushing up against, hugging, cornering, kissing, fondling; forced sexual intercourse or assault.

Quid Pro Quo Harassment is a form of Sexual Harassment where submission to harassment is used as the basis for employment decisions, including employee benefits such as raises, promotions, better working hours, etc., and is directly linked to compliance with sexual advances. Only someone in a supervisory capacity (with the authority to grant such benefits) can engage in quid pro quo harassment.

Hostile Work Environment is a form of Harassment where the harassment creates an offensive and unpleasant working environment that unreasonably interferes with reasonable work performance. A Hostile Work Environment can be created by anyone in the work environment, whether it be supervisors, other employees, or third parties.

Hugging and other Non-Sexual Contact are important to the nurturing of most individuals. When a hug is appropriate, is should be given from the side, over the shoulders, not from the front. When hugging is a full-frontal embrace, there is a possibility that it will be misinterpreted in a sexualized context. Staff shall refrain from physical contact if any resistance is sensed. This applies to contact with staff as well as clients.

III. PROHIBITED CONDUCT UNDER THIS POLICY.

DISCRIMINATION It is a violation of this Policy to discriminate in the provision of

employment opportunities, benefits or privileges, to create discriminatory work conditions, or to use discriminatory evaluative standards in employment if the basis of that discriminatory treatment is, in whole or in part, an employee's Protected Characteristic.

HARASSMENT Harassment of any kind, including conduct rising to the level of creating a Hostile Work Environment, is strictly prohibited. The Company will take appropriate action to address any violations of this policy. Normal, courteous, mutually respectful, pleasant, non-coercive interactions between and among employees that are acceptable to and welcomed by all parties involved are not considered to be harassment, including sexual harassment.

SEXUAL HARASSMENT Sexual Harassment in any form, including Quid Pro Quo Harassment, is strictly prohibited.

CONSENSUAL RELATIONSHIPS The Company discourages romantic or sexual relationships between a management or supervisory Employee and other Employees, because such relationships tend to create compromising conflicts of interest or the appearance of such conflicts.

If such a relationship occurs, the parties need to be aware that one or both may be moved to a different department. If it is determined that one or both parties must be moved, but no other jobs are available for either party, the parties will be given the option of terminating their relationship or resigning.

Due to the possibility of Quid Pro Quo Harassment, no management or supervisory Employee is to engage in a consensual sexual relationship with an Employee that is a direct report, subordinate, or an employee within the supervisor's chain of command/scope of supervision. Should such a relationship be discovered, the parties will be subject to disciplinary action up to and including termination of employment.

RETALIATION IS PROHIBITED. No hardship, no loss or benefit, and no penalty may be imposed on an employee as punishment for:

Filing or responding to a bona fide complaint of discrimination or harassment: Appearing as a witness in the investigation of a complaint; or serving as an investigator.

Retaliation or attempted retaliation is a violation of this Policy and anyone who does so will be subject to disciplinary action up to an including termination.

THE COMPLAINT PROCESS Any person electing to utilize the complaint resolution set out in this procedure, or as set forth in Section VI. C Grievance/Compliant Procedure will be treated courteously, the problem handled timely and as confidentially as possible in light of the need to take appropriate action. The registering of a complaint will in no way be used against the employee making the complaint nor will it have an

adverse impact on the employee's employment status. While reporting such incidents would be a difficult personal experience, allowing harassment activities to continue will most certainly lead to less desirable outcomes. For that reason, employees are strongly urged to report all violations of this policy. (See Section VI. B of the Personnel Manual). Employees are not permitted to report allegations of violations of this policy to anyone other than those persons specifically designated in this policy to receive such complaints. The filing of malicious or false complaints is an abuse of this policy and is strictly prohibited.

EMPLOYEE RESPONSIBILITIES Employees must share the responsibility of understanding and preventing Discrimination, Harassment, Sexual Harassment, and Hostile Work Environments. But, ultimately, no satisfactory investigation or resolution of complaints can occur without the initiative and continued cooperation of the person being harassed. Individuals who believe they have been discriminated against or harassed have the primary obligation of informing their supervisor or appropriate member of management of the act of Discrimination, Harassment, Sexual Harassment, Hostile Work Environments or Retaliation, recounting specific actions or occurrences whenever possible.

CONFIDENTIALITY The Company wishes to create a safe environment in which individuals and Employees are not afraid to discuss concerns and complaints or to seek general information about Discrimination, Harassment, Sexual Harassment, Hostile Work Environments or Retaliation. The Company recognizes that individuals may be concerned about the confidentiality of information they share, and will strive to preserve confidentiality to the fullest extent possible; however, confidentiality cannot be guaranteed

Section V. F.
DISCIPLINARY/CORRECTIVE ACTION POLICY

I. POLICY

It is the policy of You Thrive Florida to handle disciplinary or corrective action based upon the details of the individual act or acts committed by the employee. You Thrive Florida will apply discipline in a nondiscriminatory way for all employees.

II. DISCIPLINARY MEASURES

Among the available disciplinary measures that may be taken against an improper act, conduct, etc. of an employee, are as follows:

verbal warning
verbal counseling
written counseling
written reprimand
written performance improvement plan
suspension
demotion
termination.

The delineated list of potential measures in no way implies a sequential or consecutive order with which discipline or corrective action may be taken. You Thrive Florida will determine appropriate disciplinary or corrective action on a case-by-case basis, taking into account the totality of the situation. Nothing in this policy provides any contractual rights regarding employee discipline or counseling, nor should anything in this policy be read or construed as modifying or altering the employment-at-will relationship between YTF and its employees.

Section V. G.
EMERGENCY CRISIS

I. POLICY

You Thrive Florida may operate during a declared state of emergency or other emergency situation, either alone as a Company or in conjunction with other entities, agencies or businesses. To this end, You Thrive Florida maintains plans and procedures to address operational concerns and employee responsibilities during emergency situations.

II. DEFINITIONS

Catastrophic Event A hurricane, tornado, storm, or any other natural, technological or human caused event which You Thrive Florida is operating in or involved in emergency situation. Additionally, a catastrophic event is a natural, technological or human caused event that may prevent the normal operations and work of You Thrive Florida

Declaration Any day(s) which is officially declared by the Chief Executive Officer as an emergency situation for which normal operations cannot be efficiently conducted.

III. PROCEDURES

All employees of You Thrive Florida are expected to perform assigned duties as directed when the Company is operating in an emergency crisis situation.

IV. CLOSING OF FACILITIES AND/OR NORMAL OPERATIONS

In the case of a Catastrophic Event where You Thrive Florida may determine the need to cease normal operations, close facilities, etc., employees may not be compensated for time other than Hours Worked for the Company; however, employees may use accrued Vacation Leave or PTO in order to be compensated for time they would be regularly scheduled to work but for normal operations being ceased or facilities being closed. In the event facilities are closed due to a Catastrophic Event and it is determined by the Executive Team employees will receive pay during the closure, only those employees not already on or scheduled for approved Leave on the closure days will receive pay.

Section V. I.
INTERNET AND COMPUTER USAGE POLICY

I. POLICY

You Thrive Florida is committed to protecting its employees, clients, partners, and the Company from illegal or damaging actions by individuals, either knowingly or unknowingly while transmitting Information through the Internet and Computer Systems. These systems, which remain the property of You Thrive Florida at all times, are to be used only for business purposes in serving the interests of the Company, and its clients and customers in the course of normal operations. Effective security of Internet and Computer Systems is a team effort involving the participation and support of every You Thrive Florida employee who deals with information and/or information systems. It is the responsibility of every computer user to know these guidelines, and to conduct their activities accordingly.

II. DEFINITION

Internet and Computer Systems: includes any and all Internet/Intranet/Extranet-related systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts providing electronic mail, internet browsing, and FTP.

Security Breaches: include, but are not limited to, accessing data of which the employee is not an intended recipient or logging into a server or account that the employee is not expressly authorized to access, unless these duties are within the scope of regular duties.

Disruptions: includes, but is not limited to, network sniffing (A program and/or device that monitors data traveling over a network. Sniffers can be used both for legitimate network management functions and for stealing information from a network); pinged floods (Flood attacks occur when a network or service becomes so weighed down with initiating incomplete connection requests that it can no longer process genuine connection requests. By flooding with connections that cannot be completed, the flood attack eventually fills the host's. Once this buffer is full no further connections can be made, and the result is a Denial of Service), packet spoofing (A technique used to gain unauthorized access to computers, whereby the intruder sends messages to a computer with an indication that the message is coming from a trusted host); denial of service(a type of attack on a network that is designed to bring the network to its knees by flooding it with useless traffic); and forged routing information for malicious purposes.

III. PROCEDURE

1. Use and Ownership

All data and e-mails that are composed, transmitted or received via the Company's Internet and Computer Systems is considered to be part of the official records of You Thrive Florida, and as such, is subject to disclosure to law enforcement and third parties in accordance with applicable law. The Company reserves the right to examine, monitor and regulate e-mail messages, directories and files, all data, and Internet usage at any time by any means and without notice Therefore, Employees have no expectation or right of privacy with regard to any information or data they transmit using the Company's Internet and Computer Systems, whether the information or data is business or personal.

You Thrive Florida Internet and e-mail access may not be used for transmitting, retrieving or storing of any communications of a defamatory, discriminatory or harassing nature or materials that are obscene or X-rated. No messages with derogatory or inflammatory remarks about an individual's protected characteristics shall be transmitted. Harassment of any kind is strictly prohibited. Disparaging, abusive, profane, or offensive language; materials that would adversely or negatively reflect upon the Company or be contrary to the Company's best interests; and any illegal activities are forbidden. The following behaviors are examples of actions and activities that are prohibited and can result in disciplinary action:

- Sending or posting discriminatory, harassing or threatening messages or images
- Using the organization's time and resources for personal gain
- Stealing, using or disclosing some else's code or password without authorization
- Copying, pirating or downloading software and electronic files without permission
- Sending or posting confidential material, trade secrets or proprietary information outside of the organization
- Violating copyright law
- Failing to observe licensing agreements
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services or transmissions
- Sending or posting messages or material that could damage the organization's image or reputation
- Participating in the viewing or exchange of pornography or obscene materials
- Sending or posting messages that defame or slander other individuals
- Attempting to break into the computer system of another organization or person
- Refusing to cooperate with a security investigation
- Sending or posting chain letters, solicitations or advertisements not related to business purposes or activities
- Using the Internet for political causes or activities, religious activities or any sort of gambling
- Jeopardizing the security of the organization's electronic communications systems

- Sending or posting messages that disparage another organization's products or services
- Passing off personal views as representing those of the organization
- Sending anonymous e-mail messages
- Engaging in any other illegal activities
- Introduction of malicious programs into the network or server (e.g., viruses, worms, Trojan horses, e-mail bombs, etc.).
- Revealing your account password to others or allowing use of your account by others. This includes family and other household members when work is being done at home.
- Making fraudulent offers of products, items, or services originating from any You Thrive Florida account.
- Effecting security breaches or disruptions of network communication.
- Port scanning or security scanning is expressly prohibited without prior notification to You Thrive Florida.
- Using Company Internet and Computer Systems to violate any Company Policy.
- Sending unsolicited email messages, including the sending of "junk mail" or other non-company advertising materials, "chain letters", "Ponzi" or other "pyramid" schemes of any type to individuals inside or outside the company.

2. Employee Responsibility

   a. The user interface for information contained on Internet/Intranet/Extranet-related systems should be classified as either confidential or not confidential, as defined by Company confidentiality guidelines, details of which can be found in Human Resources policies. Examples of confidential information include but are not limited to: Child information, client lists and personnel information. Employees should take all necessary steps to prevent unauthorized access to this information.
   b. Keep passwords secure and do not share accounts. Authorized users are responsible for the security of their passwords and accounts. System level passwords should be changed at least every 30 days.
   c. All PCs, laptops and workstations should be secured with a password-protected screensaver with the automatic activation feature set at 10 minutes or less, or by logging off (control-alt-delete for Win2K users) when the host will be unattended.
   d. Because information contained on portable computers is especially vulnerable, special care should be exercised.
   e. All hosts used by the employee that are connected to the You Thrive Florida Internet/Intranet/Extranet, whether owned by the employee or You Thrive Florida, shall be continually executing approved virus-scanning software with a current virus database. Unless overridden by departmental or group policy.
   f. Employees must use extreme caution when opening e-mail attachments received from unknown senders, which may contain viruses, e-mail bombs, or Trojan horse code.
   g. Employees are responsible for immediately reporting any Security breach, or suspected Security Breach, to the IT Director and CEO.

3. Enforcement
   Any employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

Section V. K.
ATTENDANCE AND PUNCTUALITY POLICY

I. POLICY

Employees are important to the overall success of the Company. Absences from work are disruptive and costly problems for both the employee and the Company. Therefore, Employees must notify the Company of any absence or late arrival for any scheduled shift according to the procedures set out in this policy

II. DEFINITION

Absence Occurrence: An employee's unexcused failure to (a) report for scheduled work on one or more consecutive workdays; or (b) complete a scheduled shift; or (c) report for approved scheduled overtime. The following types of time off, when approved in accordance with established procedures, will not be considered an Absence Occurrence: Vacation, PTO, Leave of Absence associated with FMLA, Military Service, Work-Related Disability Leave, Bereavement Leave, Civil Leave, Temporary Shut-Down of Company.

Tardiness Occurrence: Failure to be at the assigned workstation, ready to begin work, at the scheduled time. For example, reporting to work after the beginning of a scheduled shift or returning to work late following a break or meal period, may be considered an occurrence of tardiness.

Excused Occurrence: An Absence Occurrence or Tardiness Occurrence will not be charged against an employee if it was (a) scheduled in advance with prior authorization or (b) due to a compelling, verifiable reason and later authorized by the employee's supervisor.

No Call/No Show Occurrence: An employee who is absent from work when scheduled to be present and fails to contact his or her immediate supervisor within one (1) hour before the employee's shift start-time will be considered a No Call/No Show Occurrence.

III. PROCEDURE

1. Employee Call-out Procedure

Employees must notify the Company on any day they will be absent from or late to work for any reason. Whenever possible, that notification should be made at least one hour before the start of the scheduled shift so arrangements can be made to cover the absence.

The employee must either make direct contact with their immediate supervisor and receive a reply within 15 minutes. If there is no response within 15 minutes the employee must use the chain of command until the absence is acknowledged. The employee must give an explanation for the absence or tardiness and give the expected return to work date. Unsatisfactory attendance, reporting late, or leaving a job early may lead to disciplinary action, up to and including possible termination of employment

Employees who expect to be absent for more than 5 consecutive workdays should contact their supervisor to determine whether a leave of absence is warranted based on the Company's Leave Policies.

Regardless of how long an Employee is absent, the Company may require the employee to provide a release to return-to-work from his or her treating healthcare provider.

2. Disciplinary Action of Excessive Absence Occurrences

Chronic absences, unexcused absences, absences without paid leave, habitual tardiness or abuse of designated work hours are all considered neglect of duty and will result in disciplinary action up to and including dismissal.

3. Disciplinary Action for Excessive Tardiness Occurrences

An employee who has been tardy 4 times in a 120-day period may be subject to disciplinary action up to and including termination of employment.

On the first incident of a No Call/No Show by an employee, the employee is deemed to have voluntarily resigned from their employment without notice.

IV. WORK EXPECTATIONS

Employees are expected to report in person to their work site for their scheduled shift, unless they have been approved to be on leave per our leave policies outlined in Section IV. You Thrive Florida (YTF) does not offer flexible or remote work options. If an employee is unable to report to work, for any reason, they must request leave approval from their immediate supervisor – see "Call-out" procedure above.

If an employee is on leave due to a personal medical condition, they must have a return-to-work release from their Health Care Provider before returning to work. If an employee is not released to return to in-person work by their Health Care Provider, they will be required to remain on leave until they receive a return-to-work release from their medical practitioner. Working from home is not option. If an employee has exhausted their paid leave and/or Family Medical Leave, they may be eligible for additional leave time under Personal Leave; please refer to Section IV.B. for more information.

Section V. L
COMPANY EQUIPMENT, INFORMATION AND PROPERTY

A. GENERAL POLICY STATEMENT

You Thrive Florida is a nonprofit, private corporation. While it receives federal and state grant funds, it is not an instrumentality of the federal or state government and, therefore, is not necessarily subject to all aspects of federal and state statutes governing public accessibility of records. All Company Property (as defined herein) shall remain the private property of the Company. You Thrive Florida reserves the right to deny accessibility to its corporate records when it determines that such records are not subject to federal and/or state freedom of information statutes. You Thrive Florida will comply with federal and state regulations governing restrictions on public access to the Company's records.

B. DEFINITION. "Company Property" means and includes all property owned by the Company whether tangible, intangible, or mixed and includes but is not limited to uniforms, equipment, safety equipment, video and audio safety monitoring cameras, cell phones, vehicles, computers, laptops, printers, manuals, supplies, tools, office supplies, Secure HIPAA-compliant thumb drives and together with all "Company Information" which includes employee personnel files, client records, student records, information concerning the business affairs of the Company including but not limited to data stored on computer discs/other electronic media, systems software and hardware, documents containing, cost information, marketing plans and proposals, customer information, record-keeping practices, financial information; e-mail addresses, e-mail communications, passwords, and any information transmitted via the Company network.

C. PROCEDURE

1. Use Employees shall use Company Property only in the performance of their official duties. Access to and inspection of Company Property other than specific records used in the performance of one's job description is prohibited except as described herein. Employees shall not use Company Property for any personal or commercial business or for any illegal purpose or for any use not in accordance with its design. Employees shall not sub-let or permit use of any Company Property by any unauthorized person.

2. Care All Employees assigned equipment, tools, vehicles or other Company Property are expected to take excellent care in its use and to safeguard the

Property at all times as well as to take reasonable steps to preserve the Company Property in as good condition as when issued. Employees shall only use the Company Property in accordance with its design and purpose and will ensure that its use will conform to all applicable laws, policies and regulations. Employees shall not alter, disfigure, or cover up any numbering, lettering, or insignia displayed on the Company Property.

3. Release of Information Employees are not permitted to release Company Information, unless such a release is a normal part of their duties, or unless under subpoena. All inquiries for Company information shall be directed to the CEO or designee.

4. Indemnification The Employee shall immediately notify the Company if any Company Property is lost, damaged or inoperable. The Employee shall cooperate fully in filing a police report and shall cooperate in any ensuing investigation of loss. By accepting the Company Property the Employee acknowledges that s/he has been fully advised of and has actual knowledge and conscious appreciation of the particular risks associated with the use and operation of the subject Company Property and agrees to be responsible for any and all injury to persons or damage to property which may occur as a result of or in connection with its use. Employee will defend, indemnify and hold the Company, directors and officers, employees, agents, attorneys or assigns, harmless from and against any and all costs, damages, claims and expenses relating to any use of Company Property by Employee or by any person acting through Employee including any loss, damage or defacing of the Company Property at the full replacement value of the property so lost or damaged. The Employee shall immediately reimburse the Company for any Company Property that is lost, stolen, damaged, defaced or rendered unusable. The Company is under no obligation to replace the subject Property until the Employee has remitted the full replacement cost of same to the Company.

5. Return of Company Property Employee shall return all Company Property immediately upon request by the Company and shall surrender all Company Property upon termination, whether by reason of resignation or terminated by the Company, at the time of termination. Any Company Property not delivered to the Employee's Immediate Supervisor or designee within 24 hours after a surrender request or termination of employment or any Company Property surrendered which is damaged, defaced or otherwise not in good condition (in the Company Chief Executive Officer's sole discretion) shall be deemed "unsurrendered" by the Employee. By signing this Policy, the Employee agrees that the Company may deduct the full replacement value of any lost, damaged or "unsurrendered" property, together with the cost to recover the Information contained therein (if any), of all Company Property not timely returned in as good condition as when issued (reasonable wear and tear excepted) from any amounts due Employee

including final paychecks, leave balances or otherwise, except as prohibited by law. The Employee shall pay the Company for any amounts remaining due after such deductions are taken, which amount shall be paid within 10 days of receipt of notice of the amount owed.

6. Employee-owned Property Employees shall not use personal electronic devices (including cell phones, iPad, MP3 players, laptops, computers, or similar devices) for Company business during work hours without the express permission of the CEO or designee except in an emergency. Personal device use is limited to breaks, mealtime or an emergency. The Company shall not be responsible for any property owned by an Employee (including prescription eyeglasses, contact lenses, hearing aids, watches, cell phones, electronic devices, vehicles or any personal items) which are lost, damaged or destroyed while performing duties for the Company.

7. Responsibility and Discipline If any Company Property is lost, stolen, damaged or misused while in the custody or control of the Employee, the Employee may be subject to disciplinary action up to and including termination in addition to the requirement to reimburse the Company for the cost of same and legal action if warranted.

8. Access and Examination of Company Property: All access to and examination of Company information will be provided by/through the Chief Executive Officer's Office as outlined herein:

    a. Written Inquires All requests for information or access must be in writing.

    b. Inspection by the Company All Company Property used by Employees, and all personal electronic devices used for Company purposes and all websites which are available for access by the general public are subject to inspection by the Company at any time. Employees have no right to privacy with respect to the content of any video or electronic communications created via Company Property or during working hours. The Company reserves the right to make Company Property public; therefore, Employees should not put anything in an e-mail they do not want to be made public upon a proper request made in accordance with applicable law. No programs shall be installed on Company equipment without the express authorization of the Company. All information stored on Company issued property shall be the exclusive property of the Company. Inspections may be conducted without the Employee's presence by an Employee's Immediate Supervisor, the Company CEO or designee. No notice of such monitoring will be given. By signing the Policy Receipt, the Employee consents to these inspections and waives all rights to expectations of privacy which could be claimed by the Employee.

c. Access to and inspection of Company Property by others. You Thrive Florida reserves the right to grant or deny accessibility to the general public of its corporate records through the Office of the Chief Executive Officer. Employees are prohibited from providing Company Property (including incident reports, video surveillance, e-mail communications or otherwise) to any person who is not in need of the Property in the performance of his/her job description for the Company except as directed by the Chief Executive Officer or designee and without first obtaining appropriate executed releases, authorizations and/or subpoena. This includes requests for access by families of clients, head start students, former employees, and members of the public or media.

d. Government or Grantor Company Inquiries The Company will cooperate with federal, state and local government agencies or any agency with the legal right to such record if the investigators furnish proper identification and proof of legal authority to investigate through the Chief Executive Officer or designee who may permit a government investigator to review student files, e-mail communications, video surveillance and other Company records on Company premises in conjunction with legal counsel.

e. Access to employees' personnel files is as described in Section II. C.

9. Disputes Should any disputes arise involving any of the above procedures, the decision of the CEO or designee shall be considered final and binding.

SECTION VI.

EMPLOYEE COMMUNICATIONS

Section VI. A.
BULLETIN BOARDS & OTHER METHODS OF COMMUNICATION

I. POLICY

Employees are responsible for regularly checking and reading the bulletin board and for following the rules, regulations and instructions posted there.

Information posted on bulletin boards must be approved in advance by the Program Director in charge of that facility. Employees will not post anything on the Bulletin Boards without prior written approval by the Program Director. Any information posted without Director approval is subject to removal.

Email is an essential communication tool used in the workplace. Employees are responsible for checking their email regularly throughout the workday and responding appropriately in a timely manner. Non-exempt employees are prohibited from checking and responding to email outside of work hours.

Section VI. B.
WHISTLEBLOWER/COMPLAINT REPORTING POLICY

I. POLICY

You Thrive Florida (the "Company") is committed to facilitating open and honest communication relevant to its governance, finances, and compliance in accordance with applicable law and regulations. The Company requires employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the Company must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. This Whistleblower/Complaint Reporting Policy reflects the practices and principles of behavior that support this commitment.

II. DEFINITION

Complainant: Any employee, contractor, board member, volunteer, client or community member who has a reasonable suspicion about illegal practices, violations of adopted policies of the Company or any improper accounting or audit transaction ("Suspected Wrongdoings") and who reports the same under this Policy or to a governmental entity having regulatory or law enforcement jurisdiction over the subject matter.

III. REPORTING PROCEDURE

A Complainant reporting concerns under this policy must act in good faith and have reasonable grounds for believing that the information reported indicates that Suspected Wrongdoing has occurred. An employee who makes an allegation maliciously or with reason to believe that the allegation was false will be subject to disciplinary action, up to and including termination of employment.

A Complainant's concerns should be reported first to his/her immediate supervisor. If the concerns are with his/her supervisor they may report the concerns to the next leadership level. If the concerns are with the Program Director, the employee may report the concerns to the Program Executive (COO, CFO, or CAO). If the concerns are with the COO, CFO or CAO, the Complainant should report to the CEO.

The reports should contain the name(s) of the individuals involved, dates, and description of the actions believed to be Suspected Wrongdoing. At no time should an individual who has reported or is considering reporting Suspected Wrongdoing undertake an independent investigation into the matter to obtain additional information.

If the Suspected Wrongdoing concerns a board member or the CEO, the report should

be made to the Chairperson of the Board of Directors. If the Suspected Wrongdoing concerns the Chairperson of the Board of Directors, the report should be made to a similarly-situated board member or board officer.

Examples of Suspected Wrongdoings but is not limited to, the following:

- Theft;
- Financial reporting that is fraudulent, intentionally misleading, or negligent in any manner;
- Improper or undocumented financial transactions;
- Forgery or alteration of documents;
- Unauthorized alteration or manipulation of computer files;
- Improper destruction of records;
- Improper use of Company assets, including but not limited to its funds, supplies, intellectual property, and other assets;
- Authorizing or receiving compensation for goods not received or services not performed;
- Abuse or gross misconduct involving grants, contracts, or funding.
- Violation of the Company's conflict of interest policy;
- Any other improper occurrence regarding cash, financial procedures, or reporting; and
- Any abuse of or discrimination against a Company employee, officer, director, benefits recipient, vendor, or person connected with a Company member.

IV. INVESTIGATION AND ACTION

The Company will investigate any possible fraudulent or dishonest use or misuse of the Company's resources, or any abuse, discrimination, or failure to provide reasonable accommodation by Company management, employees, or volunteers. Confidentiality will be maintained to the extent permitted by the circumstances and the law. The Company encourages anyone reporting Suspected Wrongdoing to identity himself or herself when making a report to facilitate the investigation of the Suspected Wrongdoing. However, reports may be submitted anonymously by mailing a written statement to PO Box 896, Brooksville, Florida, 34601.

The Company will take appropriate action against anyone found to have engaged in fraudulent, dishonest, abusive, or discriminatory conduct, including disciplinary action by the Company or civil or criminal prosecution when warranted.

V. NO RETALIATION

No employee will be discharged, demoted, or otherwise discriminated against as a reprisal for reporting a Suspected Wrongdoing under this policy or to any governmental or law enforcement agency having jurisdiction over the subject matter of the disclosure. This policy is in addition to the Company's separate policies that prohibit harassment and employment discrimination.

Any employee who retaliates against a Complainant shall be subject to discipline up to and including termination. Complainants who believe they have been retaliated against may file a written complaint in accordance with the Company's Grievance Policy.

Protection from retaliation does not prohibit managers or supervisors from taking action, including disciplinary action and termination in the usual scope of their duties and based on valid job or performance-related factors.

Section VI. C.
GRIEVANCE PROCEDURE

I. POLICY

Employees of the Company are encouraged to discuss work-related decisions, work conditions and/or conditions of employment that they believe to be unfair or inequitable. This grievance procedure should be utilized to address any and all work-related complaints.

II. DEFINITION

Complaint is defined as a condition of employment or application of a policy that the employee thinks is unjust or inequitable.

Formal Complaint is a written complaint utilizing the You Thrive Florida Formal Complaint Form.

III. PROCEDURE

1. Employee presents complaint to his/her immediate supervisor.

2. The immediate supervisor will review and resolve the employee's complaint, when possible. If the employee believes that the complaint has not been resolved, he or she may appeal to the next higher level of management, until reaching the Program/Department Director. The Company expects supervisors to support this appeal process to help rectify any remaining dissatisfaction when possible.

3. Alternative Channels. Occasionally, an employee's complaint involves his other supervisor. Supervisors should realize their employees often do not feel free to express such concerns to them. Therefore, employees are encouraged to discuss complaints with the next higher level of management to avoid an awkward situation.

4. If the employee's complaint is not settled satisfactorily with the immediate supervisor or management, including the Program Director's level, the employee may file a Formal Complaint to appeal the complaint to the Program Executive Officer. Appeals to the Program Executive Officer must be in writing, utilizing the Formal Complaint Form, outlining the employee's complaint and requested remedy to the complaint.

5. If the employee's complaint is not settled satisfactorily with the Program Executive Officer, the employee may appeal the complaint, in writing, to the Chief Executive Officer. The CEO will render a final decision on the matter after appropriate review.

Section VI. D.
WORKPLACE SAFETY AND SECURITY REPORTING

I. POLICY

Safety is everyone's responsibility. You Thrive Florida is committed to maintaining a safe and secure workplace for its employees, and its clients. Every employee must take appropriate action if he or she witnesses a criminal act or unsafe condition on Company property or while on Company business.

II. PROCEDURE

A. Employees will observe all state and local building fire and safety rules and regulations and other safety policies enacted by the Company. Employees shall use all safety equipment issued by the Company as directed by his or her immediate supervisor. Employees will operate all motor vehicles on Company business in strict compliance with all laws which apply to motor vehicles in the State of Florida, including the Florida Seat Belt Law and drivers' license requirements. Violators will be responsible for any and all fines incurred and subject to disciplinary action for failing to comply with said laws.

B. Any Employee who witnesses a criminal act on any You Thrive Florida property or while on Company business should immediately find a safe location and shall immediately contact 911 for local law enforcement and immediate medical attention if needed.

C. After contacting 911, if medical attention is needed, the reporting employee or another employee that is present and witnessed the same act shall provide assistance and take emergency measures until aid arrives.

D. After contacting law enforcement, the employee, or another employee that is present and witnessed the same criminal act, must immediately contact his or her Program Director, and the Chief Executive Officer, and if the criminal act involves an employee, the reporting employee must additionally contact Human Resources.

E. Any Employee who witnesses another employee's violation of You Thrive Florida policies or procedures that does not involve a crime or require emergency medical treatment must immediately report such violation to the reporting employee's Program Director, Human Resources, or the Chief Executive Officer.

F. Employees are responsible for maintaining current Emergency Contact Information ready and available to them. As changes in personnel occur, the Company will provide information about changes to employees through regular communication channels. The following is the current contact information for reporting crimes and policy violations.

Program Directors

Early Learning Programs Director
(386) 736-1325, ext. 225 Volusia
(352) 754-2464, ext. 204
(386) 235-2495 (cellular)

Community Assistance Director
(352) 796-1427, ext. 109
(352) 279-2442 (cellular)

Senior Services Director
(352) 796- 1426, ext. 222
(352) 942-9927 (cellular)

Transportation Director
(352) 799-1510, ext. 17
(352) 200-0943 (cellular)

Children's Advocacy Center Director
(352) 754-8809
(352) 442-2000 (cellular)

House to Home Director
(888)802-7483,8 ext.6
(352) 573-8544 (cellular)

h. Employees must report all job-related injuries and illnesses regardless of severity and must complete the proper workers' compensation forms.

i. Any employee that violates this policy by failing to properly report a criminal incident or policy violation that occurs on You Thrive Florida property may be subject to discipline up to and including termination and as provided in the Company's Disciplinary/Corrective Action Policy.

Section VI. E
WORKPLACE VIOLENCE PREVENTION POLICY

Purpose:

You Thrive Florida, (YTF) maintains a zero-tolerance standard of violence in the workplace. The purpose of this policy is to provide employees guidance that will maintain an environment at and within YTF property and events that is free of violence and the threat of violence.

Policy:

Violent behavior of any kind or threats of violence, either implied or direct, are prohibited at YTF properties and at YTF sponsored events. Such conduct by an YTF employee will not be tolerated. An employee who exhibits violent behavior may be subject to criminal prosecution and shall be subject to disciplinary action up to and including termination. Violent threats or actions by a non-employee may result in criminal prosecution. YTF will investigate all complaints filed and will also investigate any possible violation of this policy of which we are made aware. Retaliation against a person who makes a complaint regarding violent behavior or threats of violence made to him/her is also prohibited.

Firearms or other Weapons:

Whether licensed to carry a weapon or not, employees and volunteers may not possess or carry firearms or other weapons on their person while inside any agency building or vehicle. Employees and volunteers licensed to carry a concealed firearm may keep a firearm secured, out of plain sight, in a locked personal vehicle while on agency premises. Law enforcement officers will be allowed to carry weapons as permitted by law.

All unauthorized weapons are banned from the premises. The agency reserves the right to enter and inspect any staff member's or volunteer's work area.

Employees and volunteers violating this policy will be subject to disciplinary action.

Definitions:

Workplace Violence: Behavior in which an employee, former employee or visitor to a workplace inflicts or threatens to inflict damage to property, serious harm, injury or death to others at the workplace.

Threat: The implication or expression of intent to inflict physical harm or actions that a reasonable person would interpret as a threat to physical safety or property.

Intimidation: Making others afraid or fearful through threatening behavior.

Zero-tolerance: A standard that establishes that any behavior, implied or actual, that violates the policy will not be tolerated.

Court Order: An order by a Court that specifies and/or restricts the behavior of an individual. Court Orders may be issued in matters involving domestic violence, stalking or harassment, among other types of protective orders, including Temporary Restraining Orders.

Prohibited Behavior: Violence in the workplace may include, but is not limited to the following list of prohibited behaviors directed at or by a co-worker, supervisor or member of the public:

1. Direct threats or physical intimidation
2. Implications or suggestions of violence
3. Stalking
4. Assault of any form.
5. Physical restraint, confinement.
6. Dangerous or threatening horseplay.
7. Loud, disruptive or angry behavior or language that is clearly not part of the typical work environment.
8. Blatant or intentional disregard for the safety or well-being of others.
9. Commission of a violent felony or misdemeanor on YTF property.
10. Any other act that a reasonable person would perceive as constituting a threat of violence.

Reporting Acts or Threats of Violence: An employee who:

1. is a victim of violence, or
2. believes they have been threatened with violence, or
3. witnesses an act or threat of violence towards anyone else shall take the following steps:

If an emergency exists and the situation is one of immediate danger, the employee shall contact the local police by dialing 911 and may take whatever emergency steps are available ad appropriate to protect himself/herself from immediate harm, such as leaving the area. If the situation is not one of immediate danger, the employee shall follow the Workplace Safety and Security Report Policy Section VI. D. in the Personnel Manual.

Procedures – Future Violence

Employees who have reason to believe they, or others, may be victimized by a violent act sometime in the future, at the workplace or as a direct result of their employment with You Thrive Florida, shall inform their supervisor by immediately completing an Incident Report so appropriate action may be taken. The supervisor shall follow the Workplace Safety and Security Report Policy Section VI. D. in the Personnel Manual.

Employees who have signed and filed a restraining order, temporary or permanent, against an individual due to a potential act of violence, who would be in violation of the order by coming near them at work, shall immediately supply a copy of the signed order to their supervisor. The supervisor shall provide copies to the Department Director, Human Resources and local police.

Incident Investigation

Acts of violence or threats will be investigated immediately in order to protect employees from danger, unnecessary anxiety concerning their welfare, and the loss of productivity. The employees' Department Director along with HR will cause to be initiated an investigation into potential violation of work rules/policies. Simultaneously the Department Director will contact Human Resources and the Chief Executive Officer of the matter and local police will be contacted for their review of potential violation of civil and/or criminal law.
Procedures for investigating incidents of workplace violence include:

- Visiting the scene of an incident as soon as possible
- Interviewing injured and threatened employees and witnesses
- Examining the workplace for security risk factors associated with the incident, including any reports of inappropriate behavior by the perpetrator
- Taking mitigating action to prevent the incident from recurring: recording the findings and mitigating actions taken.

In appropriate circumstances, YTF will inform the reporting individual of the results of the investigation. To the extent possible, YTF will maintain the confidentiality of the reporting employee and the investigation but may need to disclose results in appropriate circumstances; for example, in order to protect individual safety. YTF will not tolerate retaliation against any employee who reports workplace violence.

Mitigating Measures:

Incidents, which threaten the security of employees, shall be mitigated as soon as possible following their discovery. Mitigating actions include:

- Notification of law enforcement authorities when a potential criminal act has occurred.
- Provision of emergency medical care in the event of any violent act upon an employee.
- Post-event trauma counseling for those employees desiring such assistance.
- Assurance that incidents are handled in accordance with the Workplace Violence Prevention Policy.
- Requesting Agency's attorney file, a restraining order as appropriate.

Training and Instruction:

The Human Resources Department shall be responsible for ensuring that all employees, including managers and supervisors, are provided with training and instruction on general workplace security practices. Department Directors shall be responsible for ensuring that all employees, including managers and supervisors, are provided with training and instructions on job specific workplace security practices. Training and instruction shall be provided as follows:

- To all current employees when the policy is first implemented
- To all newly hired employees, supervisors and managers, or employees given new job assignments for which specific workplace security training for that job assignment has not previously been provided.

- To affected employees whenever management is made aware of a new or previously unrecognized hazard.

Workplace security training and instruction includes, but is not limited to, the following:

- Preventive measures to reduce the threat of workplace violence, including procedures for reporting workplace security hazards.
- Methods to diffuse hostile or threatening situations
- Escape routes
- Explanation of this Workplace Violence Prevention Policy

In addition, specific instructions shall be provided to all employees regarding workplace security hazards unique to their job assignment.

SECTION VI. F.
SOCIAL MEDIA POLICY

I. **Scope:**

Social media governance for employees of You Thrive Florida, programs, services, and staff including administrative staff, managers, directors, supervisors, etc.

II. **Introduction:**

You Thrive Florida recognizes that social media allows companies to engage with clients and stakeholders directly. You Thrive Florida encourages employees to use social media responsibly in an effort to proactively prevent public relations issues, and in accordance with You Thrive Florida policies. This Social Media Policy is not to be applied or interpreted in a manner that interferes with any rights employees may have under the National Labor Relations Act. For example, employees should feel at liberty to discuss wages, performance, status, discriminatory treatment, etc.

III. **Policy Elements:**

Internet Access: The internet must be used in an effective, ethical, and lawful manner. Internet access may not be used for personal gain or advancement of personal views. Use of the internet must not disrupt the operation of YTF business, nor cause employees to neglect or be inattentive to duty.

Social Media Platforms: Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal website, social networking or affinity web site, web bulletin board, or chat room whether or not associated or affiliated with YTF, as well as any other form of electronic communication.

YTF has authorized the use of the following social media platform for official purposes: Facebook.

Employee Access: Access to and engagement on any social media platform during work time is limited to the YTF employee(s) designated to maintain the agency's social media site(s) in compliance with this policy. Use of a YTF Official social media site by an employee unauthorized to maintain the site is prohibited.

Employees must conduct themselves in a professional and positive manner when discussing organizational matters on social media. Use of personal social media during work time or while otherwise on duty is not permitted. Personal social media may not be accessed using YTF technology or equipment.

The Information Technology Department is responsible for establishing security and monitoring measures that support this policy, and for providing access to approved users.

Definition

Employee-Generated Personal Social Media: Any Social Media or Social Networking site that is currently in existence, created, or maintained by the Employee for his or her personal use and non-Company purposes. For purposes of this policy, Employee includes statutory Employees and contract workers.

Company Information should never be shared in any social media exchange or entry. Employee-Generated Personal Social Media sites are never to use the Company's name in their identity (e.g., username, handle or screen name), or to speak as a representative of the Company on any Personal Social Media site. The Company's Confidential Material, intellectual property, logos, policy manual, trademarks, and copyrights may not be used in any manner without the Company's express written permission.

All Employees are responsible for acting in a manner that is consistent with the Company's core values at all times and on personal and Company Social Media sites. To that end, Employees are expected to be courteous, respectful, and thoughtful about how others may be affected by Social Media and Social Networking postings. Incomplete, inaccurate, inappropriate, threatening, harassing or poorly worded postings, including derogatory or inflammatory remarks about an individual's race, age, disability, religion, national origin, physical attributes, sexual preference, or health condition, may be harmful to other personnel, damage relationships, undermine efforts to encourage teamwork, reveal Confidential Material, or violate copyrighted or trademarked information, and violate the Company's policy.

Use of Official Account(s): Engagement on any social media platform during work time should be performed in adherence with the employee's direct scope of work and responsibilities, with the best interest of YTF paramount in their postings.

- As with other forms of communication, such as telephone and email, employees who engage in using social media for official purposes are personally responsible for the content they publish. Employees who use social media must be in compliance with YTF code of conduct and other policies, and Employees are to observe accepted protocols and proper decorum.
- Official social media use is for communicating organizational business and fulfilling job duties.
- Statements or comments about the status of any casework or the dissemination of confidential information is strictly prohibited.
- Employees shall not conduct political activities or private business on official YTF social media sites or while on work time.

- Employees must observe and abide by all copyright, trademark, and service mark restrictions in posting materials.
- Any agency social media page must include an introductory statement that clearly specifies the purpose and scope of the agency's presence on social media.
- Social media pages will clearly indicate they are maintained by the agency and will have agency contact information prominently displayed.
- Social media pages should state that the opinions expressed by visitors to the page(s) do not reflect the opinion of the agency.
- Pages should clearly indicate that posted comments will be monitored and that the agency reserves the right to remove material including but not limited to obscenities, off-topic comments, and personal attacks.

Any department that wishes to have an official YTF presence on social media must submit a written request to the Chief Executive Officer and/or Chief Operating Officer. Once approved, those departments are responsible for establishing, publishing, and updating their pages on social media sites. The department director shall designate a staff member to maintain the social media site in compliance with this policy. It is the department's responsibility to maintain and monitor the content and ensure adherence to this policy.

If you see something on social media that you feel could have a negative impact on YTF you can forward the information to HR@youthrivefl.org.

IV. Enforcement

Any employee found to have violated this policy may be subject to disciplinary action up to and including termination of employment.

SECTION VII.

EMPLOYEE DEVELOPMENT

Section VII. A.
TRAVEL/TRAINING ALLOWANCES

I. POLICY

1. Types of Authorized Travel

   a. Class A Travel: Continuous travel of twenty-four hours or more away from official headquarters (note: official headquarters will be defined as the city or town that the employee is assigned.) The travel day for Class A travel will be a calendar day (midnight to midnight). Class A travel will include any assignments on official business outside of the regular office hours and away from regular places of employment when it is considered reasonable and necessary to stay overnight and for which travel expenses are approved as provided within this policy.

   b. Class B Travel: Continuous travel of less than twenty-four hours which involves overnight absences from official headquarters. The travel day for Class B travel will begin at the same time as the travel period. Class B travel will include any assignments on official business outside of the regular office hours and away from regular places of employments when it is considered reasonable and necessary to stay overnight and for which travel expenses are approved as provided within this policy.

   c. Class C Travel: Travel for short or day trips where the traveler is not away from the official headquarters overnight. Class C travel will be paid through the payroll system, as reimbursement and is subject to federal withholding and social security taxes.

2. Travel Authorization

   Travel will be authorized for official business purposes only.

   All travel subject to reimbursement must be approved in advance by the program director of the program area to which the travel is to be charged; this will include Class A, Class B, and Class C Travel.

   Authorization for Class A and Class B Travel for Program Directors should be approved by the Chief Executive Officer in advance.

   Travel out of the State of Florida, for all employees, must be approved by the Chief Executive Officer. Request for out of State travel should be made by the employee's Program Director to the Chief Executive Officer, not less than two weeks prior to travel dates. Request should be made on the Travel Authorization Form. The request must include the name of the employee(s) to travel, purpose of travel, period of travel, cost

of travel and necessity of travel.

Class A and Class B travel overnight within the State of Florida will not normally be authorized for locations less than sixty miles (based on State of Florida Official Highway Mileage Map) from official headquarters. Under special circumstances, e.g., events/activities after 5:00 P.M., required preparation work after 5:00 P.M., when through normal travel employees cannot return to official headquarters by 7:00 P.M., etc. request must be made by the program director directly to the Chief Executive Officer, in writing in advance. Requests should be made on the Travel Authorization Form. The request must include the name of the employee (s) to travel, purpose of the travel, the period of travel, costs of travel, and necessity of travel, and need to stay overnight.

3. Reimbursement of Travel Expenses

Reimbursement of travel expenses will be made in accordance with You Thrive Florida's accounts payable procedures, the Florida Statutes and grant funding requirements. Travel expenses of travelers will be limited to those expenses necessarily incurred by them in the performance of authorized Company business. Reimbursement of travel expenses must be requested by the employee, as soon as possible, but not later than thirty (30) days after travel, in accordance with the accounts payable procedures.

4. Seminars/Conferences

Seminars/Conferences may be authorized by the Program Director of the employee (s) to attend. Seminars/Conferences to be attended must be directly related to the training/development of an employee's current position.

Expenditures for seminar/conference registration fees will be requested through established procedures of You Thrive Florida in advance, after proper authorization. Payment of required expenses will be made directly to the vendor. Costs for the registration will be paid by You Thrive Florida at 100%.

You Thrive Florida recognizes that there are times when seminar/conference fees cannot be paid in advance. When fees are paid at registration by the employee, expenditures can be reimbursed, with proper approval. An explanation of why fees could not be and were not paid in advance must accompany the request for reimbursement.

5. Hotel/Motel Accommodations/Lodging

Expenditures for accommodations/lodging should be requested through appropriate channels as established by You Thrive Florida procedures in advance, after proper authorization. Payment of required expenses will be made directly to the vendor.

Accommodation/lodging will be paid for actual expenses at a single occupancy rate to be substantiated by paid bills. The actual receipt/bill must be submitted with a request

for reimbursement. The difference in the rate for double occupancy or an upgrade can be paid by the employee.

When seminars/conferences provide a variety of hotels/motels that can be used, employees should choose the most economical for reservations. Any deviation will require prior approval by the Chief Executive Officer, with reasonable explanation. The difference in the rate for more elaborate accommodations/lodging can be paid by the employee.

6. Meals

Payment of meals will not be provided for Class C travel. Payment of meals for Class A or B travel will be paid in accordance with the Florida Statutes, and based on the following schedule:

(a) When travel begins before 6:00 A.M. and extends beyond 8:00 A.M., the allowance will be given for breakfast at the rate provided by the State of Florida.

(b)When travel begins before noon and extends beyond 2:00 P.M., the allowance will be given for lunch at the rate provided by the State of Florida.

(c) When travel begins before 6:00 P.M. and extends beyond 8:00 P.M., or when travel occurs during nighttime hours due to special assignment, the allowance will be given for dinner at the rate provided by the State of Florida.

The Chief Executive Officer may approve payment for meals, in excess of the allowance of the State of Florida, if such meals occur in out-of-state metropolitan areas. Approval for such payment must be obtained in advance.

No allowance will be made for meals when travel is confined to the You Thrive Florida service area; except assignments of official business outside the traveler's regular place of employment if travel expenses are approved.

No one, whether traveling out of State or in State, will be reimbursed for any meal that is included/provided in a convention, conference or seminar registration fee paid by You Thrive Florida or any other agency/organization.

No one, whether traveling out of State or in State, will be reimbursed for any meal that is included/provided in fees/expenses for transportation paid by You Thrive Florida or any other agency/organization, i.e., airline meals, meals on trains. Unless the employee has special dietary needs (due to medical reasons) which cannot be met through the other agency/organization.

7. Transportation

All travel must be a usually traveled route. When a person travels by an indirect route for their own convenience, any extra costs will be borne by the traveler. Reimbursement for expenses will be based only on the charges that would be incurred

by utilizing the shortest map distance.

When planning travel, the program director should designate the most economical method of travel. The following consideration should be given for all trips/travel:

a. The nature of the official business.

b. The most efficient and economical means of travel (considering time of the traveler, costs of the transportation, and per diem or subsistence required.

c. The number of people making the trip and the amount of equipment or material to be transported.

A commercial vehicle/carrier for travel will be made/approved in advance and payment made directly to a vendor.

When traveling by vehicle/driving, You Thrive Florida owned vehicles should be used in lieu of the use of a privately-owned vehicle, whenever possible. When travel is authorized for a privately-owned vehicle, the employee (driver of the private vehicle) will be entitled to a mileage allowance at a fixed rate established by the State of Florida; provided however, the employee traveler first provides the Company with proof of current auto insurance coverage. Other expenses of a privately-owned vehicle, e.g., operations, maintenance, ownership, will not be allowed.

(1) Mileage will be reimbursable from the employee's home base to the point of destination. Travel within the State of Florida will be based on the shortest map distance. Travel outside the State of Florida mileage figures should be obtained for each state of destination. Vicinity mileage is allowable if it is official business. Proper mileage should be verified that the appropriate map mileage has been used prior to approval of reimbursement.

(2) Whenever possible, car-pooling should be utilized to minimize the costs of travel to You Thrive Florida. When more than one You Thrive Florida employee is traveling to a conference, meeting, or any other official business directly related to the employee's job performance, transportation should be shared, and cost minimized.

Program directors, with the Chief Executive Officer's approval, may grant monthly allowances in fixed amounts for the use of privately-owned vehicles on official business in lieu of the mileage rate. Allowances will require a signed statement of the traveler, filed with the appropriate staff prior to the allowance being granted or charged, and at least annually thereafter. The statement will show the places and distances for an average typical month's travel on official business, and the amount that would be allowed under the approved mileage rate as provided by the State of Florida. Payments will be made through the payroll system and subject to federal withholding and social security taxes.

8. Other Expenses

The following incidental travel expenses may be reimbursed, with proper receipts and documentation:

- Taxi fare.
- Ferry fares; bridge, road, and tunnel tolls.
- Storage or parking fees.
- Official You Thrive Florida business communication, e.g., telephone or fax expenses.
- Convention/conference fees for attending events that are not included in the basic registration fee that directly enhances the purpose and official business of the attended, e.g., additional educational classes/sessions, conference meals. It will be the responsibility of the attendee to substantiate that the charges were proper and necessary.

Expenses that are not reimbursable include, but are not limited to:

- Tips, Bell Boy assistance.
- Movie rentals in hotel/motel rooms.
- Hotel/motel safes.
- Parking tickets or traffic fines.
- Communication/telephone charges that are not official business.

9. Compensable Travel Time

Travel time will be considered as compensable hours worked for nonexempt employees as outlined in the following.

10. Travel During the Workday

Travel by an employee from one job site to another job site during the workday is compensable working time.

Required travel from an outlying job at the end of a scheduled workday to the employer's premises is compensable working time.

When an employee must report to You Thrive Florida premises to receive instructions, perform work, or pick up tools or equipment and then travel to a job/work site, the travel time between is compensable working time.

11. Call-back or Emergency Calls

When an employee is in an official "on-call" status, travel time is compensable and considered Hours Worked from the time the employee leaves their home for an emergency call.

In general, if an employee is called from their home to an emergency job, where work is outside of the employee's normal/regular workplace and involves traveling a substantial distance to get there, all time spent in such travel is compensable working time. However, when the employee is called back to their normal/regular job site for emergency work, the travel time to and from the job site is not compensable working time.

12. Out-of-town Travel

Home-to-Work-on Special One Day Assignment in another city/county. When a nonexempt employee who regularly works at a specific location is required to travel out of town from their normally assigned work location on a special one-day assignment, i.e., training class, a seminar, performance of duties, etc., travel time is considered compensable. All of the hours that the employee spends traveling are considered hours worked. This is because under normal circumstances the employee would travel from his/her home to their normal worksite, however, because of the one-day assignment the employee must travel just as an employee would travel during the workday or the travel for an emergency call.

Home to Work travel, when an employee is required to report to a different work site of You Thrive Florida, is not considered compensable time. The travel time that the employee spends commuting from their home to the work site and from the work site is not considered as Hours Worked and will not be compensable time.

13. Overnight Travel

Travel away from home is travel that requires the employee to be away from home overnight. Travel time, in this provision, is compensable when the employee travels during his/her normal regular working hours (including time on their non-working days, i.e., Saturday, Sunday, holidays). When travel time is spent during non-working hours the travel time is not compensable, unless the employee is required to perform work while engaged in such travel. If the employee is required to drive a vehicle, the time will be considered compensable, even if performed during non-working hours. However, travel time is not considered compensable if the employee is a passenger on an airplane, a train, a boat, a bus, and an automobile, outside regular working hours. Of course, the usual meal period would not be compensable.

14. Rights to Refuse Reimbursement

You Thrive Florida reserves the right to refuse to pay reimbursement for travel until all federal and state reimbursement documents are provided by the employee. Where an employee has received payment or an advance on reimbursable travel expenses, and the employee fails to provide the requisite documentation to substantiate the travel expense, the Company may deduct the amount that remains undocumented from the employee's next paycheck.

Section VII. B.
EDUCATIONAL TUITION REIMBURSEMENT

I. POLICY

1. Eligibility

Only Regular Full-time Employees are eligible for educational tuition reimbursement.

When found in the best interest of the Company, You Thrive Florida may authorize employee reimbursement for educational expenses, including tuition, books, fees, etc.

Reimbursement can be paid in advance of the employee completing coursework. However, should the employee fail to receive a grade of C or better (alphabetic scale) or a grade of passing (pass/fail rating system) for undergraduate studies and a grade of B or better for graduate level courses, then the employee will repay You Thrive Florida of all monies previously reimbursed for the coursework. No further classes will be paid until repayment is made in full.

Only coursework taken through an accredited educational institution will be eligible for reimbursement.

To be eligible for reimbursement, an employee must have proof of the successful completion of the course(s), with a receipt for tuition paid. Successful completion is defined as the completion of coursework and having earned a grade of C or better (alphabetic scale) or a grade of passing (pass/fail rating system) for undergraduate studies and a grade of B or better for graduate level courses. A copy of the transcript or formally issued grades will be considered acceptable documentation.

At no time will reimbursement by You Thrive Florida and any other source(s) exceed 100% of tuition or other educational costs.

2. Reimbursement Authorization

All requests for educational tuition reimbursement must be completed on the Application for Tuition Reimbursement Form prior to class enrollment.

Application for Tuition Reimbursement requires the approval of the employee's Program Director and the Chief Executive Officer.

Upon approval or disapproval of the request, a copy will be returned to the employee, and the original placed within the employee's personnel file.

3. Reimbursement

Educational tuition expenses due to the school, college, or university will be paid by the

employee.

Upon successful completion of previously authorized class(es)/coursework, the employee must provide documentation (transcript or official grades) of successful completion, receipt of tuition paid by the employee, and a copy of their approved Application for Tuition Reimbursement Form, as soon as possible, but no later than 60 days following completion of the course.

Reimbursement for tuition and acceptable educational costs will be paid at a rate of 100% at the rate per credit hour customarily charged by a state college or university for a Bachelor's Degree. If the employee wishes to attend a private college, they will be responsible for the cost difference, if any.

Reimbursement for tuition for a Master's Degree will be paid as follows: $200.00 a credit hour up to 12 hours.

Reimbursement for tuition for a PHD will be paid as follows: $300.00 a credit hour up to 12 hours.

An employee who has received an advance on Reimbursement but fails to meet the course completion requirements the employee is obligated to repay the Company the full amount of the advance. In the event the employee does not repay the Company as required, the Company is authorized to take payroll deductions from the employee's paycheck to facilitate repayment.

II. Service Obligation

An employee who receives educational tuition reimbursement from You Thrive Florida must remain employed for a period of three (3) years. Separation from employment (including termination or non-voluntary separation) prior to the completion of three (3) years, after receiving reimbursement, will require that the employee repay You Thrive Florida all tuition/educational reimbursed by the Company during the employee's last three years of service.

Upon separation, the employee understands that the Company has the right to withhold all monies due to You Thrive Florida in conjunction with final check issuance.

When an employee is obligated/required to repay You Thrive Florida, the amount owed by the employee may be withheld from the final payment to the employee of any non-wage compensation. Wages due under the Fair Labor Standards Act will not be withheld under this policy.

You Thrive Florida reserves the right to amend or terminate this policy at any time. Reimbursement approval will always be subject to funding availability.

III. Use of Company Property

Employees are not permitted to utilize any space, personnel, equipment, or supplies of You Thrive Florida in the process of fulfilling any of the requirements imposed by coursework for which the employee is being reimbursed. This includes the utilization of Internet access, computer equipment, etc. Employees will not be allowed to work on homework at their desk or workspace, including breaks and meal periods.

Section VII. C.
PROFESSIONAL CREDENTIAL/CERTIFICATIONS

I. GENERAL POLICY

1. Eligibility

Only Regular Full-time Employees are eligible for funding for professional credential/certification training courses.

When found in the best interest of the Company, You Thrive Florida, may authorize training courses for professional credential/certifications to aid in the development of an employee's current position and increase the employee's contribution to the organization.

2. Authorization

All requests for funding to enroll in professional credential/certification courses must be submitted and approved by the Program Director and the program's Executive Officer. All required approvals must be obtained prior to enrollment, registration, or incurring any related costs.

3. One Time Funding Limitation

You Thrive Florida will provide funding for approved professional credential/certification training, coursework, and examination costs one (1) time only.

Any additional costs incurred beyond the initial approved training, including but not limited to retesting fees, exam rescheduling fees, repeat coursework, renewal fees, or supplemental study materials shall be the sole responsibility of the employee.

Approval of funding does not guarantee successful completion of the training or certification, and the Company is not responsible for costs associated with the unsuccessful attempts or failure to complete course requirements.

II. Service Obligation

An employee who receives funding to enroll in professional credential/certification courses/training from You Thrive Florida must remain employed a minimum of 3 years after completion of the training course.

Separation from employment, including termination or non-voluntary separation, prior

to the completion of three years will require the employee to repay You Thrive Florida all costs incurred by You Thrive Florida associated with the training.

Upon separation, the employee understands You Thrive Florida has the right to withhold all monies due to You Thrive Florida in conjunction with the final check issuance.

When an employee is obligated/required to repay You Thrive Florida, the amount owed by the employee may be withheld from the final payment to the employee of any non-wage compensation. Wages due under the Fair Labor Standards Act (FLSA) will not be withheld under this policy.

Only the discretion of the Chief Executive Officer may the service obligation be excused.

You Thrive Florida reserves the right to amend or terminate this policy at any time. Funding for professional credential training will always be subject to funding availability.

Section VII. D.
EMPLOYEE PERFORMANCE REVIEW/DEVELOPMENT PLAN

III. GENERAL POLICY

The New Performance Review/Development Plan is utilized to evaluate and develop You Thrive Florida employees. Each employee's performance and development is to reinforce desired behaviors, address obstacles and let employees build on their talents.

A Performance Review/Development Plan is prepared by the employee's immediate supervisor (rater) to establish a record of performance and development of the employee and to provide the employee with feedback and link goals to the specific department and organizational strategy. This plan is archived in the employee's personnel file.

IV. SCHEDULE OF PERFORMANCE REVIEW/DEVELOPMENT PLAN

New Employee Review A New Employee may receive performance reviews during the initial orientation period up to and including a six (6) month review, which will evaluate the job performance during the first six (6) months of employment.

Regular Annual Review Eligible employees will receive at a minimum an annual performance review.

Significant Review A significant performance review may be conducted at any time and at the discretion of the supervisor to document any significant increases or decreases in the job level performance.

No merit increase in pay is guaranteed with the Performance Review/Development Plan.

Section VII. E
Succession Planning

I. PURPOSE

Succession planning is an effort designed to ensure the continued effective performance of You Thrive Florida by making plans and provisions for the development and replacement of critical positions within the organization. You Thrive Florida's established succession plan aims to provide continuity in leadership, avoid extended and costly vacancies in critical leadership positions, and provide for continuity of operations when vacancies occur. You Thrive Florida's succession plan is designed to identify and prepare candidates for critical positions that become vacant either on a planned or unplanned basis.

II. POLICY

It is the policy of You Thrive Florida to identify and select talent to succeed incumbents in the company's critical roles and to assess the leadership needs of the company to ensure the selection of qualified leaders, with the necessary skills, that are diverse and a good fit for the organization's mission, values and goals. Succession plans are developed for four levels of the organization: Board leadership, CEO, senior management team, and critical roles within the company.

III. PROCEDURES

A. Succession Planning for the Board of Directors. The Board must be active stewards of succession management including assessing potential talent, mitigating risk and holding one another accountable for board leadership development.

B. Succession Planning for the CEO.

1. It is the responsibility of the Board of Directors, in collaboration with the current CEO, to develop, implement, and maintain a succession plan for the CEO position.

2. In the event that the CEO is no longer able to serve in this position, either through a planned or unplanned vacancy, the Executive Committee of the Board undertakes the following:
   a. Within five (5) days, the Board appoints an interim CEO according to the following line of succession:
      I. Chief Operating Officer
      ii. Chief Financial Officer
   b. Within thirty (30) calendar days, in the event that a long-term change in leadership is required, the Executive Committee of the Board of Directors appoints an executive transition committee. This committee is comprised of one member of the executive committee and two members of the board of directors. The Executive Transition

Committee is responsible for the following:

I. Communicating with key stakeholders regarding actions taken by the Board in naming an interim successor, appointing a transition committee, and implementing the succession policy.

ii. Considering the need for consulting assistance based on the circumstances of the transition.

iii. Reviewing You Thrive Florida's strategic plan and conducting a brief analysis of the organizations capabilities to identify priority issues that may need to be addressed and to identify attributes and characteristics that are important in selecting a new CEO.

iv. Establish a time frame and plan for the recruitment and selection process.

C. Succession Planning for Senior Management.

1. The CEO is responsible for You Thrive Florida's succession plan as it relates to the senior management team. The Senior Management Team includes the following positions:

   a. Chief Financial Officer
   b. Chief Operating Officer
   c. Chief Administrative Officer
   d. Director of Transportation Services
   e. Director of Early Learning Programs
   f. Director of Senior Services
   g. Director of Weatherization
   h. Director of CSBG/LIHEAP
   i. Director of Children's Advocacy Center
   j. Director of House to Home
   k. Director of IT
   l. Director of Facilities

2. Periodically, the CEO, in collaboration with members of the Senior Management Team and Human Resources, will:

   a. Identify key positions and incumbents targeted for succession planning including an analysis of planned retirements, potential turnover, etc.
   b. Identify individuals, targeted candidates, who show the potential needed for progression into the targeted positions and leadership within the Company.
   c. Outline the actions taken in the previous year to prepare identified individuals to assume a greater role of responsibility in the future.
   d. Outline actions that will be taken in the next year to prepare individuals to assume a greater role of responsibility in the future.
   e. Periodically request updates from the Senior Management Team on the development process for each targeted candidate.

D. Succession Planning for Critical Departmental Roles.

1. It is the responsibility of each Department/Program Director to ensure that each department within his or her span of control develops, implements, and maintains a succession plan for critical leadership and program roles within each department.

2. Annually, the Department/Program Director, in collaboration with Human Resources, will:

a. Review the department/programs strategic plans and goals.
b. Identify key positions and incumbents targeted for succession planning including an analysis of planned retirements, potential turnover, etc.
c. Identify individuals, targeted candidates, who show the potential needed for progression into the targeted positions and leadership within the department/program.
d. Outline the actions taken in the previous year to prepare the identified individuals to assume a greater role of responsibility in the future.
e. Outline actions that will be taken in the next year to prepare individuals to assume a greater role of responsibility in the future.
f. Periodically provide updates to the CEO and Human Resources on the development process for each targeted candidate.

E. Human Resources will keep documented succession plans submitted by each of the Departments and by the CEO; and Human Resources will maintain training and development records for targeted candidates in an effort to track achievement of succession plans goals.

SECTION VIII.

EMPLOYEE SEPARATION

Section VIII. A.
EMPLOYEE SEPARATION

I. DEFINITIONS

The categories of separation and their definitions are:

1. Resignation: A voluntary separation, including:

    a. Employees are required to give at least two weeks written notice. For those employees with supervisor responsibilities are required to give a one (1) month written notice.

    b. Failure to maintain contact/notify supervisor of absence or leave. If contact is not maintained or supervisor is not notified, the Company will consider that the employee has voluntarily resigned from their position. Resignation will be considered effective immediately when the employee does not maintain contact/notify supervisor.

    c. Failure to return to work from leave (including Family Medical Leave) as arranged with the Company.

    d. Refusal to submit to a drug test.

    e. Any other provision presented in this manual as constituting resignation.

2. Deceased The death of an employee.

3. Termination A separation in which the employee is removed from the payroll for violation of employee standards of conduct or safety regulation, unsatisfactory job performance, or any other reason deemed by the Company to warrant termination of employment.

4. Layoff or Reduction in Force

5. Temporary reduction Work is no longer available, but a recall is expected within 12 months.

6. Permanent reduction Work is no longer available. Recall is not expected (job eliminated, contract expired, a department closed, etc.).

7. Justification Whenever it becomes necessary because of lack of work, lack of funds, or changes in organization, the Chief Executive Officer will determine the organizational unit and/or classification in which reduction can best be accomplished.

8. Order of Layoff The order of layoff of all employees within a particular status of

employment (Regular, Temporary, Pool/Reserve, Full-time, Part-time) will be determined by the Chief Executive Officer after giving due consideration to all relevant factors including but not limited to performance and seniority.

9. PROCEDURES FOR EXITING

a) Pay in Lieu of Notice Where a future date is established for separation, immediate removal from duties may occasionally be desirable to minimize the adverse effect on other employees or to allow the separated employee to seek new employment. In such cases, up to two weeks' pay may be provided in lieu of notice with approval by the Chief Executive Officer or designee.

b) Return of Equipment and Keys Employee shall return all Company Equipment,

c) Keys, and other Company Property in accordance with the Company's COMPANY PROPERTY policy. (Section V.L.)

II. REHIRE ELIGIBILITY

Employees who voluntarily resign from employment are generally considered eligible for rehire at the discretion of the Company, provided they left in good standing and meet current job qualifications. "Good standing" generally means the employee:

1. Provide the required notice in accordance with Company policy;
2. Work each scheduled workday during the notice period; and
3. Was not under investigation for, or subject to, serious performance, conduct, or policy violations at the time of resignation.

Failure to meet these requirements may result in the employee being designated as not eligible for rehire.

Eligibility for rehire does not guarantee reemployment. All former employees must apply through the standard recruitment process, meet the posted qualifications for the role, and successfully complete all pre-employment checks in effect at the time of application. Hiring managers, and Human Resources will review the individual's previous performance, conduct, and exit documentation before making any rehire decision.

Former employees who resigned in lieu of termination, resigned while under investigation for misconduct, or who were previously terminated for cause are not eligible for rehire. In addition, former employees who resigned after previous rehire, are not eligible for rehire unless an exception is approved in writing by Human Resources.

SECTION IX.

SAFETY AND HEALTH

Section IX. A.
SAFETY AND HEALTH

I. HEALTH AND SAFETY

1. Safety Monitoring

You Thrive Florida provides for the continuous monitoring of the working conditions and equipment of its employees for observance of safety requirements.

2. Safety Rules and Regulations

Employees will observe all safety rules and regulations established within You Thrive Florida's Safety Manual, within each program area's policies and procedures, and otherwise provided by You Thrive Florida's Personnel Manual.

Employees will report all unsafe conditions or practices to their immediate supervisor.

Safety is everyone's responsibility. Employees should report any unsafe conditions or circumstances to their supervisor or safety coordinator in order to prevent accidents.

3. Safety Equipment

You Thrive Florida may provide certain required safety equipment items (e.g., safety glasses, hard hats, respirators, support belts, etc.). These issued items must be worn by employees to whom the safety equipment has been issued at all times during working hours unless otherwise directed by his/her immediate supervisor.

The Company reserves the right to require that employees equip/provide safety equipment items as a condition of employment.

4. Accident/Injury Reporting

Job-related injuries and illnesses, regardless of severity, should be reported immediately.

II. SAFETY COMMITTEES

Safety Committees may be created to conduct a review of safety infractions/incidents that have resulted in loss of productivity, property, efficiency, or other liability to You Thrive Florida operations. Committees may recommend corrective action as well as disciplinary action.

III. OPERATION OF COMPANY VEHICLES

All employees operating You Thrive Florida vehicles or utilizing personal vehicles for company business, must possess and maintain the appropriate Florida driver's license, as required by his or her job in performing the essential functions and be insurable

through the Company's insurance carrier. Periodic reviews will be conducted to verify compliance with this policy.

You Thrive Florida vehicles or personal vehicles utilized for company business will be operated in strict compliance with all laws which apply to motor vehicles in the State of Florida, including the Florida Seat Belt Law and applicable insurance requirements. Violators will be responsible for any and all fines incurred and subject to disciplinary action for failing to comply with said laws.

IV. DRIVING RECORDS

Any employee who is required as a condition of employment to possess and maintain a valid Florida driver's license, must inform his or her immediate supervisor in the event the driver's license is denied, expired, suspended or revoked.

A valid license is defined as an issued license, as required, which has not expired, nor been denied, restricted, revoked or suspended.

An employee may be denied employment or terminated if an employee fails to maintain a valid license or otherwise fails to meet the criteria set forth by the law or the Company's insurance carrier.

V. REPORTING REQUIREMENTS

It shall be the duty of employees operating You Thrive Florida vehicles or utilizing personal vehicles for company business to report the occurrence of any of the following events to their supervisor:

1. Any traffic related incident and/or accident in which the driver was involved as an operator of a company vehicle or personal vehicle on authorized company business
2. Any traffic citation received on the job regardless of the ownership of the vehicle or off the job if in a company owned vehicle.
3. Any traffic citation or arrest received on or off the job regardless of the ownership of the vehicle which might lead to the disqualification from insurability by our insurance carrier, or suspension or revocation of driver's license
4. Expiration, suspension, or revocation of driver's license
5. Any and all visible damage to an assigned vehicle
6. All CDL holders must report ALL traffic citations, on or off the job, regardless of the ownership of the vehicle

VI. VIOLATION OF POLICY

Any employee found in violation of this policy will be subject to disciplinary action up to and including termination of employment

SECTION X.

DEFINITIONS

Section X. A.
DEFINITIONS

Protected Characteristics shall mean those classes or characteristics defined by local, state or federal law, which include race, color, national origin, religion, sex, age, disability, genetic information, marital status, military service, veteran status, or disability.[1]

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Submit by Email | Print Form

THE SCHOOL BOARD OF HERNANDO COUNTY

STUDENT REGISTRATION FORM

Attachment S

Current Date | Grade | School: YOU THRIVE ELEMENTARY

Student LEGAL Name - Last | First | Middle

Nickname | Date of Birth MM/DD/YYYY | Gender

Birth City | Birth State | Birth Country

Active Military Family Student? | Student Social Security Number (Optional)

Hispanic/Latino Ethnicity?

Federal Race: Choose **ALL** that apply. **This is required.**

☐ American Indian or Alaskan Native ☐ Asian ☐ Black
☐ Hawaiian or Other Pacific Islander ☐ White

Permission to distribute student demographic information: Choose **ALL** that apply. **This is required.**

PUBLIC: ☐ Newspaper ☐ Social Media ☐ Interview **LOCAL (within school district):** ☐ Yearbook ☐ School Photo

Prior School | Prior School State | Prior School Country

Are you enrolling in our district due to either of these natural disasters? ☐ Earthquake ☐ Hurricane ☐ Neither

Has your child ever been retained: | If Yes, which grade(s)

Has your child ever been enrolled in a Special Education program?

Has your child ever been referred or received school-based mental health services?

Has your child ever been enrolled in Hernando County Schools? | If Yes, NAME of last school

Student Transportation

Are you or your spouse currently employed with:

☐ Law Enforcement ☐ the Courts ☐ DCF ☐ Firefighter
☐ Child Support Enforcement ☐ Not Applicable

List all school age siblings residing in the home who are enrolled in Hernando County Schools:

Sibling Name		School		Grade	
Sibling Name		School		Grade	
Sibling Name		School		Grade	

FAMILY & EMERGENCY CONTACT INFORMATION

Student Name

Residence Address

City Zip Code Primary Phone

Mailing Address **if different from above**

City Zip Code

Parent/Guardian 1 Name Relation to student

Cell Phone Work Phone Email

Parent/Guardian 2 Name Relation to student

Cell Phone Work Phone Email

Does student live with parent(s)? If No, name/relationship of guardian

If you do not wish the other parent/guardian to have access to your child, the enrolling parent/guardian **must provide** a certified court order indicating sole custody, or a restraining order.

For office use only: Order on file? Staff member verifying receipt

Emergency contacts: It is **mandatory** that an emergency number/contact be provided. To serve your child in case of accident or sudden illness, it is necessary that you list those individuals **other than** the parent(s)/guardian(s) who are authorized to pick up your child through the clinic/office. (Example: Stepparent, Neighbor, Other Relative, Etc.

Contact Name 1. Relation to student Phone

Contact Name 2. Relation to student Phone

Contact Name 3. Relation to student Phone

Contact Name 4. Relation to student Phone

HEALTH INFORMATION

Student Name

Does your child have any of the following health conditions? Check **ALL** that apply.

- ☐ Asthma (medication needed at school)
- ☐ Asthma (No medication needed at school)
- ☐ Allergy (Epi-pen required)
- ☐ Allergy (No Epi-pen required)
- ☐ Attention Deficit Disorder
- ☐ Heart Condition
- ☐ Cystic Fibrosis
- ☐ Cerebral Palsy
- ☐ Hemophilia
- ☐ Cancer
- ☐ Seizures/Epilepsy
- ☐ Wears Contacts/Glasses
- ☐ Diabetes (Type 1)
- ☐ Diabetes (Type 2)
- ☐ Sickle Cell Disease

Other

You must contact the health professional if the student has a health condition or requires care at school.

Does your child require regular or emergency medication at school?

If YES, a completed and signed Medication Authorization form must be submitted to the school if medication is required.

Doctor's Name

Dr. Phone Number

Dentist's Name

Dr. Phone Number

PARENT/GUARDIAN CONSENT FOR SCHOOL HEALTH SERVICES

*** Per F.S. 1014.04 and HB 1557, parent consent is required for healthcare services. If you agree to allow your student to receive school clinic services for care and treatment for illness and/or injury if/when they are needed, please check below.**

*** Emergency services will be provided to all students according to the standards found in the Florida Emergency Guidelines for Schools. https//www.floridahealth.gov/programs-and-services/childrens-health/school-health/reports-information.html**

*** This consent will remain in effect for one school year or you may indicate in writing that you wish to rescind this consent for school health services. As required by law, new consent is needed every school year.**

- ☐ I consent to school clinic services for care and treatment for illness and/or injury.
- ☐ I do NOT consent for my child to receive care and treatment for illness and/or injury in the school clinic.

Notice of Fraudulent Documentation: Fraudulent documentation as defined is any information provided by the parent or other entity that falsely represents the parent's place of residence for school of enrollment. Whoever knowingly makes a false statement in writing with intent to mislead a public servant in the performance of his or her official duties, shall be guilty of a misdemeanor of the second degree, punishable by law (F.S. 837.06) or guilty of perjury by false written declaration, a felony of the third degree (F.S. 92.525).

I understand the above notice and have not provided any false information to a public servant.

Parent/Guardian Name

Signature

Relation to student

Current Date

1234

HERNANDO COUNTY SCHOOL BOARD
RELEASE OF STUDENT RECORDS

Student Name | Current Date 1/26/26

Date of Birth MM/DD/YYYY | Grade

Prior School Name

Address

City | State | Zip Code

Phone Number | Fax Number

THIS SECTION IS FOR SCHOOL USE ONLY

The above student has enrolled in Hernando County, Florida, at the school listed below:

Current School Name

Address

City | State | Zip Code

Phone Number | Fax Number

Please forward the following information **AS SOON AS POSSIBLE** to assist with the student's proper placement.

* Birth Certificate
* Physical and Immunizations
* Grades - Past and Current (Numerical if available)
* Explanation of your grading system
* Attendance
* Standardized Test Scores
* Special Education Records (IEP, Gifted, 504)
* Psychological Tests and Evaluations
* ELL/ESOL Records
* Documentation of multi-tiered systems of support interventions

Federal law 99.21 - No parent signature is required for educational records to be sent to another educational agency.

Thank you for your assistance.

Date Records Requested | By Whom | Date Records Received

THE SCHOOL DISTRICT OF HERNANDO COUNTY, FLORIDA

HOME LANGUAGE SURVEY

Date of Survey _____ Student Number _____

Student Name _____ Date of Birth MM/DD/YYYY _____

Country of Birth _____ Grade _____

NOTICE: if the answer to one or more of the following questions (2-4) is yes, your child's English proficiency will be evaluated in accordance with Florida statutes to determine eligibility for ESOL language services. Services are designed to assist students whose English language proficiency and/or academic performance is limited. It addresses the academic, linguistic, and cultural needs of the student. The primary objective of the program is to develop the student's English skills in listening, speaking, reading, writing and content area comprehension. Your signature below will indicate that you understand the above statement.

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. What date did your child first attend a United States school (KG-12)? MM/DD/YYYY _____

2. Is a language **other than English** spoken in your home? ☐ YES ☐ NO

If Yes, what language? _____ Who speaks this language? _____

3. Does the student have a first language **other than English?** ☐ YES ☐ NO

If Yes, what language? _____

4. Does the student most frequently speak a language **other than English?** ☐ YES ☐ NO

If Yes, what language? _____

Father's Birth Place _____ Mother's Birth Place _____

Name of person completing form _____ Relationship to student _____

Parent/Guardian Signature _____

HERNANDO COUNTY SCHOOLS

STUDENT HOUSING QUESTIONNAIRE

This questionnaire is intended to address the McKinney-Vento Assistance Act. The confidential answers to this residency questionnaire help determine if the student may be eligible to receive additional educational services.

School _____ Current Date _____

1. Where are you and your family currently staying? Choose ONE.

☐ Rent/Own my own home - IF YOU CHOOSE THIS, THEN **STOP** AND SIGN THE BOTTOM OF THIS FORM

☐ Temporarily with another family due to loss of housing, economic hardship, or similar reason

☐ In an emergency/transitional shelter

☐ In a vehicle of any kind, trailer park or campground, abandoned building or other substandard housing

☐ In a hotel/motel due to loss of housing, economic hardship, or similar reason

☐ None of the above apply Explain where if none of the above apply _____

Cause of temporary residence _____

Are you alone without an adult or with an adult that is not a parent or legal guardian? ☐ YES ☐ NO

2. Student information, including **all siblings** living together in the above living situation.

Student Name _____	Student Name _____
Student ID # _____ M/F _____ DOB _____	Student ID # _____ M/F _____ DOB _____
Grade _____ School _____	Grade _____ School _____
Student Name _____	Student Name _____
Student ID # _____ M/F _____ DOB _____	Student ID # _____ M/F _____ DOB _____
Grade _____ School _____	Grade _____ School _____

3. Additional protective rights and services may be available for **eligible** families/unaccompanied youth, such as:
   * Immediate enrollment into school
   * School stability - continue in the school attended before loss of housing occurred
   * Transportation - to remain at the "school of origin", if over 2 miles
   * Free Meals
   * Backpack and school supplies
   * Assistance with required uniforms

School-based Services. Check if needed: ☐ Assistance with enrollment disputes or missing documents

☐ Assistance obtaining school records ☐ Assistance with obtaining school physicals

Parent/Guardian/Adult Caring for Student _____ Signature _____

Address _____ City _____ State _____ Zip _____ Phone _____

Distribution: MKV Liaison, Fax 352-797-7139

HERNANDO COUNTY SCHOOL DISTRICT
DISCLOSURE

Student Name | Date of Birth MM/DD/YYYY | School

Pursuant to Florida Statute 232.0205, I hereby disclose the following. **CHECK ONE:**

☐ I am **NOT** currently expelled, nor have I previously been expelled from any other school district/private school/lab school.

☐ I **AM** currently expelled, or was previously expelled from another school district/private school/lab school. If checked, complete the following:

District | Date | Reason

Pursuant to Florida Statute 232.0205, I hereby disclose the following. **CHECK ONE:**

☐ I have **NOT** been previously arrested in this state or any other state resulting in a charge being filed, and action being taken either in juvenile or adult court.

☐ I **HAVE** been arrested previously. If checked, complete the following:

Date of Arrest | Location | Offense | Disposition

I understand that Florida Statute 232.0205 requires that all persons enrolling in a public school must report any and all expulsions and arrests resulting in charges being filed, and Juvenile Justice action. School District policy prohibits a student currently under expulsion in another District form enrolling in school. The School District of Hernando County reserves the right to hold an Administrative hearing to determine the most appropriate placement for any student returning from a Juvenile Justice Commitment Facility, or charged with a felony that occurs off school property. These felony offenses involve violence, sale or distribution of drugs or sex offenses.

Pursuant to Florida Statute 232.0205, I hereby disclose the following. **CHECK ONE:**

☐ I **HAVE** BEEN referred for mental health services.

☐ I have **NOT** been referred for mental health services.

Student Signature | Current Date

Parent/Guardian Signature | Current Date

HERNANDO COUNTY SCHOOL DISTRICT
PARENT AND STUDENT ACKNOWLEDGEMENT
Student Code of Conduct is available on-line at hernandoschools.org

The Code of Conduct has been written so students and family members know what behavior is expected and prohibited at school or at school activities. It is helpful if parents are aware of school rules so they can help support them from home. Failure to return this acknowledgement will not relieve a student or the parent(s) from the responsibility for knowledge of the contents of the Student Code of Conduct.

I have read/**viewed on-line** and acknowledge:

* Bullying/Harassment/Teen Dating Violence Policy & Procedures (Appendix A)
*Bus Expectations (Appendix B)
* Dress Code Policy (Appendix C)
* Annual notification of Family Educational Rights and Privacy Acts (FERPA) (Appendix D)
* Network/Internet acceptable use agreement (Appendix E)
* Opt Out Pledge of Allegiance (Appendix F)
* Participation in Interscholastic and Intrascholastic Extracurricular Activities (Appendix G)
* Student Code of Conduct

Parent/Guardian Signature _____ Current Date _____

Student's Signature _____ Current Date _____

Student Name _____ Student ID# _____

FAMILY VOLUNTEER AGREEMENT
YOU THRIVE ELEMENTARY

Student Name _____ Current Date 1/26/26

Parent/Guardian 1. Name _____ Phone Number _____

Parent/Guardian 2. Name _____ Phone Number _____

I agree to provide volunteer services to the school as a condition of my child's attendance for the current and subsequent school years. I will contact the school each month in order to make arrangements to fulfill my volunteer requirements. I understand that school volunteers who work with the students must be cleared through a background investigation and may be fingerprinted. I further understand that while working as a volunteer for the school, **i must follow the school's rules and policies including the dress code. i understand that volunteers are not authorized to discipline students. Students who misbehave must be referred to a school staff member if a disciplinary situation arises.**

MINIMUM MONTHLY VOLUNTEER REQUIREMENT: 2 HOURS

VOLUNTEER POLICY

* The local background check "Volunteers in Education" form through the Hernando County Sheriff's Office is required to be filled out and submitted to the Sheriff's Office.
* Those parents that fail the background check will have to find an alternative way to volunteer under the director's guidance or can follow the steps dictated to rebut that record and be able to volunteer or have another family member honor the volunteer commitment.
* Quarterly volunteer updates will be issued in writing and will be included in the the report card tracking form to be signed by the parent.
* Each family must earn one volunteer hour per week and a total aggregate of twenty volunteer hours per school year.
* Parents who fail to meet the minimum monthly requirement for volunteer hours will have their student dismissed from extra-curricular activities, including dances, and special events. These parents will also have to make up the hours before the end of the school year in order to have their child advance automatically to the next grade level.
*Sixth and Seventh grade parents who fail to satisfy the volunteer requirement will have their child dismissed from automatic enrollment the next school year.
* Eighth grade parents who fail to satisfy the volunteer requirement will have their child restricted from any extra school activities including the eighth grade field trip and graduation.

Parent/Guardian 1. Signature _____ Current Date _____

Parent/Guardian 2. Signature _____ Current Date _____

FEE AFFADAVIT & FEE SCHEDULE
YOU THRIVE ELEMENTARY

You Thrive Elementary offers a fascinating laboratory based science curriculum to every student. Your child will have the opportunity to use real-life experimentation techniques to learn logical procedure, problem solving skills, the scientific process and higher order thinking skills. Many of the science labs require supplies and equipment that are consumed during the experimentation. For this reason, we ask for an annual laboratory consumable fee.

The YOU THRIVE ELEMENTARY hands-on experiential learning is grounded in our Education Beyond the Classroom (EBC) program. Through this innovative program we can connect to the core middle school curriculum and bring the Sunshine State Standards and the Classroom Lessons to life. Learning is applied and takes place in the real world and our students experience that learning from the experts in the field.

Many activities are grade-level specific and include snorkeling, kayaking, boating, gardening, historical museums, archery, rocketry, caving, swimming, government center visits, library visits, sailing, state park visits, charters, self defense, kendo training, ropes course visit, climbing gym activities, mining, renaissance faire participation, historical reenactments, ceramics classes, yoga classes, street hockey activities, golf activities, drama classes, manatee encounter, nature preserve visits, environmental center visits, space center visit, aquarium visit, planetarium visit, athletic field activities, shore based beach activities, geocaching, and more.

Several of these trips have direct and indirect costs associated with them including admission, guides, contracted services, parking, tolls, etc. They also have several indirect costs including equipment, mileage, and wear on the bus. For this reason, we are requesting a quarterly activity fee.

I understand and accept these fee structures. I also understand and agree to pay these fees on time. I further understand that if a financial situation should arise that could delay my payment, I will immediately notify the school so that alternate payment arrangements can be made. NOTE: YOU THRIVE ELEMENTARY offers a payment plan option allowing you to pay a fixed amount throughout the school year, thus minimizing the financial impact in a given month.

Student Name _____ Current Date _____

Parent Name _____ Parent Signature _____

PARENT AGREEMENT FORM
YOU THRIVE ELEMENTARY

1. I understand that YOU THRIVE ELEMENTARY'S unique field activity and hands-on science program are supported in part by student fees. I further understand that these fees are necessary and cannot be waived. I also understand that these fees are fixed and predictable and must be paid in a timely fashion.

2. I understand that YOU THRIVE ELEMENTARY relies on its families to provide a consistent, predictable, weekly volunteer contribution to the school. I understand that this commitment cannot be waived regardless of family or work circumstances. I further understand that my child's enrollment is contingent upon my satisfaction of this volunteer commitment. I also understand it is my responsibility to contact the school's administration to establish a fixed volunteer role.

3. I understand that YOU THRIVE ELEMENTARY hosts many elective, non-instructional, fee-based activities that encompass a broad positive middle school experience and that these activities can be withheld from my child at the discretion of the school administration when he/she has incomplete or missing work, negative credits in the YOU THRIVE ELEMENTARY economy system, and negative balance in the student's financial account, or insufficient family volunteer contribution hours.

4. I understand that YOU THRIVE ELEMENTARY has a commitment to protect instructional time; therefore I will allow my child to attend the entire school day and without interruption. I also agree to adhere to the established school pickup time schedule and not attempt to pick up my child during the instructional day.

5. I understand that the YOU THRIVE ELEMENTARY Education Beyond the Classroom (EBC) and its associated trips are a required, graded, mandatory part of the school's instructional program. I will ensure that my child participates faithfully in all EBC activities. Missing EBC days are permitted only through illness and must be documented through a licensed physician note. I further understand that the EBC program day may be modified as a result of a failing grade in any course. This may result in my child staying back from the activity and participating in academic remediation at the discretion of the school's administration.

6. I understand that the YOU THRIVE ELEMENTARY Rules and Routines take priority over the Hernando County School Board's Code of Conduct. I further understand that YOU THRIVE ELEMENTARY does not permit student behavior that disrupts the learning environment and that my child will be removed immediately from the activity and may be suspended from school for one or more days. I also understand that if disruptive behavior becomes a pattern, then a step-wise disciplinary approach will be implemented that may result in multiple days of suspension and possible recommendation for removal from YOU THRIVE ELEMENTARY and placement in their zoned middle school.

My signature below indicates my willingness to comply with the school's rules, routines, procedures, and disciplinary practices summarized above. I will work corroboratively with the school's administration and teaching staff in their effort to provide my child with a quality middle school education.

Student Name

Parent/Guardian Name

Parent Signature

Current Date

PHYSICAL EDUCATION WAIVER
YOU THRIVE ELEMENTARY

The 2008 Legislature passed Senate Bill 610 which was signed into law by Governor Crist on June 2, 2008. It includes changes in statute as it relates to physical education requirements for Florida students. Senate Bill 610 requires the equivalent of one class period per day of physical education for one semester of each year for students in grades six through eight.

YOU THRIVE ELEMENTARYoffers a weekly Education Beyond the Classroom (EBC) program which includes physical education activities and meets for both the first and second semester of the school year. **Your child will automatically receive physical education through the EBC program.**

Please check the box below and sign this form. This indicates your acknowledgement that your child is enrolled in the YOU THRIVE ELEMENTARY EBC program in lieu of the physical education program as described above.

☐ My student is enrolled in the YOU THRIVE ELEMENTARY Education Beyond the Classroom Program; therefore waives the physical education requirement as described above.

Student Name _____

Grade _____

Parent/Guardian Name _____

Parent/Guardian Signature _____

Current Date _____

ATTENDANCE POLICY
YOU THRIVE ELEMENTARY

The school calendar provides for 180 days of educational activities. Students who are absent, leave early, or arrive late disrupt the educational process for everyone. By enrolling your child in YOU THRIVE ELEMENTARY, you are agreeing to the following provisions:

1. You will **ALWAYS** notify the school when your child is absent due to illness or other circumstance.
2. Barring emergencies, you will not keep your child home for non-medical reasons.
3. You will schedule family outings and vacations during a time when school is **NOT** in session.
4. You will make non-emergency appointments with physicians, orthodontists, etc., after school hours (whenever this option is afforded to you).
5. You will make a conscientious effort to have your child arrive on time for the beginning of the school day.
6. Barring emergencies, you will not interrupt the learning environment by picking your child up early from school.
7. You will not request early dismissal on HCSB 'half-days'.
8. You will maintain an open dialog with the front office regarding issues that may affect your child's attendance.
9. You will not keep your child home in order to avoid Comprehensive Assessment Tests mandated by either the HCSB or FLDOE.
10 You will give school attendance priority over participation in elective activities.

The HCSB Student Code of Conduct contains other provisions which address attendance. You are bound by these provisions as well.

Student Name

Student Signature

Parent Name

Parent Signature

Current Date

ASSUMPTION OF RISK & LIABILITY WAIVER AND
PERMISSION TO PARTICIPATE
YOU THRIVE ELEMENTARY

1. **RELEASE AND WAIVER OF LIABILITY/IMPLIED CONSENT**

In signing this form, I understand that I waive the right to sue YOU THRIVE ELEMENTARY or any affiliate thereof by both myself and my heirs, assigns or personal representatives.

I am aware that YOU THRIVE ELEMENTARY arranges activities involving snorkeling and swimming in the ocean, traveling by boat along with adventure activities including but not limited to: swimming, snorkeling, caving, boating, tubing, camping, climbing, white-water rafting, touring, kayaking, fishing, scalloping, sailing, hiking, biking, paint ball, and other physically strenuous activities. In participating or allowing my child to participate in these activities. **I acknowledge that during these activities, he/she may be exposed to certain risks which are inherent in the activity and cannot be eliminated without destroying the purpose and character of the activity, such as travel by boat, swimming in or near the ocean, snorkeling in the ocean, accident or illness in remote places without immediate access to medical facilities, and the forces of nature, including sun, wind, and rain. I understand the description of these risks are not complete and that these and other unknown or unanticipated inherent risks may result in injury or death.** I authorize the school representative, in the exercise of his/her judgement as to necessity, to obtain medical treatment in the event of injury or illness and the undersigned agrees to pay any expense incurred for this treatment.

In consideration for the right for myself or my child to participate in such activities, and the services arranges for me or him/her, I have and do hereby assume all risks and will forever indemnify, hold harmless, and covenant not to sue YOU THRIVE ELEMENTARY, including their employees, property owners, directors, officers, and members from any and all liabilities, actions, causes of actions, debts, claims, demands, or other liability of every kind and nature whatsoever, which may arise in connection with my or his/her trip to or participation in this program, whether caused by ordinary negligence or otherwise. This signed agreement serves as a release or assumption of risk for my heirs, executors, and administrators, assigns, next of kin, and members of my family. This agreement is meant to be broad and inclusive.

Student Name _____ Student Signature _____

Parent Name _____ Parent Signature _____

Current Date _____

RULES & ROUTINES
YOU THRIVE ELEMENTARY

Welcome to YOU THRIVE ELEMENTARY. Let the Adventure begin! Our staff has been working hard to prepare lessons that will capture your interest, inspire your learning, and satisfy your curiosity. In order to provide you with a quality hands-on education, we do need to create an orderly learning atmosphere and enlist your cooperation. Please read on...

SCHOOL RULES

YOU THRIVE ELEMENTARY has several common-sense classroom rules. These rules are similar to the rules used whenever groups of people are assembled. The rules are the same in each classroom and are as follows:

1. **Raise your hand** and wait to be recognized if you wish to speak, ask a question, answer a question, or leave your seat for any reason. Once you take your seat at the beginning of class, you are expected to stay in that seat unless given permission to move about. If the teacher has assigned your seat, you are expected to sit in that assigned seat whenever the class meets.
2. **Use silent hand signals** if you wish to use the restroom or get a drink of water. These silent signals will be explained to you during the first week of school.
3. **Respect the personal space and property of others.**
4. **Calling all artists.** Refrain from drawing, doodling or sketching when you are supposed to be learning, listening or working in class. Also, be sure not to doodle, draw or mark on school property unless you like cleaning, erasing, and sanding on your weekends.
5. **Be prepared for class!** As a middle school student, your 'tools' are the few items you are **REQUIRED** to bring to class each and every day; these include: pens, pencils, subject folders (one for each class), writing paper, homework and handouts from previous session, planner, check book, organizer binder, and a positive attitude.
6. **Keep food and beverages out of the classroom.**
7. **If you make a mess, clean it up.**
8. **Dress for success.** Dress conservatively, wear sensible closed toe, closed heel shoes, and you won't have to worry about this rule.
9. **Use appropriate language in all situations.**
10. **Practical jokes can be funny but....**Practical jokes often hurt other peoples' feelings and result in unintended, unpredictable and unnecessary results.
11. **Exercise self-control.** Incidents resulting in physical injury or damage to property will be immediate grounds for suspension.
12. **Do not retaliate!** Always involve a YOU THRIVE ELEMENTARY staff member before matters escalate to this point.
13. **Leave your gum at home.**
14. **Be organized.** Students who habitually ignore deadlines for weekly homework and project due dates will be required to make up their work on their Education Beyond the Classroom (EBC) day. In the event that a Educational Beyond the Classroom day is lost due to missing work, an alternative make-up assignment for the field program will be required.
15. **Homework** - You may not have homework in every class however, you will have homework every night. Homework is to be completed on time and should be checked by your parent to make sure it is done.
16. **if you are absent, your parents must notify the school.** Your parent must also send in a written note to our office, explaining the reason for your absence within 3 days of your return to school.
17. **Make-up work if you are absent**. If you miss a day of school or even a class, you will need to make up your missing work. You may not be allowed to make up work if you have an unexcused absence and any late work that is accepted could be subject to partial credit, or if outside of the allowed days granted by the District policy, could be required to be done and still earn a 'zero'. The teacher makes the final decision in these matters.
18. **Try not to be absent.** Too many absences or excessive tardiness will result in a referral to the Student Services department for Truancy.
19. **Respond to low progress report grades.** Failure warnings are distributed during the 4th week of each marking period. Any student who is earning a grade of "D or F" will receive a Failure Warning notice. Parents are required to sign and return the Failure Warning to the teacher the next day.
20. **Communication** - We try to keep parents in the loop when it comes to your academic and behavioral performance at school, in addition to school events, homework and projects. We have a variety of methods to communicate with your parents. Monthly volunteer and financial statements will be sent home with the student. Please make sure that your parents see all this information. Another method of importance communication is the weekly email. Every Friday night we will send out an important email detailing the EBC events, homework assignments, special events, and school activities for the following week. Please make sure your parents are receiving and reading these weekly announcements. Other forms that may need to be signed and returned may be attached to your report card. Please make sure parent signed forms are returned to us the next school day.

RULES & ROUTINES
YOU THRIVE ELEMENTARY

21. **Tardies** - If you are late, a parent **MUST** sign you in, and the front office staff will issue a tardy pass. Repeated tardiness will result in an unexcused absence.
22. **Education Beyond the Classroom (EBC) -** is a program with learning objectives, written work, and tests. In many cases the EBC is linked to your classroom learning and grades can even be shared. Furthermore, if you have a 'D or F' in any class, if you are missing work, or if you have excessive absences, your EBC day can be forfeited and you will remain at school for the entire day completing your make-up work. Any time a EBC day is missed you must complete the required alternative EBC program assignment. On EBC days, you will be required to bring all items needed for the specific activity.
23. **Cell Phones and other Electronic devices -** Students may bring cell phones to school as long as they are not visible to the classroom teacher. Teachers are authorized to confiscate cell phones that become 'visible' due to their use during class, ringing, buzzing, or used as a gaming device. Confiscated cell phones will be held in a secure location until a parent can claim them. In addition, any device which transmits a radio frequency or infrared signal that corresponds with or disrupts BEST Academy's communications is prohibited. This includes, but is not limited to: Walkie-Talkies, certain hand-held phones, RF adapters, Remote Controls, Wireless Components. **LASERS are not permitted.**
24. **Recording Devices -** are not permitted without advanced written approval from the school administrator. These devices include, but are not limited to: cameras, digital recorders, video cameras, camera phones, audio recorders or any other device capable of capturing audio, still pictures or video.
25. **Safety first (Science Lab)-** Proper attire, including safety goggles, may be required for certain experiments involving the use of liquid and flames. For this reason, students who do not wear the safety attire will not be allowed to participate and will be given an alternate assignment in an alternate educational setting. You will not be able to participate in labs without having a signed contract and a grade of 100 percent on the lab safety quiz. All lab safety rules must be followed. Do not enter the lab unless a teacher is present. No materials are to be removed from the lab. Living specimens kept in the lab are for observation only. Handling of the animals is a privilege extended only to the individuals who help care for them. Students wishing to handle the animals must demonstrate responsibility and take a test specific to the animal they wish to handle. All living specimens must remain in the lab while being handled. Never perform unauthorized experiments. Unauthorized use of chemicals can produce catastrophic results that may cause personal injury and/or damage to property. Failure to comply with lab rules, regulations, and verbal instructions given by the teacher will result in disciplinary action including, but not limited to, removal from the lab.
26. **Academic Contracts -** It may be necessary to communicate daily with your parents regarding your schoolwork, homework or grades. In this instance you will be placed on an Academic Contract, which will last until the next progress reporting period.
27. **School computers -** No storage devices of any kind are permitted in the computer lab. This includes, but is not limited to: zip drives, pen drives, USB drives, flash memory devices, hard drives, external drives, or any other device capable of extracting data from the school network. Do not install software on school computers. This includes software downloaded from the internet such as, songs, games, pictures, screen savers, etc. Do not send or receive emails from school computers. Use of the internet is restricted to approved research only. Students will face disciplinary action if they display or attempt to display material that is sexually explicit, vulgar, or otherwise inappropriate for a school setting. Students may not purchase or attempt to purchase merchandise using school computers. Do not enter the computer lab unless the teacher is present. Do not tamper with the network files. In addition, it is against school rules to use the account of another person. You are responsible for your account so safeguard your information and never give your user name or password to another person.
28. **Bus -** do not enter the bus unless a staff member is present. A seat belt, where available, must be worn at all times on the bus. Follow all posted bus rules.
29. **Payments -** Unless advanced arrangements have been made, all payments are due on time. The student's name and purpose of payment must be clear and evident on the check or payment envelope.
30. **Keep us informed -** If you have a changes to your address, phone, emergency contacts, transportation, or are withdrawing from our school, we must be made aware. If you are requesting your child to ride to/from school with another student, a bus pass must be requested by the parents of both students.

We acknowledge that we have read all of the Rules & Routines, and we agree to all terms and conditions.

Student Name _____ Student Signature _____

Parent Name _____ Parent Signature _____

Current Date _____

YOU THRIVE ELEMENTARY ACADEMY FOR CREATIVE EXCELLENCE – SPRING HILL

ENROLLMENT APPLICATION PACKET

Arts-Focused Public Charter School

Operated by You Thrive Florida, Inc.

Authorized by Hernando County School District

Spring Hill, Florida

Address TBD

EDUCATIONAL PROGRAM SUMMARY

You Thrive Elementary Academy for Creative Excellence – Spring Hill is a no-tuition public charter school serving students in grades Kindergarten through Grade 5. The school is operated by You Thrive Florida, Inc. and authorized by the Hernando County School District.

The school implements a rigorous, standards-aligned instructional program with a strong focus on the visual and performing arts, creative expression, and arts integration across all core academic subjects. Instruction is aligned to Florida B.E.S.T. Standards and designed to foster creativity, critical thinking, and student engagement.

IMPORTANT INFORMATION FOR FAMILIES

1. The academic program emphasizes arts-integrated instruction and creative learning experiences.

2. Students are expected to actively participate in performances, projects, and collaborative learning.

3. Student behavior, dress code, and technology use follow the Hernando County School District Student Code of Conduct.

4. Extended learning opportunities may be provided to support enrichment and artistic development.

5. Families should review program expectations carefully to determine whether this school is an appropriate fit.

6. Program-related fees, if applicable, will align with district charter guidelines.

7. Family involvement and volunteer participation are encouraged as part of the school community.

8. All students participate in Florida statewide and district-required assessments.

9. ESE and ELL services are provided in accordance with state and federal law.

10. Transportation services are subject to district availability and approval.

VOLUNTEER PARTICIPATION

Family engagement is an important component of the school community. Volunteer opportunities may include classroom support, performances, exhibitions, school events, or campus activities. Volunteer expectations are implemented in accordance with Hernando County School District charter guidelines.

FAMILY ACKNOWLEDGEMENT

By signing below, I/we acknowledge that we have reviewed the Educational Program Summary and agree to support the mission and expectations of You Thrive Elementary Academy for Creative Excellence – Spring Hill.

Student Name: _____ Grade: _____

Parent/Guardian Name: _____

Signature: _____Date: _____

STUDENT INFORMATION

School Year Applying For: _____

Student Name: _____

Current Grade Level: _____

Parent/Guardian 1 Name: _____

Parent/Guardian 2 Name (if applicable): _____

Primary Email Address: _____

Primary Phone Number: _____

Current School Name: _____

ARTISTIC INTERESTS & STRENGTHS

Please describe your child's artistic interests, strengths, or prior experiences in the arts (e.g., visual art, music, dance, theater, digital media, creative writing, or other creative areas):

_____

_____

_____

_____

REQUIRED DOCUMENTATION CHECKLIST

☐ Most recent report card or academic records

☐ Recent assessment or test score information

☐ ESE / ELL documentation (if applicable)

Parent/Guardian Name: _____

Signature: _____ Date: _____

Attachment T

T. Evidence of demand for school and intended community partners

Out of 30 surveys completed, 29 respondents indicated interest in one or both schools, representing 96.7 percent positive interest in the initial SurveyMonkey results. These surveys were completed by families of kindergarten-ready students currently enrolled in You Thrive Florida Head Start programs in Brooksville and Spring Hill. In addition, a request has been submitted to the Hernando C Busch Gardens, Tampa Education classes (science)

Community Partners in Education
CEMEX
Florida RAMA Saint Pete art District (art)
Henry Plant Museum (history)
Salvador Dali Museum (art)
Chinsegut nature preserve (science/technology)
Young Chef's Academy (science, art)
Flamenco Ballet (Spanish, art)
Clearwater aquarium, education courses (science, tech)
MOSI museum (art)
River ventures (science)
Weeki Wachee Springs (science)
Escapology (technology)
Laser Ops (technology)
JG ranch
Local High School and Colleges
Bowl 360
Food Drive
Florida Cracker Kitchen
Mary's Fish Camp
Coney Island
Orlando Film Academy
Titanic Museum
Kennedy Space Center
Dade City Battlefield
Hernando County School District

LEASE

Kennedy Complex Cooperative, **the Lessor**, and Mid Florida Community Services, Inc DBA You Thrive Florida and You Thrive Elementary Academy for Creative Excellence, **the Lessee**, each in consideration of the agreements to be performed by the other hereby on this 1st day of August agree:

1. **PROPERTY AND TERM:** The Lessor, Kennedy Complex Cooperative hereby leases to the Lessee Mid Florida Community Services, Inc DBA You Thrive Florida and You Thrive Elementary Academy for Creative Excellence the buildings located at **835 School Street, Brooksville, FL 34601** , the real property in Hernando County, Florida for the term beginning at 12:01 A.M. on the 1st day of August 2026 and ending at 11:59PM on the 1st day of July 2031**.**

2. **RENT:** The Lessee, MID FLORIDA COMMUNITY SERVICES, INC DBA You Thrive Florida and You Thrive Elementary Academy for Creative Excellence will pay to the Lessor, Kennedy Complex Cooperative, as rent for the property leased during the term as follows:

Payment amount will be $2,500.00 per month the first payment being due and payable on the 1st day of August 2026 and continuing on the 1st day of every month there after until the payment due on the 1st day of July 2031, at which time the monthly rental shall be re-negotiated between Lessor and Lessee.

3. USE: The lessee, Mid Florida Community Services, Inc, DBA You Thrive Florida and You Thrive Elementary Academy for Creative Excellence will use the leased property for charter school educational purposes only. The Lessees will make no unlawful or offensive use of leased property.

4. MAINTENCE: The Lessee agree to maintain both the interior and exterior of the facility located on the leased property during the term hereof and to make any and all repairs for any damages to the facility located on the real property so that upon termination of this lease the facility located on the leased property shall be in substantially good condition as it is at the time of the execution of this lease.

5. INSURANCE: The Lessee agree to insure the buildings at market value and carry worker's compensation and public liability insurance with a company approved by the Lessor and further shall show the Lessor as coinsured on any such public liability policy and aggress to furnish the Lessor with a true copy of said policy and any renewals thereof.

6. DEFAULT: In the event of a default of any of the terms and conditions set forth herein, this lease shall terminate, in the event that such default is not corrected within 30 days after written notice is given to the Lessee from the Lessor. In the event, any such default is not corrected within the time allowed herein, this lease shall be

terminated forthwith and the Lessee shall surrender possession of the property to the Lessor on demand.

7. TAXES: The Lessor shall pay all real taxes due on said property during the term here of.

8. TERMINATION: This lease shall be terminated immediately if the Lessee becomes insolvent or bankrupt. This lease may be terminated by 30 days written notification by either party.

9. OPTION: The Lessor shall give the Lessee the first option to renew this lease upon expiration of the term hereunder.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals this

1st day of _____.

KENNEDY COMPLEX COOPERATIVES, INC.

_____ By: _____
Witness (LESSORS)

MID FLORIDA COMMUNITY SERVICES, INC DBA You Thrive Florida and You Thrive Elementary Academy for Creative Excellence

_____ By: _____
Witness (LESSEE)

Revenue Estimate Worksheet for Elementary Academy for Creative Excellence Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Hernando

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0000

Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	62.00	1.108	68.6960	$ 369,076
111 Basic K-3 with ESE Services	10.00	1.108	11.0800	$ 59,528
102 Basic 4-8	34.00	1.000	34.0000	$ 182,668
112 Basic 4-8 with ESE Services	10.00	1.000	10.0000	$ 53,726
103 Basic 9-12		0.972	0.0000	$ -
113 Basic 9-12 with ESE Services		0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*		1.165	0.0000	$ -
130 ESOL *(Grade Level 9-12)*		1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	116.00		123.7760	$ 664,998

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE (Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	123.7760	Total Base Funding $ 664,998

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$	664,998	X	6.67%	$ 44,355
Growth Portion (0.54% of Conference Base Funding)	(a)	$	664,998	X	0.54%	$ 3,591
Total Salary Increase Allocation						$ 47,946

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	10.00	PK-3	251	$ 961	$ 9,610
		PK-3	252	$ 3,102	$ -
Additional Funding from the ESE Guaranteed Allocation.		PK-3	253	$ 6,330	$ -
Enter the FTE from 111,112 and 113 by grade and matrix	10.00	4-8	251	$ 1,077	$ 10,770
level. Students who do not have a matrix level should be		4-8	252	$ 3,218	$ -
considered 251. This total should equal all FTE from		4-8	253	$ 6,447	$ -
programs 111, 112 and 113 above, less any 113 gifted		9-12	251	$ 767	$ -
FTE.		9-12	252	$ 2,908	$ -
		9-12	253	$ 6,136	$ -
Total FTE with ESE Services	20.00			Total ESE Guarantee	$ 20,380

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 116.00 ÷ District's Total UFTE: 26,356.34 = 0.4401%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 123.78 ÷ District's Total WFTE: 28,298.70 = 0.4374%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's

UFTE share.	**Charter School UFTE:**	**116.00**	**÷**	**Scholarship UFTE:**	**23,141.84**
				=	**0.5013%**

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's

UFTE share.	**Charter School UFTE:**	**116.00**	**÷**	**District's Total Non-Virtual UFTE:**	**25,955.87**
				=	**0.4469%**

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's

UFTE share.	**Charter School UFTE:**	**116.00**	**÷**	**District's Total Non-Scholarship Non-Virtual UFTE:**	**22,741.37**
				=	**0.5101%**

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	6,103,523	x	0.4469%	$ 27,277
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	7,766,159	x	0.4401%	$ 34,179
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	2,306,367	x	0.5101%	$ 11,765
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	1,523,010	x	0.5013%	
8. Academic Acceleration Options Supplement (Value share)	(g)				

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	777.74

School Academic Acceleration Option Supplement		4,203,858	x	0.0000%	$ -
9. Discretionary Local Effort (WFTE share)	(c)	15,007,736	x	0.4374%	$ 65,644
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.4374%	$ -
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.4401%	$ -

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X CWF	X Allocation factors		
PK - 3	79.7760	1.0000	958.42	=	76,459
4-8	44.0000	1.0000	915.09	=	40,264
9-12	0.0000	1.0000	917.30	=	0
Total *	123.7760			Total Class Size Reduction Funds	$ 116,723

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)			
Enter All Adjusted Fundable Riders		x	649	$ -
Enter All Adjusted ESE Riders		x	1,967	$ -

14. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		$0.00	$0.00	$ -
Civilians on Federal Lands		$0.00	$0.00	$ -
Students with Disabilities			$0.00	$ -
Total				$ -

15. Food Service Allocation	(j)		
		Total	$ 940,966
16. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 893,020
17. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

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.

Attachment X

You Thrive Elementary Academy for Creative Excellence

Revenues	2026-27 Budget	2027-28 Budget	2028-29 Budget	2029-30 Budget	2030-31 Budget
Student Funding	$893,020	$919,811	$947,405	$975,827	$1,005,102
TSIA	$47,946	$49,384	$50,866	$52,392	$53,964
Teacher Classrooom Supply Asst Pgm	$2,100	$2,163	$2,228	$2,295	$2,364
Capital Outlay (PECO)	$75,000	$77,250	$79,568	$81,955	$84,413
Additional Millage	$107,000	$110,210	$113,516	$116,922	$120,429
Capital Millage	$28,000	$28,840	$29,705	$30,596	$31,514
Student Enrichment Activity Fee	$69,600	$71,688	$73,839	$76,054	$78,335
TOTAL REVENUE	**$1,222,666**	**$1,259,346**	**$1,297,126**	**$1,336,040**	**$1,376,121**

Expenses					
Academic Staff	$ 340,000	$ 350,200	$ 360,706	$ 371,527	$ 382,673
Non-Academic Staff	$ 230,000	$ 236,900	$ 244,007	$ 251,327	$ 258,867
Subtotal - Compensation	**$ 570,000**	**$ 587,100**	**$ 604,713**	**$ 622,854**	**$ 641,540**
Group Insurance	$ 57,240	$ 58,957	$ 60,726	$ 62,548	$ 64,424
FICA, Unemployment, WC	$ 64,438	$ 66,371	$ 68,362	$ 70,413	$ 72,526
Retirement	$ 22,800	$ 23,484	$ 24,189	$ 24,914	$ 25,662
Subtotal - Fringe & Benefits	**$ 144,478**	**$ 148,812**	**$ 153,277**	**$ 157,875**	**$ 162,611**
Rent	$ 80,000	$ 82,400	$ 84,872	$ 87,418	$ 90,041
Utilities	$ 24,000	$ 24,720	$ 25,462	$ 26,225	$ 27,012
Building Maintenance	$ 35,000	$ 36,050	$ 37,132	$ 38,245	$ 39,393
Subtotal - Facility	**$ 139,000**	**$ 143,170**	**$ 147,465**	**$ 151,889**	**$ 156,446**
Professional Services	$ 37,000	$ 38,110	$ 39,253	$ 40,431	$ 41,644
Supplies	$ 20,000	$ 12,000	$ 12,360	$ 12,731	$ 13,113
P&C Insurance	$ 8,000	$ 8,240	$ 8,487	$ 8,742	$ 9,004
Management Expenses	$ 52,050	$ 53,612	$ 55,220	$ 56,876	$ 58,583
Equipment Lease	$ 8,000	$ 8,240	$ 8,487	$ 8,742	$ 9,004
HCSD Admin Fee	$ 44,651	$ 45,991	$ 47,370	$ 48,791	$ 50,255
Subtotal - Admin	**$ 169,701**	**$ 166,192**	**$ 171,178**	**$ 176,313**	**$ 181,603**
Technology	$ 60,000	$ 30,000	$ 30,900	$ 31,827	$ 32,782
Program Supplies	$ 50,000	$ 35,000	$ 36,050	$ 37,132	$ 38,245
Education Engagement	$ 20,000	$ 20,600	$ 21,218	$ 21,855	$ 22,510
Instructional Materials	$ 64,000	$ 65,920	$ 67,898	$ 69,935	$ 72,033
Subtotal - Program	**$ 194,000**	**$ 151,520**	**$ 156,066**	**$ 160,748**	**$ 165,570**
TOTAL EXPENSES	**$ 1,217,179**	**$ 1,196,794**	**$ 1,232,698**	**$ 1,269,679**	**$ 1,307,770**
Net Income (Loss)	$5,487	$62,552	$64,428	$66,361	$68,352

Spring Hill Start-Up Budget

Students	116	87	58
	100%	**75%**	**50%**
Revenues	Amount	Amount	Amount
Student Funding	$ 893,020.00	$ 669,765.00	$ 446,510.00
TSIA	$ 47,946.00	$ 35,959.50	$ 23,973.00
Teacher Classroom Supply Asst Pgm	$ 2,100.00	$ 2,100.00	$ 2,100.00
Capital Outlay (PECO)	$ 75,000.00	$ 56,250.00	$ 28,125.00
Additional Millage	$ 107,000.00	$ 80,250.00	$ 40,125.00
Capital Millage	$ 28,000.00	$ 21,000.00	$ 10,500.00
Student Enrichment Activity Fee	$ 69,600.00	$ 52,200.00	$ 34,800.00
TOTAL REVENUE	**$1,222,666.00**	**$ 917,524.50**	**$ 586,133.00**

Expenses	Amount	Amount	Amount
Academic Staff	$ 340,000.00	$ 255,000.00	$ 170,000.00
Non-Academic Staff	$ 230,000.00	$ 172,500.00	$ 115,000.00
Subtotal - Compensation	**$ 570,000.00**	**$ 427,500.00**	**$ 285,000.00**
Group Insurance	$ 57,240.00	$ 42,930.00	$ 28,620.00
FICA, Unemployment, WC	$ 64,438.00	$ 48,328.50	$ 32,219.00
Retirement	$ 22,800.00	$ 17,100.00	$ 11,400.00
Subtotal - Fringe & Benefits	**$ 144,478.00**	**$ 108,358.50**	**$ 72,239.00**
Rent	$ 80,000.00	$ 80,000.00	$ 40,000.00
Utilities	$ 24,000.00	$ 18,000.00	$ 12,000.00
Building Maintenance	$ 35,000.00	$ 26,250.00	$ 17,500.00
Subtotal - Facility	**$ 139,000.00**	**$ 124,250.00**	**$ 69,500.00**
Professional Services	$ 37,000.00	$ 27,750.00	$ 18,500.00
Supplies	$ 12,000.00	$ 9,000.00	$ 6,000.00
P&C Insurance	$ 8,000.00	$ 8,000.00	$ 8,000.00
Management Expenses	$ 52,050.00	$ 39,037.50	$ 26,025.00
Equipment Lease	$ 8,000.00	$ 6,000.00	$ 4,000.00
HCSD Admin Fee	$ 44,651.00	$ 33,488.25	$ 22,325.50
Subtotal - Admin	**$ 155,277.00**	**$ 123,275.75**	**$ 84,850.50**
Technology	$ 30,000.00	$ 22,500.00	$ 11,250.00
Program Supplies	$ 40,000.00	$ 30,000.00	$ 20,000.00
Education Engagement	$ 20,000.00	$ 15,000.00	$ 10,000.00
Instructional Materials	$ 64,000.00	$ 48,000.00	$ 32,000.00
Subtotal - Program	**$ 154,000.00**	**$ 115,500.00**	**$ 73,250.00**
TOTAL EXPENSES	**$1,162,755.00**	**$ 898,884.25**	**$ 584,839.50**

Net Income (Loss)	$ 59,911.00	$ 18,640.25	$ 1,293.50

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Mid Florida Community Services, Inc., dba You Thrive Florida Governing Board			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
				Year 0 (Most Recent Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Hernando	BEST Academty	4461	Active	85.68	A	145,689	16%	No

Attachment DD

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Mid Florida Community Services, Inc., dba You Thrive Florida Governing Board			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -1				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Hernando	BEST Academty	4461					

N/A Governing board has only operated BEST Academy since July 2025

Spring Hill Monthly Cash Flow Analysis
July 2026 - June 2027

Month	Fixed Revenue	Variable Revenue	Total Revenue		Payroll	Fringe	Facility	Admin	Program	Total Expense	Monthly Net	Cumulative Net
July	$ 84,145	$ 5,800	$ 89,945		$ 47,500	$ 12,040	$ 11,583	$14,142	$ 16,167	$ 101,432	$ (11,487)	$ (11,487)
August	$ 84,145	$ 5,800	$ 89,945		$ 47,500	$ 12,040	$ 11,583	$14,142	$ 16,167	$ 101,432	$ (11,487)	$ (22,973)
September	$ 89,605	$ 5,800	$ 95,405		$ 47,500	$ 12,040	$ 11,583	$14,142	$ 16,167	$ 101,432	$ (6,027)	$ (29,000)
October	$ 85,975	$ 5,800	$ 91,775		$ 47,500	$ 12,040	$ 11,583	$14,142	$ 16,167	$ 101,432	$ (9,657)	$ (38,656)
November	$ 85,975	$ 5,800	$ 91,775		$ 47,500	$ 12,040	$ 11,583	$14,142	$ 16,167	$ 101,432	$ (9,657)	$ (48,313)
December	$ 192,975	$ 5,800	$ 198,775		$ 47,500	$ 12,040	$ 11,583	$14,142	$ 16,167	$ 101,432	$ 97,343	$ 49,030
January	$ 85,975	$ 5,800	$ 91,775		$ 47,500	$ 12,040	$ 11,583	$14,142	$ 16,167	$ 101,432	$ (9,657)	$ 39,374
February	$ 113,975	$ 5,800	$ 119,775		$ 47,500	$ 12,040	$ 11,583	$14,142	$ 16,167	$ 101,432	$ 18,343	$ 57,717
March	$ 85,975	$ 5,800	$ 91,775		$ 47,500	$ 12,040	$ 11,583	$14,142	$ 16,167	$ 101,432	$ (9,657)	$ 48,061
April	$ 85,975	$ 5,800	$ 91,775		$ 47,500	$ 12,040	$ 11,583	$14,142	$ 16,167	$ 101,432	$ (9,657)	$ 38,404
May	$ 85,975	$ 5,800	$ 91,775		$ 47,500	$ 12,040	$ 11,583	$14,142	$ 16,167	$ 101,432	$ (9,657)	$ 28,748
June	$ 85,975	$ 5,800	$ 91,775		$ 47,500	$ 12,040	$ 11,583	$14,142	$ 16,167	$ 101,432	$ (9,657)	$ 19,091
ANNUAL TOTALS			$ 1,236,270							$ 1,217,179	$ 19,091	$ 129,996

KEY METRICS

Average Monthly Revenue	$ 103,023
Average Monthly Expense	$ 101,432
Average Monthly Net Cash	$ 10,833
Lowest Monthly Cash Flow	July
Highest Monthly Cash Flow	November

Attachment FF

PERFORMANCE EVALUATION FORM

Employee Name: _____ **Position Title:** _____

Department/Service Area: _____ **Date of Evaluation:** _____

Supervisor: _____ **Supervisor Title:** _____

PERFORMANCE RATINGS:

EXCEEDS EXPECTATIONS
Work that is characterized by sustained exemplary accomplishments at the highest level throughout the rating period. Exhibiting performance that consistently exceeds and sometimes far exceeds the performance expectations and goals of the job. Typically demonstrates full mastery of the knowledge, skills, and abilities for the required work.
Any rating of exceeds expectations must be accompanied by a description of achievements.

MEETS EXPECTATIONS
Work that is characterized by achieving results at a level that generally meets and sometimes exceeds the performance goals of the job. Typically demonstrates fully proficient knowledge, skills, and abilities for the required work. Requires an appropriate amount of supervision and follow-up.

NEEDS IMPROVEMENT
Work that requires improvement to fully meet the performance goals in or more areas; provides basic support to contributions of the organization. Typically demonstrates beginner knowledge, skills, and abilities for the required work.

UNSATISFACTORY
Work that fails to meet the goals of the job function; generally falls short of performance goals (even though sometimes approaching goals); provides minimal support to the contributions of the organization. Requires direction, support and follow-up more frequently than others. May exhibit knowledge and or skills deficit.
Any rating of unsatisfactory must be accompanied by comments specifying deficiencies.
An unsatisfactory rating requires the supervisor to counsel the employee and provide performance expectations and timelines for improvement and reassessment.

A. PERFORMANCE STANDARDS:

For each factor below, check the rating that most closely represents your overall evaluation of the individual's performance. Comments are required and should be provided if rated Exceeds Expectations or Unsatisfactory.

1. ***ADAPTABILITY & CHANGE MANAGEMENT:*** Ability to multi-task; adapts to changes; manages challenging situations appropriately.

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

2. ***ATTENDANCE & PUNCTUALITY:*** Arrives to work on time; schedules time off in advance; reliable & dependable; unscheduled absences are minimal; demonstrates flexibility when needed.
   (Leave time taken under Family Medical Leave Act (FMLA) and/or Workman's Compensation cannot negatively impact an evaluation. If absences were due to extenuating circumstances, the supervisor should take this into consideration when evaluating attendance.)

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

3. ***COMMUNICATION:*** Asks for feedback to ensure understanding; has open, clear communication with their peers; has open, clear communication with their supervisor; empathetic and focused listener.

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

4. ***COOPERATION:*** Listens to supervisor when directives are given; openly receives constructive feedback; collaboratively works with peers.

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

5. ***GOALS AND OBJECTIVE SETTING:*** Assignment and task completion; shares progress or challenges of tasks with supervisor; holds themselves accountable for performance.

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

6. ***INITIATIVE:*** Pursues professional development; takes initiative for task beyond their basic duties; requires little to no direction in performing day-to-day responsibilities.

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

7. ***JOB KNOWLEDGE***: Demonstrates a thorough knowledge of their key responsibilities; shares their knowledge with their peers; keeps abreast of trends and changes in their area of responsibility.

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

8. ***JUDGEMENT AND DECISION MAKING:*** Displays sound judgement when making decisions; remains calm in stressful situations; provides swift solutions to routine questions; uses business knowledge to make timely and effective decisions.

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

9. ***LISTENING:*** Demonstrates active listening skills; allows others to complete their thoughts before replying; listens objectively with an open mind.

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

10. ***PROFESSIONALISM***: Maintains a professional appearance; adheres to company dress code policy; treats others with respect at all times.

    Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
    Comments:

11. ***SAFETY:*** Adheres to company safety policies and regulations; remains aware of potential safety hazards.

    Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
    Comments:

12. ***TIME MANAGEMENT:*** Prioritizes tasks in an effective manner; completes tasks timely; implements measures to reduce distractions.

    Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
    Comments:

13. ***SUBJECT MATTER EXPERTISE:*** Exhibits a highly specialized knowledge and aptitude for providing advice and counsel in the area of their expertise; Attention to detail and accuracy are maintained.

    Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
    Comments:

14. ***LOYALTY/COMMITMENT:*** Consistently exhibits a commitment to the success of YTF. Demonstrates an understanding of YTF's Vision, Mission and Values in their performance of duties.

Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
Comments:

15. ***CORE VALUES:***

Teamwork: Our team is willing to work together collaboratively and in a coordinated, collective effort with clients, partners, and each other to achieve a common goal. This is achieved by clear and efficient communication; taking responsibility when things don't go as planned; actively listening to other points of view; and being aware of how our actions can impact others.

Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
Comments:

Honesty: We, as individuals and as a team, commit to be fair and consistent and act in an ethical and professional manner. This is achieved by fulfilling commitments; providing regular feedback; taking a stand against unethical and illegal practices; transparent communication; not being afraid to respectfully speak up even when the truth hurts; and showing authenticity/sincerity.

Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
Comments:

Respect: Our team is characterized by responsible actions, honest relationships, mutual respect, and open communications. This is achieved by always treating others with courtesy, politeness, and kindness; being open to opinions and ideas; refraining from behaviors that criticize, disparage, and belittle others; being aware of our body language, tone of voice, and demeanor; treating others fairly and equally; and recognizing the strengths and talents of all people.

Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
Comments:

Inclusion: We recognize that all people deserve to feel valued and respected regardless of their background or circumstances. This is achieved by utilizing mindful communication; challenging stereotypes; and avoiding making assumptions.

Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
Comments:

Vision: We commit ourselves to leaving the past behind and embracing future possibilities. This is achieved by breathing life into mission, vision, and values of the organization; dreaming big and focusing on successes; creating an infusion of passion and inspiration; and ensuring our words and actions support the organization's long-term goals and objectives.

Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
Comments:

Empathy: Our team prioritizes empathy and values and cares about our relationships with clients, partners, stakeholders, and fellow team members. This is achieved by showing compassion and care; asking questions and listening with a goal to understand; acknowledging and validating the feelings of others; being present in the moment; approaching problems with a different perspective and accepting other interpretations; taking the initiative to help those who are struggling; and challenging our biases.

Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
Comments:

Synergy: Our team, and those we are serving, will succeed because of our commitment, dedication, resiliency, and collective effort. This is achieved by being clear in our communications and ensuring everyone knows and understands the goals, objectives, and strategies of the organization and programs administered; fostering trust and collaboration; embracing diverse people, practices, and ideas; cultivating an environment for conversations that lead to creative solutions; sharing resources and collaborative effort to break down barriers and overcome obstacles; and empowering others by utilizing individual talents and skills to the greatest extent possible.

Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
Comments:

B. PERFORMANCE IMPROVEMENT:

Describe job-related performance improvements (including accountability and responsibility), which would help this individual to be more effective.

OVERALL PERFORMANCE RATING:
Please provide an overall performance rating based on the specific ratings given throughout the evaluation.

Exceeds Expectations ☐ **Meets Expectations** ☐ **Needs Improvement** ☐ **Unsatisfactory** ☐

Supervisor Comments:

Supervisor Signature: _____ **Date:** _____

Director or designee review signature: _____ **Date:** _____

Employee Comments:

I acknowledge I have received and reviewed this Performance Evaluation and that it has been reviewed with me by my direct supervisor. My signature indicates neither agreement nor disagreement with the content of the evaluation.

Employee Signature: _____ **Date:** _____

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # *30. 26-3829 5/26/2026

Title and Board Action Requested
Approval of the Charter Application for You Thrive Elementary School of Brooksville Steam

Executive Summary
The Supervisor of School Choice, on behalf of the Superintendent of Schools, hereby requests the Board to approve the charter application for You Thrive Elementary School of Brooksville STEAM.

My Contact
Dawn Williams
Supervisor of School Choice

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
The cost of this agenda item in $0 unknown until the district's portion of FTE is determined by enrollment, see attached budget sheet. The cost for the previous fiscal year was $0.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

YOU THRIVE

Elementary School *of* Brooksville

STEAM

SCIENCE • TECHNOLOGY • ENGINEERING • ARTS • MATH

835 School Street Brooksville

352-544-2373

Submitted by

Mid Florida Community Services, Inc.,
dba You Thrive Florida, Inc.

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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: **You Thrive Elementary School of Brooksville**

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: **Mid Florida Community Services, Inc. dba You Thrive Florida**

If a non-profit organization, has it been incorporated with Florida's Secretary of State? **YES**

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.

NAME OF CONTACT PERSON: Jamie Young

TITLE/RELATIONSHIP TO NON-PROFIT: Principal BEST Academy

MAILING ADDRESS: 835 School Street, Brooksville, FL. 34601

PRIMARY TELEPHONE: (352) 544-2373

ALTERNATE TELEPHONE: (352) 796-1425

E-MAIL ADDRESS: jyoung@youthrivefl.org

Names, roles, and current employment of all persons on applicant group, i.e. anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School
Jamie Young	Principal, BEST Academy Charter	Principal
Lisa Becker	Chief Administrative Officer, You Thrive Florida	Leadership support and oversight
Leah Floriano	ELA/ESE Teacher	ELA/ESE Consult
Michelle Lynch	Math/ESE Teacher	Math/ESE Consult
Vanessa Qualiana	HR Director, You Thrive Florida	HR Consult
Kris Bates	CFO, You Thrive Florida	Finance Consult

Projected Date of School Opening (Month/Year): August 2026

Do any of the following describe your organization, or the school proposed in this application?

__ Seeks approval to convert an already existing public school to charter status. (*Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.*)
__ Seeks to operate as a classical charter school as defined in section 1002.33(10)(d)9., F.S.
__ Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.
__ Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.
__ Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.
__ Will contract or partner with an Education Service Provider (ESP). *(See definition of an ESP in the Addendum, which applicant must complete if using an ESP.) If yes, include the provider's portfolio in answering the questions below regarding pending applications and school openings.*
Name of ESP: _____

__ Seeks approval to replicate an existing school model. *(See definition of a replication in the Addendum, which applicant must complete if replicating a school model.)*
__ Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S.. *(Applicant must complete Addendum A1.)*

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here?
___Yes _X_ No *If yes, complete the table below (add lines as necessary).*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future?
___Yes _X_ No *If yes, complete the table below (add lines as necessary).*

Planned School Name	Authorizer	City, State	Opening Date

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States?
_X__Yes __ No *If yes, complete DOE Form IEPC-M1A which can be found at http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference. and include as Attachment DD.*

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.

Mat Kline
Mat Kline (Jan 29, 2026 15:03:49 EST)
Signature

CEO
Title

Mat Kline
Printed Name

01/29/26
Date

EXECUTIVE SUMMARY

You Thrive Elementary of Brooksville is a proposed public charter school seeking authorization from the Hernando County School District to serve students in grades Kindergarten through Grade 5. The school is designed to expand access to high-quality public-school options by providing a rigorous, student-centered STEAM-focused educational program that emphasizes academic achievement, and innovation.

The mission of You Thrive Elementary of Brooksville is grounded in the belief that every child can thrive when provided with high-quality instruction, individualized support, and meaningful learning experiences. The school will implement a curriculum aligned to Florida's B.E.S.T. Standards with a strong emphasis on science, technology, engineering, the arts, and mathematics (STEAM), while maintaining high quality instruction in literacy and social studies. Instruction will promote critical thinking, problem-solving, creativity, collaboration, and real-world application of knowledge to ensure students are academically prepared for future success.

You Thrive Elementary of Brooksville will employ differentiated, data-driven instructional practices to meet the diverse academic needs of its students. Evidence-based strategies, inquiry-based learning, project-based learning, and experiential education will be used to engage students and support mastery of grade-level standards. Ongoing formative assessments and progress monitoring will guide instructional decisions and targeted interventions, ensuring students demonstrate measurable academic growth each year.

STEAM instruction will be intentionally integrated across grade levels and content areas, providing students with opportunities to explore hands-on learning, design thinking, experimentation, and problem-solving. Students will engage in interdisciplinary projects that connect academic content to real-world challenges, fostering innovation, persistence, and higher-order thinking skills essential for college and career readiness.

The school is committed to fostering a safe, inclusive, and supportive learning environment. A positive school culture grounded in respect, empathy, and high expectations will guide all aspects of school operations. Clear behavioral expectations, consistent routines, and early identification of student needs will support strong attendance, student engagement, and positive behavior outcomes.

Family and community engagement are essential components of the school's design. You Thrive Elementary of Brooksville will actively partner with families, local businesses, and community organizations to support student learning, enrich STEAM experiences, and strengthen connections between the school and the broader Hernando County community.

The charter application outlines a clear governance and leadership structure designed to ensure accountability, transparency, and compliance with all applicable laws and district requirements. Financial planning reflects a commitment to fiscal responsibility and long-term sustainability, ensuring the school has the capacity to operate a high-quality STEAM-focused educational program

that prioritizes student learning and support services.

Through its focus on STEAM education, academic excellence, and strong school-community partnerships, You Thrive Elementary of Brooksville seeks authorization to provide Hernando County families with an additional public- school option that prepares students for future academic, career, and life success.

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.

Vision Statement

You Thrive Elementary of Brooksville will be a high-performing STEAM-focused public school where students achieve academic excellence through innovative, hands-on learning experiences. The school will prepare students to become critical thinkers, problem solvers, and creators who are equipped to succeed in higher education and future careers.

Mission Statement

The mission of You Thrive Elementary of Brooksville is to provide a rigorous, standards-aligned STEAM education for students in grades Kindergarten through Grade 5. Through interdisciplinary instruction, data-driven practices, and real-world applications, the school will build strong academic foundations in literacy, mathematics, science, technology, engineering, and the arts, preparing students for long-term academic achievement.

B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

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

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system*. **PAGE(S): 5-6, 7-12, 69-73** (Executive Summary; Mission & Educational Program Design; Parent & Community Involvement)
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.* **PAGE(S): 20-26, 53-57, 81-90** (Assessment & Accountability; Governance & Management; Budget; Financial Management and Start-up Plan)
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.* **PAGE(S): 20-26, 28-33, Attachment F** (Progress Monitoring; Parent Communication; Assessment Schedule & Reporting)

C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

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

- *Improve student learning and academic achievement.* **PAGE(S): 11-12, 20-26, 21-22** (Educational Program Design; Student Performance Goals; Academic Growth Measures)
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.* **PAGE(S): 13-19, 21-26, 32-33, Attachment D** (Curriculum & Instruction; MTSS; Reading Interventions; Reading Curriculum Attachment)
- *Encourage the use of innovative learning methods.* **PAGE(S): 11-12, 17-18, 23-24, Attachment B** (STEAM & Project-Based Learning; Performance Tasks; Sample Schedule & Calendar)
- *Require the measurement of learning outcomes.* **PAGE(S):20-26, Attachment F** (Assessment Systems; Interim & Summative Measures)

D. Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". This section is optional.

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

- *Create innovative measurement tools.* **PAGES(S): 23-24, Attachment F** (Performance-Based Assessments & Assessment Tools)
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.* **PAGE(S): 5-6, 69-73** (Executive Summary; Parent Choice & Community Engagement)
- *Expand the capacity of the public school system.* **PAGE(S): 5-6, 9-10, 74-77** (Executive Summary; Enrollment Projections; Facilities & Transportation)
- *Mitigate the educational impact created by the development of new residential dwelling units.* **PAGE(S): N/A**
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site*. **PAGE (S): 57-66, Attachment C** (Management, Staffing, Professional Development, Curriculum Scope & Sequence)

Section 2: Target Population and Student Body

A. Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (ee), F.S. If the applicant intends to have enrollment preferences, they should be described in Section 14 of the application.

You Thrive Elementary anticipates serving a diverse student population reflective of the Hernando County community, including students from varied academic backgrounds, socioeconomic levels, abilities, and language proficiencies. This includes students performing below, at, or above grade level, as well as students with disabilities and English Language Learners. The anticipated student population aligns with the school's mission to provide equitable access to high-quality instruction, individualized supports, and meaningful learning experiences.

Recruitment efforts will include outreach to families currently served through You Thrive Florida's Early Learning Programs, including Head Start, providing families with information about the opportunity to continue their child's education in a public charter school setting. This outreach supports access for families who may otherwise have limited exposure to alternative public-school options.

The school will not limit enrollment to any specific student population and will implement an open, non-discriminatory enrollment process in accordance with section 1002.33, Florida Statutes. The school does not intend to apply enrollment limitations or preferences for the special populations identified in sections 1002.33(10)(d) or (ee), F.S., beyond those expressly permitted by law. Any allowable preferences, such as sibling or employee preferences, if applicable, are described in Section 14 of this application.

B. If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve.

The Facility has been identified in Section 16.

C. Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
K	18	18	18	18	18
1		18	18	18	18
2			18	18	18
3			18	18	18
4		22	22	22	22
5	22	22	22	22	22
TOTAL	40	80	116	116	116

D. Provide a brief explanation of how the enrollment projections were developed.

Enrollment projections for You Thrive Elementary of Brooksville were developed to intentionally support the school's STEAM-focused instructional model, which emphasizes hands-on learning, collaborative problem-solving, and project-based instruction. Class sizes are strategically capped to allow students meaningful access to STEAM labs, technology resources, engineering materials, and arts-integrated learning spaces.

Projections also reflect facility capacity and the need for flexible instructional spaces that support interdisciplinary STEAM instruction, including science exploration, engineering design challenges, and technology-enhanced learning. The planned enrollment ensures appropriate student-to-teacher ratios that allow for effective facilitation of inquiry-based lessons, small-group collaboration, and differentiated instruction aligned with Florida's state-adopted standards.

E. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.

You Thrive Elementary of Brooksville will open in Year 1 with a limited number of grade levels to ensure the successful implementation of its STEAM-focused academic program. Beginning with fewer grades allows the school to fully establish core instructional systems, equip STEAM learning environments, and train instructional staff in interdisciplinary, project-based methodologies prior to expansion.

As additional grade levels are added in subsequent years, the school will scale its STEAM programming responsibly by expanding laboratory resources, technology integration, and grade-level design projects aligned to increasing academic rigor. This incremental growth model supports instructional quality, staff readiness, and effective use of specialized STEAM resources. The school anticipates reaching stable enrollment by Year 3, at which point it will operate at planned capacity while maintaining high expectations for academic achievement, innovation, and student engagement across grades Kindergarten through Grade 5.

Section 3: Educational Program Design

A. Describe the proposed charter school's educational program.

You Thrive Elementary of Brooksville will implement a rigorous, STEAM-focused educational program fully aligned with the Florida B.E.S.T. Standards and the instructional expectations of the Hernando County School District. The program is designed to ensure continuity for students transitioning between district and charter schools while maintaining high academic expectations, consistency in instructional rigor, and full compliance with state accountability requirements.

The instructional program emphasizes strong foundational skills in literacy and mathematics while integrating science, technology, engineering, and the arts through interdisciplinary, standards-based instruction. STEAM principles are embedded across content areas to promote critical thinking, problem-solving, creativity, collaboration, and effective communication. Instruction is student-centered and data-driven, ensuring all students demonstrate measurable academic growth each year while engaging in meaningful, real-world learning experiences.

B. Describe the basic learning environment (e.g., classroom-based, independent study, blended learning), including rationale for class size and structure and how the learning environment supports and is consistent with the mission.

You Thrive Elementary of Brooksville will operate within a classroom-based instructional model enhanced by STEAM-integrated instruction, small-group learning, and targeted intervention to meet individual student needs. Class sizes are intentionally structured to support differentiated instruction, hands-on learning experiences, frequent progress monitoring, and strong student-teacher relationships.

Instructional spaces are designed to support collaborative learning, project-based activities, and interdisciplinary exploration aligned with the school's STEAM mission. Students in grades K–2 will participate in virtual field trips and interactive digital learning experiences to build background knowledge and engagement, while students in grades 3–5 will participate in education beyond the classroom, including community-based learning, field studies, and applied STEAM experiences.

The learning environment promotes academic rigor, positive classroom culture, and student engagement through consistent routines, high expectations, and purposeful instruction. This model supports the school's mission by ensuring students receive personalized instruction, appropriate academic support, and enriched learning opportunities that foster curiosity, innovation, and academic success.

C. Describe the research base used to design the educational program.

The educational program at You Thrive Elementary of Brooksville is grounded in research-based instructional practices proven to improve student achievement, including explicit instruction, structured literacy, differentiated instruction, and data-driven decision-making. The program incorporates a Multi-Tiered System of Supports (MTSS) to address academic needs through tiered instruction, targeted interventions, and progress monitoring.
STEAM integration is supported by research demonstrating that interdisciplinary, project-based learning improves student engagement, conceptual understanding, and application of knowledge. Small class sizes, collaborative learning structures, and frequent formative assessment align with Florida Department of Education guidance and established research on effective elementary instruction.

D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)

A sample daily schedule and school annual calendar, including the annual number of instructional days and hours, is provided as Attachment B. If approved, the Governing Board will formally adopt the annual calendar in accordance with state and district requirements.

E. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.

You Thrive Elementary of Brooksville will provide standards-aligned, STEAM-integrated instruction based on Florida's state-adopted standards through a structured, classroom-based instructional model. Core instruction in English Language Arts, mathematics, science, and social studies will be delivered using district-aligned curriculum resources, research-based instructional strategies, and ongoing progress monitoring.

Differentiated instruction, targeted interventions through MTSS, and STEAM-based enrichment opportunities ensure that all students in the targeted population receive the support necessary to master grade-level standards. Instructional practices are designed to promote academic growth, deepen conceptual understanding, and support compliance with section 1002.33, Florida Statutes, ensuring equitable access to high-quality public education.

Section 4: Curriculum and Instructional Design

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.

You Thrive Elementary of Brooksville will implement a standards-aligned, STEAM-focused curriculum in English Language Arts, Mathematics, Science, and Social Studies designed to ensure all students meet or exceed Florida's state-adopted B.E.S.T. Standards. Instruction will be delivered through a structured, classroom-based instructional model using district-aligned curriculum resources and pacing guides to ensure vertical and horizontal alignment across grade levels.

The curriculum emphasizes strong foundational skills in literacy and mathematics while intentionally integrating science, technology, engineering, and the arts across content areas. Instruction is designed to promote analytical reasoning, creativity, problem-solving, and the application of knowledge to real-world contexts through interdisciplinary STEAM learning experiences.

English Language Arts (ELA)

English Language Arts instruction will emphasize structured literacy, including explicit instruction in phonemic awareness, phonics decoding and encoding, fluency, vocabulary development, and comprehension. Instruction will be aligned to the Florida B.E.S.T. Standards, with students engaging in daily reading and writing tasks designed to build strong foundational and grade-level literacy skills.

Students will read content-rich informational and literary texts connected to science, social studies, and the arts to build background knowledge, strengthen comprehension, and support interdisciplinary learning. Texts will be intentionally selected to reflect increasing complexity across grade levels and to support analysis, discussion, and written response.

For grades 3–5, word study instruction will explicitly address morphology, multisyllabic word decoding, academic vocabulary, spelling patterns, and word meaning. Students will analyze word structure, roots, prefixes, and suffixes to support reading fluency, vocabulary acquisition, and comprehension of complex texts. Word study instruction will be integrated into reading and writing tasks to reinforce transfer of skills across content areas.

Writing instruction for grades in Kindergarten through Grade 5 will include a balanced focus on informative/explanatory, opinion, and narrative writing, aligned to grade-level standards. Students will learn to plan, draft, revise, and edit writing using evidence from texts, clear organizational structures, and appropriate language conventions. Instruction will emphasize evidence-based responses, opinion writing supported by reasons and details, and informative writing that clearly conveys ideas and content knowledge.

Students will also engage in creative and design-based writing tasks connected to interdisciplinary projects and the arts. These experiences will support creativity, communication, and the ability to clearly express ideas across academic contexts. Writing instruction will be scaffolded across grade levels to ensure students develop the skills necessary for academic success and effective communication.

Science and Social Studies

Science and social studies instruction will follow Florida B.E.S.T. Standards and will emphasize hands-on, inquiry-based, and design-centered learning experiences. Students will engage in observation, investigation, experimentation, data collection, analysis, and problem-solving to deepen content understanding and develop scientific and historical reasoning skills.

The arts will be intentionally integrated through visual representation, modeling, design, and presentation of learning, allowing students to demonstrate understanding in multiple formats. Literacy skills will be embedded through reading complex texts, analyzing informational sources, and communicating findings through writing, discussion, and multimedia presentations. Instruction will prioritize real-world applications and cross-curricular connections to reinforce STEAM concepts.

Instructional Strategies

Teachers will employ research-based instructional strategies that support diverse learners and promote mastery of grade-level standards, including:

- Explicit instruction with clear learning targets
- Gradual release of responsibility (I Do, We Do, You Do)
- Small-group instruction and targeted practice
- Frequent formative assessment and feedback
- Academic discourse, collaboration, and problem-solving
- Project-based and arts-integrated STEAM tasks
- Differentiated Instruction through flexible grouping
- Corrective Feedback

These strategies are appropriate for the anticipated student population as they provide structured support, encourage creativity and critical thinking, allow for targeted intervention or enrichment, and ensure all students actively engage with rigorous academic content.

Instruction will be data-driven, with teachers routinely analyzing assessment results to adjust instruction, reteach concepts, and extend learning through STEAM-based enrichment opportunities.

Differentiated instruction will be delivered through a formal Multi-Tiered System of Supports (MTSS) framework:

- **Tier 1:** High-quality, standards-aligned core instruction with integrated STEAM learning experiences for all students
- **Tier 2:** Targeted small-group interventions aligned to identified academic needs
- **Tier 3:** Intensive, individualized interventions for students performing significantly below grade level

Students entering the school below grade level will participate in diagnostic assessments to identify specific skill gaps. These students will receive targeted intervention during scheduled intervention blocks focused on accelerating foundational skills while maintaining access to grade-level STEAM instruction. Progress will be monitored regularly to ensure interventions are effective and adjusted as needed.

Teachers will use data from i-Ready and STAR assessments to differentiate instruction, identify learning gaps, and provide targeted interventions and enrichment aligned to student needs Differentiated Instruction and Multi-Tiered System of Supports (MTSS)

Mathematics Curriculum and Differentiation

Mathematics instruction will be aligned to Florida's B.E.S.T. Standards for Mathematics and will emphasize:

- Conceptual understanding
- Procedural fluency
- Mathematical reasoning
- Real-world and STEAM-based problem-solving

Core mathematics instruction will include explicit teaching, guided practice, independent application, and frequent checks for understanding, with intentional connections to science, engineering, technology, and the arts.

Students Performing at or Above Grade Level

Students performing at or above grade level will participate in enrichment and extension activities, including:

- Multi-step and open-ended problem-solving tasks
- Application of mathematics to engineering challenges, technology-based tasks, and arts-integrated projects
- Opportunities for accelerated learning within the core curriculum

Students Performing Below Grade Level

Students performing below grade level will receive a separate, targeted mathematics intervention curriculum focused on:

- Foundational math skills
- Number sense and operations
- Skill remediation aligned to identified learning gaps

Intervention will be delivered through small-group instruction and implemented in addition to not in place of core grade-level mathematics instruction, with hands-on and applied STEAM activities used to reinforce learning.

B.

- **o If the curriculum is fully developed, summarize curricular choices (e.g. textbooks)by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence for each core subject for each division (elementary, middle, and high school) the school would serve.**
- **o If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.**
- **o Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D**

With Hernando County School District's recent adoption of Benchmarks Education for K–5 English Language Arts, and with K–5 mathematics entering an adoption year in 2026, You Thrive Elementary will coordinate closely with district curriculum leadership to review adopted and proposed instructional materials to determine alignment with the school's instructional model, including structured literacy and mathematical reasoning expectations, instructional planning processes, and student needs.

Instructional planning will be guided by Florida B.E.S.T. Standards, pacing expectations, and assessment data. In addition to district-adopted resources, teachers will utilize CPALMS as a core instructional planning and alignment tool—particularly in Social Studies—to support standards-based lesson design, access to vetted instructional resources, and interdisciplinary integration.

To support STEAM instruction and hands-on learning, the school will implement the TinkRworks STEAM curriculum, which provides project-based engineering and design challenges aligned to grade-level standards. TinkRworks lessons will be embedded within science, mathematics, and interdisciplinary instructional blocks to reinforce problem-solving, critical thinking, collaboration, and real-world application of learning.

The school will remain informed of district adoption timelines and implementation guidance while continuing to receive curriculum information, professional development, and implementation support through its established relationships with Savvas, McGraw Hill, and Cengage. Final curriculum decisions will be informed by staff input, student performance data, instructional effectiveness, and standards alignment, ensuring coherent instructional planning and continuous academic improvement.

Selected curricula will be implemented alongside i-Ready and STAR to support:

- Universal screening
- Ongoing progress monitoring
- Data-informed instructional decision-making

Instructional Design Plan

English Language Arts (ELA):

- Florida B.E.S.T. aligned curriculum
- Structured literacy approach
- Phonemic awareness, phonics decoding and encoding, fluency, vocabulary development, and comprehension
- Writing aligned to state expectations
- Knowledge-building texts connected to science, social studies, and the arts

Mathematics:

Alignment to Florida B.E.S.T. Mathematics Standards

- Conceptual understanding and procedural fluency
- Mathematical reasoning and STEAM-based problem-solving
- Daily practice supported by formative assessment and small-group instruction

Science and Social Studies:

- Florida B.E.S.T. Standards
- Inquiry-based, hands-on, and design-focused instruction
- Content-rich learning experiences
- Cross-curricular literacy and arts integration
- Real-world and STEAM-based application of academic concepts

STEAM-Enriched Field Experiences

Unique to You Thrive Elementary of Brooksville will be the intentional integration of STEAM-enriched educational field experiences that extend learning beyond the classroom. These experiences are designed to reinforce academic standards, deepen conceptual understanding, and provide real-world connections to science, technology, engineering, the arts, and mathematics.

Field experiences will be aligned to grade-level standards and instructional units and will support applied learning through observation, investigation, design, creativity, and problem-solving in authentic settings.

C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school. N/A

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

The curriculum at You Thrive Elementary will be grounded in research-based instructional practices and aligned with Florida's B.E.S.T. Standards, and district instructional expectations. Curriculum development is informed by evidence-based research supporting structured literacy, explicit instruction, scaffolded learning, instructional centers, and frequent progress monitoring as effective approaches to improving student achievement, particularly in reading and mathematics.

Foundational materials guiding curriculum design include state-adopted standards, district pacing expectations, the District Reading Plan, and CPALMS, which serves as a primary planning and alignment resource—particularly for Social Studies—to ensure standards-based lesson design and access to vetted instructional resources. Curriculum planning across English Language Arts, Mathematics, Science, and Social Studies is further informed by assessment data from tools such as i-Ready and STAR, classroom-based formative assessments, and best practices associated with Multi-Tiered System of Supports (MTSS) frameworks.
Because specific curriculum programs have not yet been finalized, instructional materials will be selected following application approval in collaboration with district curriculum leadership and with meaningful input from instructional staff. Teachers and school leaders will participate in curriculum reviews to evaluate alignment to standards, instructional rigor, coherence across grade levels, and responsiveness to student needs.

The school has prior experience implementing research-based curriculum resources, including materials from providers such as Savvas, McGraw Hill, Cengage, and Benchmarks Education, within existing programs. If determined to be aligned with district expectations and the school's instructional model, these or similar state-approved resources may be considered for adoption. Final selections will be based on standards alignment, instructional effectiveness, staff input, and student performance data.

The instructional model incorporates project-based and interdisciplinary learning, including STEAM and arts-integrated instruction. Instructional centers will be used regularly to support small-group instruction and differentiation. In Science, hands-on investigations and engineering design challenges will be supported through the TinkRworks STEAM curriculum, while Social Studies instruction will utilize CPALMS for planning and standards alignment. Students will also participate in virtual learning experiences and education beyond the classroom, including virtual field trips and community-based learning.

Instructional materials and practices will be reviewed regularly using student performance data, i-Ready and STAR results, and classroom evidence to ensure instructional rigor, accessibility for diverse learners, and continuous improvement.

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

Hands-on, inquiry-driven instruction will be supported through the use of the TinkRworks STEAM program, which offers standards-aligned engineering and design experiences for elementary students. These learning experiences will be integrated across science, mathematics, and interdisciplinary instructional blocks, allowing students to engage in applied problem-solving, collaborative design processes, and authentic tasks that connect academic content to real-world contexts

F. Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.

You Thrive Elementary will implement a student-centered system of supports designed to identify and assist students who may be at risk of not meeting academic requirements. The school's approach emphasizes early identification, timely intervention, and strong partnerships with families to ensure students remain engaged, supported, and successful.

Student progress will be monitored through frequent data review, including classroom-based assessments and schoolwide screening and progress monitoring tools. Instructional teams will regularly analyze academic and behavioral data to identify students in need of additional support and to adjust instruction and interventions accordingly.

When concerns are identified, the school will maintain ongoing communication with students and families to clearly explain expectations, share progress, and collaborate on support strategies. Parents will receive regular updates regarding student performance, intervention plans, and progress toward goals, ensuring transparency and shared responsibility for student success.
The school will implement a Multi-Tiered System of Supports (MTSS) framework that provides targeted academic interventions, small-group instruction, and differentiated support within the general education setting. When appropriate, student services staff including instructional support personnel and other qualified staff, will be engaged to provide additional assistance and coordinate supports tailored to individual student needs.

Clear expectations, consistent routines, and proactive communication will reinforce a positive learning environment and help students stay connected to school. Through structured supports, responsive interventions, and open lines of communication with families, You Thrive Elementary will work to ensure all students remain on track academically and are provided with the support necessary to meet grade-level expectations.

Assessment and Accountability

State and District Assessments

You Thrive Elementary of Brooksville will fully participate in Florida's statewide assessment system and all required district assessments used by Hernando County Schools, including:

- Florida Assessment of Student Thinking (FAST) for ELA and Mathematics
- Statewide summative assessments required by the Florida Department of Education
- District benchmark and interim assessments
- Universal screening tools for early literacy and mathematics
- Ongoing formative classroom assessments

Progress Monitoring and Data Use

Assessment data will be used systematically to:

- Monitor individual student progress toward grade-level proficiency
- Identify students requiring additional academic support
- Inform instructional planning and differentiation
- Communicate academic progress clearly and regularly to families

Teachers and school leaders will conduct regular data reviews to ensure students demonstrate measurable academic growth and achieve at least one year of learning for each year of enrollment.

Accountability and Continuous Improvement

The school will maintain full accountability in alignment with district and state requirements by:

- Reporting assessment results to parents in a timely and transparent manner
- Monitoring reading proficiency and mathematics achievement
- Ensuring compliance with all assessment administration protocols
- Using performance data to guide instructional improvement

Assessment of results and instructional data will be used continuously to strengthen the educational program. Instructional adjustments, professional development, and targeted academic supports will be implemented as needed to improve student outcomes and ensure alignment with district and state expectations

Section 5: Student Performance

A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.

You Thrive Elementary of Brooksville anticipates enrolling a diverse student population reflective of the local community, including students entering below, at, and above grade-level expectations. Based on local district and state data trends, the school expects a significant portion of incoming students, particularly in early grades, to perform below grade level in foundational literacy and mathematics skills. Academic Growth and Improvement Goals

Given this expected baseline, the school establishes the following annual academic performance goals:

- **Literacy:** At least 65% of students will demonstrate one or more years of growth in reading as measured by state-approved and interim assessments, with annual increases toward proficiency of benchmarks.
- **Mathematics:** At least 65% of students will demonstrate one or more years of growth in mathematics, with emphasis on problem-solving, reasoning, and application aligned to STEAM instruction.
- **Science:** Students will demonstrate increasing proficiency in scientific inquiry, data analysis, and application of scientific concepts through standards-aligned science assessments and performance-based tasks.
- **Subgroup Performance:** Achievement gaps among student subgroups will be reduced annually through targeted supports and differentiated instruction.

Rationale

These goals reflect high expectations while recognizing the instructional demands of serving students with varied academic readiness. The school's integrated STEAM instructional model supports accelerated growth by connecting literacy and mathematics skills to real-world scientific, technological, engineering, and arts-based applications.

Adjustment of Goals

If incoming baseline data significantly differs from expectations, the leadership team will revise growth targets, intervention thresholds, and instructional pacing accordingly while maintaining rigorous expectations aligned with state accountability requirements.

Evaluation of Success
Success will be evaluated through:

- State accountability results
- Interim assessment growth data
- Classroom-based formative assessments
- STEAM performance tasks and projects

The desired outcome is consistent with academic growth, increasing proficiency rates, and strong preparation for future academic success.

B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

In addition to state accountability measures, the school will pursue the following STEAM-specific goals:

- **Problem-Solving & Engineering Design:** All students will participate in standards-aligned STEAM projects demonstrating application of the engineering design process, assessed using project rubrics.
- **Technology Integration:** Students will demonstrate grade-appropriate technology skills, including digital research, data representation, and presentation of learning.
- **Arts Integration:** Students will apply visual and performing arts to enhance communication, creativity, and conceptual understanding within STEAM units.

Progress will be measured through project-based assessments, rubrics, and student portfolios.

Placement and Progression

C. Describe the school's student grade level and course placement procedures.

Students will be placed in grade levels based on age and prior academic records, in accordance with the Hernando County School District Pupil Progression Plan. Beginning-of-year diagnostic assessments in reading and mathematics will be administered to establish baseline performance and inform instructional grouping, differentiation, and intervention supports.

D. State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.

You Thrive Elementary of Brooksville intends to adopt and follow the Hernando County School District's Pupil Progression Plan, including all state-mandated promotion requirements. Any school-specific procedures will fully comply with district and state policy. (See Attachment E, if applicable.)

E. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.

Not applicable. The school will serve students in Kindergarten through Grade 5.

F. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Promotion criteria and academic expectations will be communicated to families and students through:

- Parent handbooks
- Charter Application
- Beginning-of-year meetings
- Report cards and progress reports
- Student planners
- Family communication platforms
- Individual academic conferences as needed

Assessment and Evaluation

G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a proposed assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.

In addition to all state-required assessments, You Thrive Elementary of Brooksville will implement a comprehensive interim assessment system to monitor student progress, inform instruction, and support continuous academic improvement.

The school will utilize the following interim and formative assessments:

- Baseline Diagnostics (Beginning of Year): Diagnostic assessments administered at the beginning of the school year to establish each student's instructional baseline and identify strengths and areas of need.
- Quarterly Interim Assessments in English Language Arts and Mathematics: Standards-aligned interim assessments administered quarterly to measure student progress toward grade-level expectations and guide instructional planning.
- STEAM Performance Tasks and Projects: Performance-based assessments embedded within the instructional program to evaluate student application of knowledge, problem-solving skills, and mastery of science, technology, engineering, arts, and mathematics concepts.
- Formative Classroom Assessments: Ongoing classroom-based assessments, including observations, checks for understanding, and student work products, used to provide immediate feedback and adjust instruction in real time.

H. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

Student academic progress at You Thrive Elementary of Brooksville will be monitored using a comprehensive assessment system that includes i-Ready Diagnostic Assessments in reading and mathematics and STAR assessments for universal screening and progress monitoring. These assessments will be administered at multiple points throughout the school year to establish baseline performance, measure academic growth, and inform instructional decision-making.
Assessment implementation and data review will be coordinated by the Principal, in collaboration with the school's Assessment Teacher, Team Lead, and MTSS Coordinator, and supported by the Hernando County School District assessment team. Instructional staff will participate in regular student data chats, during which teachers, the MTSS Coordinator, and support staff analyze assessment results, monitor progress, discuss instructional strategies, and identify students requiring intervention or enrichment.

To ensure effective use of assessment data, teachers will receive ongoing training on assessment administration, data interpretation, progress monitoring, and instructional planning. Training will be provided through district-supported professional development, on-site coaching, and collaborative planning sessions, enabling teachers to effectively use data to adjust instruction, implement MTSS supports, and improve student outcomes.

I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Assessment data will be reviewed regularly by instructional teams through scheduled data reviews and collaborative planning sessions. Results will be used to guide differentiation, targeted interventions, enrichment opportunities, and instructional adjustments to ensure all students are supported in meeting academic expectations.

These assessments align directly with Florida B.E.S.T. Standards and the school's arts-integrated instructional program, providing actionable data to monitor student progress and inform instructional decision-making. A detailed assessment calendar will be included as Attachment F.

J. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.

You Thrive Elementary will implement a structured system of ongoing monitoring and corrective action to address situations in which student academic achievement falls short of established expectations or goals at the school-wide, classroom, subgroup, or individual student level. The school's approach emphasizes early identification, timely intervention, and continuous instructional improvement.

Triggers for corrective action will include, but are not limited to:

- Student performance below expected benchmarks on interim or progress monitoring assessments
- Failing grades at progress report and nine week reviews
- Lack of expected growth identified during four-week and nine-week grading reviews
- Patterns identified through classroom observations, walkthroughs, or instructional reviews
- Performance gaps among student subgroups or within specific classrooms

Monitoring and Checkpoints
Ongoing checkpoints will include:

- Regular classroom observations and instructional walkthroughs conducted by school leadership
- Teacher meetings and collaborative planning sessions focused on instructional effectiveness
- Student data reviews conducted at four-week and nine-week grading intervals to analyze progress and identify trends

Corrective Actions and Supports

When areas of concern are identified, corrective actions may include:

- Adjustments to instructional strategies, pacing, or materials
- Targeted student interventions through the MTSS framework
- Increased small-group or individualized instruction
- Additional instructional coaching, modeling, or professional development for teachers
- Revised intervention plans based on updated student data

Roles and Responsibilities

The Principal, in collaboration with the Team Lead, MTSS Coordinator, Assessment Coordinator, and all other instructional staff, will be responsible for implementing and monitoring corrective actions. Teachers will actively participate in data discussions, instructional planning, and implementation of supports. Student services staff and district resources will be engaged as needed to provide additional guidance and support.

Corrective actions will be reviewed regularly to evaluate effectiveness, and adjustments will be made as needed to ensure instructional practices and supports are responsive to student needs and performance data. This continuous improvement process ensures that both students and teachers receive the support necessary to achieve academic success.

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

You Thrive Elementary will ensure that student assessment and performance information is shared regularly and transparently with both students and parents. Academic progress, grades, and assessment results will be communicated through Skyward, Hernando County School District's student information system, providing families with timely access to student performance data.

In addition, student data chats will be conducted before and after all progress monitoring assessment windows. During these discussions, teachers will review assessment results with students, explain strengths and areas for growth, and work collaboratively with students to set academic goals, including on-grade-level goals and stretch goals. These conversations will help students understand their progress and take ownership of their learning.

Parents will be included in ongoing communication regarding student performance through parent–teacher conferences, progress reports, and targeted outreach, as needed. Assessment data will be shared in a clear and understandable manner to support family engagement and collaboration in student goal-setting and academic support.

Through consistent communication, data transparency, and goal-focused discussions, the school will foster strong partnerships with families and support continuous academic growth for all students.

L. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.

You Thrive Elementary is committed to protecting the privacy and confidentiality of individual student academic performance data and all student-related information in accordance with applicable federal and state laws, including FERPA, and Hernando County School District requirements.

Confidentiality and discretion are priorities when discussing student data. Student academic information will be shared with students and parents in a respectful and discreet manner, whether during in-person conferences, data chats, or phone communications. Staff will be trained to ensure that conversations regarding student performance occur privately and that sensitive information is not disclosed to unauthorized individuals.
All student academic records and assessment data will be securely maintained through Skyward, the district-approved student information system. Access to Skyward is role-based and password protected, ensuring that parents and students can view only their own data, while staff access is limited to information necessary to perform their professional responsibilities.
The school will adhere to strict security procedures during testing and assessment administration, including protocols for handling, storing, and securing assessment materials before, during, and after testing. All testing procedures will follow district and state guidelines to ensure the integrity and confidentiality of student assessment data.

Through secure data systems, staff training, and established confidentiality protocols, You Thrive Elementary will ensure that student academic performance data and personal information are protected at all times.

1298

MTSS Intervention Notification

English Language Arts Level 2

Mathematics

English Language Arts and Mathematics

Dear Parent/Guardian,

I am writing to inform you that, based on your child's recent Florida FAST ELA assessment results, your student has been identified as needing additional support through the Florida Multi-Tiered System of Supports (FL MTSS) for English Language Arts.

At BEST Academy, we use i-Ready to address students' individual instructional and remediation needs. This program is designed to help students strengthen foundational skills and work toward performing on grade level.

To support your child's progress, it is required that students complete **at least 20 minutes of i-Ready reading instruction each night at home**. Consistent practice is essential for improvement, and your support in ensuring your child meets their required minutes will greatly impact their success.

Students should already know their login information and be able to access i-Ready from home. Please encourage your child to complete their assigned time daily.

If you have any questions or need assistance, please feel free to contact me through Parent Square.

Please sign below to confirm receipt and understanding of this notification.

Thank you for your continued support and partnership.

Sincerely,
Ms. Floriano
MTSS Coordinator at BEST Academy

Student Name: _____ Grade: 6

Parent Signature: _____ Date: _____

School	BEST Academy
Subject	Reading
Student	
Student ID	
Student Grade	6

Key

- *Mid or Above Grade Level*
- *Early On Grade Level*
- *One Grade Level Below*
- *Two Grade Levels Below*
- *Three or More Grade Levels Below*
- *Not assessed due to grade or domain exempted*

Year-to-Date Growth Learn More About Growth

Progress to Annual Typical Growth

Scale Points: 0/14



This student has made 0% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Progress to Annual Stretch Growth®

Scale Points: 0/38

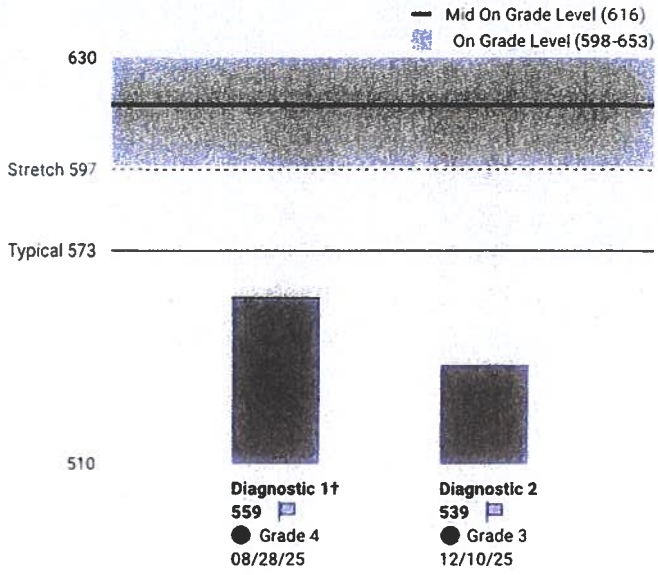


This student has made 0% progress toward Stretch Growth. For students who are below grade level on their baseline Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 3 years to be proficient if the student is not proficient already. This is based on students with the same baseline placement who eventually achieved proficiency. Proficient for Grade 6 is a Mid On-Grade Level scale score of 616.

View the Historical Results report to review your student's previous Stretch data to understand their progress over multiple years.

Overall Diagnostic Growth



†This Diagnostic is considered the baseline and is used to establish Growth Measures for this student.

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School BEST Academy
Subject Math
Student
Student ID
Student Grade 6

Key

- *Mid or Above Grade Level*
- *Early On Grade Level*
  One Grade Level Below
- *Two Grade Levels Below*
- *Three or More Grade Levels Below*

Year-to-Date Growth Learn More About Growth

Progress to Annual Typical Growth

Scale Points: 0/14

0%

50% 100%

This student has made 0% progress toward Typical Growth

Typical Growth is the average annual growth for a student at this grade and placement level on their baseline Diagnostic

Progress to Annual Stretch Growth

Scale Points: 0/26

0%

50% 100

This student has made 0% progress toward Stretch Growth For students who are below grade level on their baseline Diagnostic Stretch Growth is an ambitious but attainable level of annual growth that puts them on a path toward proficiency

This student will need to meet or exceed their Annual Stretch Growth target for at least 2 years to be proficient if the student is not proficient already. This is based on students with the same baseline placement who eventually achieved proficiency Proficient for Grade 6 is a Mid On-Grade Level scale score of 514

View the Historical Results report to review your student's previous Stretch data to understand their progress over multiple years

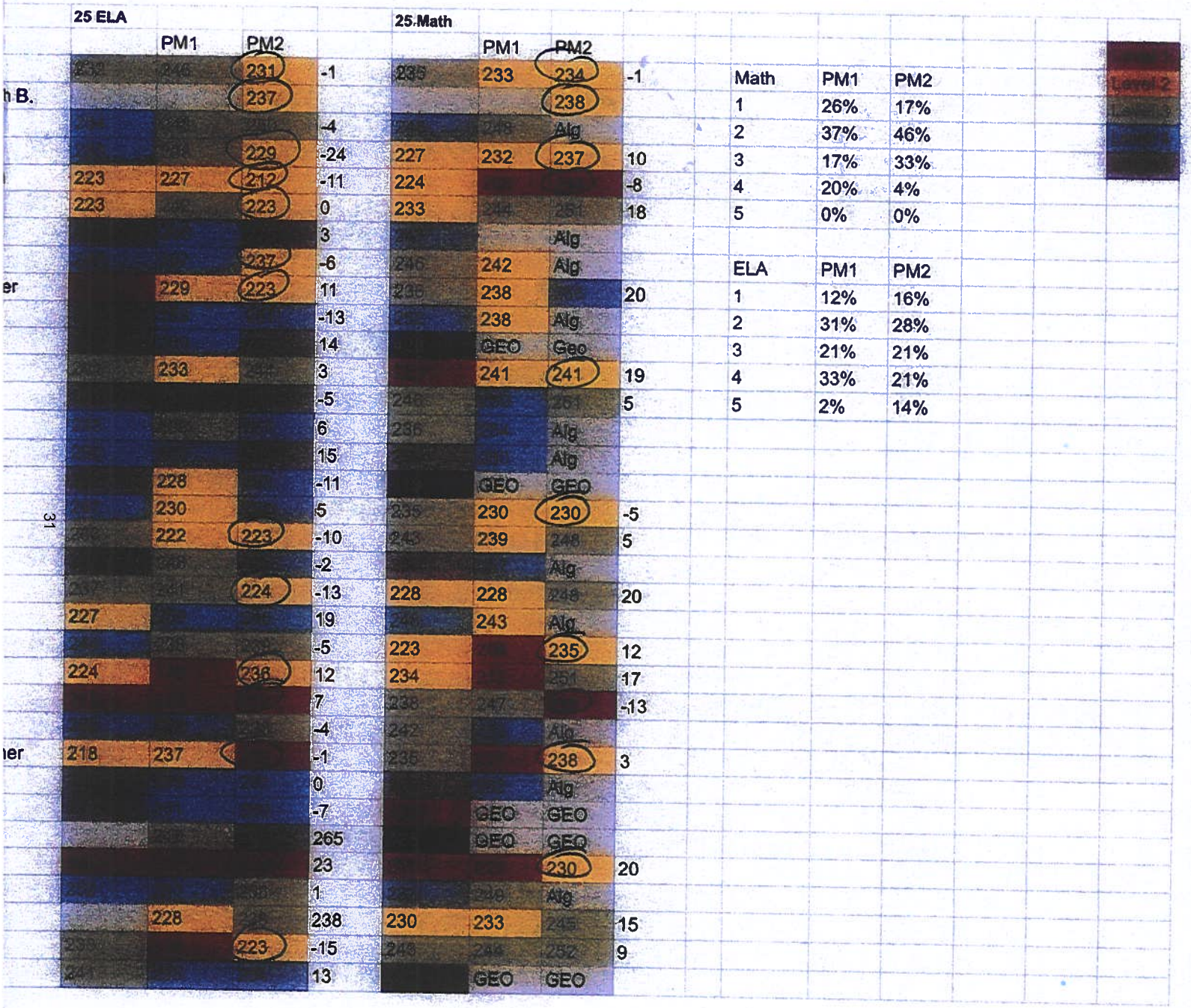
Overall Diagnostic Growth



Diagnostic 1†	Diagnostic 2
494	490
Grade 5	Grade 5
08/28 25	12 12 25

†This Diagnostic is considered the baseline and is used to establish Growth Measures for this student

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21%
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21%
5
2%
14%
Level 2

What can I expect from schools using a Multi-Tiered System of Supports?

- Information on my child's progress in meeting grade-level standards;
- Notice of academic or behavior concerns (early identification);
- Instruction and intervention that is matched to my child's needs;
- Feedback on how my child is responding and making progress; and
- Involvement in individual, data-based problem solving for my child.

Who do I contact if my child is struggling and needs help?

Contact your child's educator, the school administrator or the school counselor with your concerns.

Where can I find additional information on Multi-Tiered System of Supports?

Parent Frequently Asked Questions about RtI – National Center on Response to Intervention
http://www.rti4success.org/resource/parent-frequently-asked-questions-faqs-about-response-intervention

A Parent's Guide to RtI – National Center for Learning Disabilities
https://www.understood.org/~/media/acc8e8c166c7432582494ece864cb16c.pdf

Family Guide to Response to Intervention
http://www.rti4success.org/resource/family-guide-response-intervention
http://familiestogetherinc.org/wp-content/uploads/2011/08/MTSS_KS_Booklet_Final.pdf

RTI Action Network – Resources for Parents and Families
http://www.rtinetwork.org/parents-a-families







Parent Guide to Multi-Tiered System of Supports

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Introduction

Your child's school is committed to providing high-quality instruction and support to promote the highest achievement of all students. At the school level, the Multi-Tiered System of Supports (MTSS) is a framework used to maximize the success of all students.

This brochure provides an overview of the Multi-Tiered System of Supports for parents and answers common questions parents have about it. A parent video explaining the Multi-Tiered System of Supports can be viewed at http://www.florida-rti.org/parentResources/videos.htm.

What is a Multi-Tiered System of Supports?

- A Multi-Tiered System of Supports is not a separate program, class or intervention but rather a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need.
- This framework also helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education.

What is Response to Intervention?

- Response to Intervention (RtI) is the practice of using data to help educators match the correct level of support to what students need.
- Educators monitor student Response to Intervention to find out what works.

What are the key components of a Multi-Tiered System of Supports?

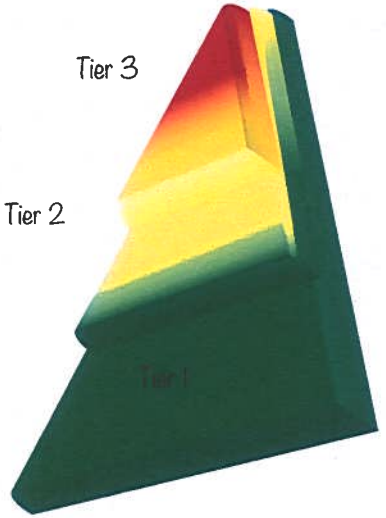
- High-quality instruction;
- Universal screening to identify students needing supplemental support;
- Multiple tiers of academic and behavioral support that are progressively more intensive;
- Evidence-based interventions matched to student need; and
- Ongoing progress monitoring of student performance (RtI).



What are tiered supports?

A Multi-Tiered System of Supports organizes instruction and intervention into tiers, or levels of support:

- **Tier 1** – All students receive high-quality instruction in academics.
- **Tier 2** – In addition to Tier 1, students needing more support also receive small-group intervention and supports. The difference is increased time, smaller groups of students or narrowed focus of instruction.
- **Tier 3** – In addition to Tiers 1 and 2, students receiving Tier 3 intervention receive the most intensive supports based on individual need. The difference is individual team-based problem-solving, increased time, smaller groups of students and narrowed focus of instruction.



How does the school identify and support students?

- During the year, schools screen all students to see which students are meeting grade-level standards and which students need additional support.
- For the students needing more support, a school-based team uses a problem-solving process to plan interventions and monitor progress (Tiers 2 and 3).
- Tier 2 small-group problem-solving teams may include principals, educators, school counselors, school psychologists, school social workers, instructional coaches, intervention specialists and parents.
- Tier 3 individual problem-solving teams should include parents and staff knowledgeable about the student, grade-level expectations and the problem-solving process.
- At Tier 3, individual diagnostic assessments may be administered to help plan the intervention.
- Parents are not required to attend problem-solving meetings, but must be given opportunities to participate in problem-solving for their child.

Section 6: Exceptional Students

You Thrive Elementary of Brooksville is committed to providing a free appropriate public education (FAPE) to all students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and all applicable Florida Statutes and State Board of Education Rules. The school will ensure that exceptional student education (ESE) services are delivered in a manner that supports inclusion, access to the general education curriculum, and measurable academic and functional progress for all eligible students.

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

You Thrive Elementary of Brooksville projects that approximately five students per grade level will be identified as students with disabilities. This projection is based on a review of current enrollment data from BEST Academy, the organization's existing middle school charter, as well as historical data and observed trends from You Thrive Florida's Early Learning and Head Start feeder programs.

Using these same data sources, the school also anticipates a higher number of students requiring Section 504 accommodations. Trends from BEST Academy and early learning programs indicate that a portion of the student population benefits from accommodations to support access to instruction, even when students do not qualify for special education services.
These projections allow the school to plan appropriately for staffing, supports, and compliance with state and federal requirements. Enrollment data and student needs will be reviewed annually and adjusted as needed based on actual enrollment, evaluations, and eligibility determinations conducted in accordance with applicable laws.

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

You Thrive Elementary of Brooksville will ensure that students with disabilities have an equal opportunity to be selected for enrollment through an open, non-discriminatory enrollment process conducted in full compliance with federal and state law, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and section 1002.33, Florida Statutes.

The school will not use academic ability, disability status, prior special education placement, or the need for special education or related services as criteria for enrollment. All enrollment materials, application procedures, and communications will be accessible to families, and support will be provided as needed to ensure families understand the enrollment process.

If applications exceed capacity, enrollment will be determined through a random lottery in accordance with state law. Students with disabilities will participate in the same lottery process as all other applicants and will not be excluded or disadvantaged based on disability status.

You Thrive Elementary of Brooksville is designed to serve students primarily in a general education setting with supports and services provided through inclusion and consultation models. During the enrollment and staffing process, the school will work collaboratively with families and the Hernando County School District to review individual student needs and determine how services can be appropriately delivered within the school's instructional program. Placement decisions will be made in accordance with applicable laws and in consideration of the least restrictive environment.

Once enrolled, students with disabilities will receive services and accommodations aligned to their Individualized Education Programs (IEPs) or Section 504 plans to ensure meaningful access to the school's educational program.

C. Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment (LRE).

You Thrive Elementary of Brooksville will work collaboratively with the Hernando County School District, as the charter sponsor, to ensure that all students with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) in accordance with the Individuals with Disabilities Education Act (IDEA) and applicable state and district requirements.

The school will actively participate in the Individual Education Plan (IEP) process, including timely identification, evaluation, eligibility determination, and development and implementation of IEPs. School personnel will collaborate with district staff, service providers, and families to ensure that IEP goals, accommodations, and services are appropriately delivered within the general education setting whenever possible, with supplementary aids and supports provided as needed.

The school is committed to working closely with the sponsor to review student needs, monitor service delivery, and ensure compliance with all procedural safeguards. Placement decisions will be made on an individualized basis, guided by student needs, data, and team input, with a strong commitment to maintaining students in inclusive settings to the maximum extent appropriate.
You Thrive Elementary of Brooksville will, without hesitation, collaborate with the district, families, and service providers to adjust supports, services, or placement as needed to promote student success. Through ongoing communication, fidelity to IEP implementation, and a shared commitment to student outcomes, the school will ensure that students with disabilities receive appropriate services and equitable access to the educational program.

D. Describe the methods the school will use to identify students with disabilities that have not yet been identified.

You Thrive Elementary of Brooksville will use a systematic and collaborative process to identify students with disabilities who have not yet been identified, in accordance with federal and state requirements. The school will implement early identification practices designed to recognize academic, behavioral, or developmental concerns as soon as possible.

Students will be monitored through universal screening, classroom-based assessments, and ongoing progress monitoring. Teachers will document concerns related to academic performance, behavior, communication, or social-emotional development and refer students to the school's problem-solving or MTSS team for review. Data from assessments, classroom observations, and interventions will be used to determine whether additional evaluation may be warranted.

When concerns persist despite targeted interventions, the school will work in collaboration with parents and the Hernando County School District to initiate the formal evaluation process. Parental consent will be obtained prior to any evaluations, and all evaluations will be conducted in accordance with IDEA, Section 504, and district procedures.

Throughout the identification process, the school will maintain open communication with families and ensure that decisions are data-driven, timely, and focused on student needs. This approach ensures that students with disabilities are identified accurately and provided appropriate supports as early as possible.

E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.

You Thrive Elementary of Brooksville will provide a continuum of programs, strategies, and supports to ensure the academic success of students with disabilities whose educational needs can be met in a regular classroom environment with at least 80 percent of instruction occurring alongside non-disabled peers. The school's service delivery model emphasizes inclusion, access to grade-level instruction, and individualized supports aligned to each student's Individualized Education Program (IEP) or Section 504 plan.

Students with disabilities will receive instruction primarily in the general education classroom, with supports provided through differentiated instruction, small-group learning, and accommodations embedded within daily lessons. Teachers will implement research-based instructional strategies, including explicit instruction, scaffolded learning, and frequent checks for understanding to support diverse learning needs.

Supplemental supports and services may include consultation with special education personnel, targeted interventions through the Multi-Tiered System of Supports (MTSS) framework, and support from related service providers as outlined in the IEP. Accommodations and modifications may include extended time, preferential seating, visual supports, assistive technology, modified assignments, and instructional pacing adjustments to ensure access to the curriculum.

General education teachers and support staff will collaborate regularly to review student progress, adjust instructional strategies, and ensure fidelity to IEP implementation. Ongoing progress monitoring and communication with families will support timely adjustments to services and promote continuous academic growth. Through inclusive practices and individualized supports, You Thrive Elementary of Brooksville will ensure that students

with disabilities are provided meaningful access to instruction and opportunities for success within the general education setting.

F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

You Thrive Elementary will work collaboratively with the Hernando County School District, as the charter sponsor, and through the Individual Education Program (IEP) process to determine whether a student with a disability whose educational needs require a combination of regular classroom and resource room services can be provided a free appropriate public education (FAPE).

Placement decisions will be made on an individualized basis through the IEP team, using student data, evaluations, progress monitoring, and input from parents, school staff, and district representatives. The school's instructional model is grounded in inclusion, with a strong emphasis on supporting students within the general education setting to the maximum extent appropriate.

Through this inclusive, team-based approach, You Thrive Elementary of Brooksville will ensure that students receive appropriate services and meaningful access to instruction in alignment with FAPE and LRE requirements.

G. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

Decisions regarding placement and service delivery will be made on an individualized basis through the IEP team, using evaluation data, progress monitoring results, and input from parents, school staff, and district representatives. While the school's instructional model emphasizes inclusion, the IEP team will consider the full range of supports and services necessary to meet each student's unique needs in alignment with least restrictive environment requirements.

When appropriate, the school will collaborate with the sponsor to explore how supports may be provided within the school's program, including the use of supplemental services, targeted interventions, and extended learning opportunities. After-school support may be utilized to provide additional academic or specialized instruction aligned to IEP goals, allowing students to receive increased support while remaining connected to the school community.

Ongoing collaboration with the district will ensure that services are delivered with fidelity and that placement decisions remain responsive to student needs. Through this cooperative IEP-driven process, You Thrive Elementary of Brooksville will prioritize student success, compliance with IDEA requirements, and meaningful access to educational opportunities.

H. Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).

To support consistent monitoring, the school will utilize a live, shared spreadsheet to track key aspects of each student's educational program. This document will be reviewed and updated daily and will include information related to IEP goals, Section 504 accommodations, academic progress, intervention supports, and relevant student needs. The spreadsheet allows teachers, support staff, and administrators to maintain a clear, real-time understanding of each student's supports and progress.

Teachers will be responsible for documenting progress toward IEP and 504 goals using classroom-based assessments, work samples, formative checks, and observation data. This information will be reviewed regularly during data reviews, MTSS meetings, and IEP team meetings to evaluate effectiveness and determine whether instructional strategies, accommodations, or services require adjustment.

School leadership and support staff will monitor implementation through regular review of documentation, classroom observations, and collaborative meetings with instructional staff. Required progress reports aligned to IEP goals will be provided to families in accordance with state and district timelines, ensuring ongoing communication and transparency.

Through daily monitoring, clear documentation, and collaborative review, You Thrive Elementary of Brooksville will ensure that students with disabilities receive consistent supports and make meaningful progress toward their individualized academic and functional goals.

I. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.

You Thrive Elementary of Brooksville will implement a staffing plan designed to meet the projected needs of students with disabilities while ensuring compliance with federal and state requirements. Based on enrollment projections and anticipated service levels, the school will provide special education services primarily through an inclusive service delivery model within the general education setting.

The school will prioritize the recruitment of instructional staff who are dually certified in general education and Exceptional Student Education (ESE). For instructional staff who do not hold dual certification at the time of hire, the school will provide guidance and support to assist them in obtaining the appropriate ESE certification. This approach ensures that all staff are prepared to deliver specialized instruction, implement accommodations, and collaborate effectively within inclusive classroom environments.

The staffing plan will include instructional personnel responsible for coordinating special education services, monitoring IEP and Section 504 implementation, and supporting general education teachers through consultation and collaboration. Additional support staff and

related service providers will be engaged as needed to address individual student needs and ensure services are delivered in alignment with each student's IEP. Appropriately certified staff will also support students receiving services during the school's after-school program.

Staffing levels and service delivery models will be reviewed regularly and adjusted as needed based on actual enrollment, student needs, and IEP requirements. This flexible, inclusive staffing approach ensures that students with disabilities receive appropriate supports while maintaining access to the general education curriculum.

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

You Thrive Elementary of Brooksville will evaluate its overall effectiveness in serving exceptional education students through ongoing review of student progress toward IEP and Section 504 goals, academic growth data, and compliance with service delivery requirements. Effectiveness will be monitored using assessment results, progress monitoring data, and documentation of implemented accommodations and services.

School leadership will review data regularly, including during MTSS meetings and IEP reviews, to assess the impact of instructional strategies and supports. Feedback from teachers, families, and district partners will also be used to inform continuous improvement and ensure students with disabilities are supported effectively

K. Describe how the school will serve gifted and talented students.

You Thrive Elementary of Brooksville does not anticipate serving a significant population of students identified as gifted, as Hernando County School District operates a designated gifted program at Challenger K–8, which provides a specialized option for students requiring a full-time gifted educational setting.

However, it is recognized that a student identified as gifted may apply to and be accepted into You Thrive Elementary of Brooksville. In such cases, if a parent or guardian elects the student to enroll at You Thrive Elementary of Brooksville, the school will ensure that appropriate gifted services are provided in accordance with state and district requirements.

All first-grade students at You Thrive Elementary will participate in the administration of the Naglieri Nonverbal Ability Test (NNAT) in accordance with Hernando County School District procedures and timelines. The assessment will be used as a universal screening tool to help identify students who may be eligible for gifted services and to support equitable identification practices.

At the time of enrollment, staffing will be scheduled to provide consultative gifted services, unless the school employs an instructional staff member who holds a Florida gifted endorsement, in which case direct services may be provided. Gifted students will be added to an Educational Plan (EP) as required, and services will be delivered by instructional staff holding the appropriate Florida certification or endorsement.

You Thrive Elementary of Brooksville is committed to meeting the instructional needs of all enrolled students, including those identified as gifted, while maintaining alignment with Hernando County School District programs and services.

Sample Student with IEP Goals

Accomodations (enter a 1 for each accomodation used)

Goals (complete once per week)

Date	Teacher	Student Absent	Student Refused	None Needed/Used	Sm Group (10)	Extra Time (2x)	Text-to Speech	Pref. Seating	R/C/S Directions	Encourage, prompt, cue	Add Time HW	Other - Please list	Demonstrate improved comprehension of literature and informational texts by scoring at least 80% on assessments.	(Math) Solve problems related to Measurement and Data and Geometry with 75% accuracy on class assignments and assessments.	(All) Requests help by raising her hand and requesting assistance 4 out of 5 times with 70% accuracy.
1/15/26	Lynch				3		5	7	2	3	3		2 - 21% - 4...	3 - 41 - 60%	4 - 61% - 8...
1/15/2026	Brett Howes				2	1	4	7	1	2	1		3 - 41 - 60%		3 - 41 - 60%
01/15/2026	Torres				5		5	7	1	1	2		3 - 41 - 60%		3 - 41 - 60%
01/15/2026	Floriano				4		6	7	1	1	1		4 - 61% - 8...		4 - 61% - 8...
1/15/2026	Platt				6		4	7	2	4	2				4 - 61% - 8...
01/21/2026	Torres			1	4		2	7	3	6					5 - 81% - 1...

Sample 504 Student

Accomodations (enter a 1 for each accomodation used)

Date	Teacher	Student Refused	None Needed/Used	Sm Group (10)	Extra Time (1.5x)	Text-to Speech	Breaks	Pref. Seating	R/C/S Directions	Redirect	Encourage, prompt, cue	Opportunity for movement or stand in class	NC Headphones	Add Time HW
1/15/2026	Brett Howes	1						1	1	1	3	1		4
1/15/26	Lynch				3	2		1	2	2	5	2		1
01/15/2026	Floriano		1		5		1	1	1	5	1	1		2
1/15/26	Torres				3	1		1	1	2	1	2		3
1/15/2026	Platt							1	1	8	1	1		6
01/21/2026	Torres				2	1	1	5	3	4	4	2		2

Examples of Accommodations Matched to Student Needs

Student Need	Accommodation Matched to Need
Difficulty following through on instructions from others	Repeat, clarify, or summarize directions
Easily distracted by extraneous stimuli	Preferential Seating
Difficulty comprehending written tasks	Oral presentation
Difficulty understanding oral directions; or apparent inattention or daydreaming	Student to paraphrase directions
Difficulty with fluency in handwriting ; or confusion from spoken material, lectures	Note taking assistance
Confusion from written material (difficulty finding main idea from a paragraph, etc)	Use of highlighter
Difficulty with fluency in handwriting; or poor handwriting	Responses dictated
Difficulty with fluency in handwriting; or poor handwriting	Allow to type responses
Difficulty sustaining attention to tasks; or difficulty remaining seated or in a particular position when required	Brief testing sessions with frequent breaks
Difficulty completing assignments in a timely manner	Additional time for homework
Difficulty completing assignments in a timely manner	Additional time for class work
Difficulty sustaining effort and accuracy over time	Reduce assignment length
Difficulty completing tasks in a timely manner	Additional time for tests
Easily distracted by extraneous stimuli	Individual or Small group setting
Easily distracted by extraneous stimuli	Verbal/nonverbal redirecting to task
Requires frequent positive reinforcement	Verbal Encouragement
Becomes agitated under pressure	Cooling off period

Please note that the above is not an exhaustive list of student needs or possible accommodations.

Accommodations Data Collection Worksheet

Student:_____ Teacher:_____ Grade:_____ Period/Subject:_____

Directions: _√_ the box when a specialized accommodation is implemented. This is **NOT** an exhaustive list. Use additional page to document any other accommodations used.

Weeks of:	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
Oral presentation Written materials read aloud[1]															
Repeat, clarify, or summarize directions[1]															
Student to paraphrase directions[1]															
Note taking assistance[6]															
Use of Highlighter or other tools to focus attention to print materials[1]															
Responses dictated[2] or other help recording answers Be specific:															
Allow to type responses[2] (or use Speech-to-Text technology)															
Brief testing / work sessions with frequent breaks[3]															
Additional time for homework[3] (Indicate amount-1 day, 2 day, etc.)															
Additional time for classwork[3] (Indicate amount of time- 1.5X, 2X, etc.)															
Additional time for tests[3] (Indicate amount of time- 1.5X, 2X, etc.)															
Preferential seating[4]															
Individual or Small group setting[4] for tests or assignments for extra monitoring, assistance, or to reduce distractions															
Verbal/nonverbal redirecting to task[1]															
Verbal encouragement[1]															
Cooling off period[6]															
Other:															

Part B PROCEDURAL SAFEGUARDS NOTICE: FLORIDA

The Individuals with Disabilities Education Act (IDEA), the Federal law concerning the education of students with disabilities, requires schools to provide you, the parents of a child with a disability, with a notice containing a full explanation of the procedural safeguards available under IDEA and U.S. Department of Education regulations. A copy of this notice must be given to you only one time a school year, except that a copy must also be given to you: (1) upon initial referral or your request for evaluation; (2) upon receipt of your first State complaint under Title 34, sections 300.151 through 300.153, Code of Federal Regulations (34 CFR §§300.151 through 300.153) and upon receipt of your first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action against your child that constitutes a change of placement; and (4) upon your request. [§300.504(a)]

This procedural safeguards notice must include a full explanation of all of the procedural safeguards available under §300.148 (unilateral placement of a child in a private school at public expense), §§300.151 through 300.153 (State complaint procedures), §300.300 (parental consent), §§300.502 and 300.503 (independent educational evaluation and prior written notice), §§300.505 through 300.518 (other procedural safeguards, e.g., mediation, due process complaints, resolution process, and impartial due process hearing), §§300.530 through 300.536 (procedural safeguards in Subpart E of the Part B regulations), and §§300.610 through 300.625 (confidentiality of information provisions in Subpart F). Florida-specific information has been added throughout this model form and provides a format that school districts may choose to use to provide information about procedural safeguards to parents.

United States Department of Education, Office of Special Education Programs
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Section 7: English Language Learners

A. Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.

You Thrive Elementary of Brooksville will serve English Language Learners (ELLs) in full compliance with all applicable federal and state laws, including the Elementary and Secondary Education Act (ESSA), Title III requirements, and Florida statutes and rules governing English for Speakers of Other Languages (ESOL).

All students will complete a Home Language Survey upon enrollment. Students indicating a language other than English will be assessed using a state-approved English language proficiency assessment to determine eligibility for ELL services. Identification and placement will occur within the required state timelines.

ELL students will have equitable access to all academic programs, instructional resources, enrichment opportunities, and extracurricular activities. Language supports will be provided in a manner that ensures participation in grade-level instruction aligned to Florida's B.E.S.T. Standards without reducing academic rigor or segregating students.

The school will communicate with families in a language they understand to the extent practicable. Translated written communications and interpretation services will be provided for meetings and conferences as needed. Families will be informed of identification, instructional placement, student progress, and exit decisions.

B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.

ELL students will primarily receive instruction in the general education classroom using a push-in and small-group support model. Instruction will integrate English language development with core academic content in English Language Arts, mathematics, science, social studies, and STEAM-focused learning.

You Thrive Elementary of Brooksville is committed to meeting the instructional needs of all enrolled students, including those identified as gifted, while maintaining alignment with Hernando County School District programs and services.

Students performing below grade level will receive targeted interventions aligned to both language proficiency and academic needs. Students performing at or above grade level will participate in enrichment activities that promote higher-order thinking, academic language use, and problem-solving.

C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

ELL student progress will be monitored using state-approved English language proficiency assessments administered annually, as well as classroom-based assessments and district-aligned benchmark measures. Instructional teams will review data regularly to inform instructional adjustments and supports.

Students will be exited from ELL services in accordance with Florida Department of Education criteria once they demonstrate sufficient English proficiency to participate successfully in the general education program. Families will be notified of exit decisions, and exited students will be monitored for continued academic success as required by law.

D. Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff

You Thrive Elementary of Brooksville will employ or contract with a Florida certified teacher with an ESOL endorsement to support ELL instruction, compliance, and progress monitoring. Classroom teachers serving ELL students will meet state-required ESOL training or endorsement requirements.

The ESOL endorsed staff member will provide instructional support, collaborate with teachers, assist with assessment and data review, and ensure compliance with all state and federal ELL requirements. Ongoing professional development will be provided to instructional staff on effective strategies for serving English Language Learners

Section 8: School Culture and Discipline

A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

You Thrive Elementary of Brooksville will maintain a safe, structured, and academically focused school culture grounded in high expectations, respect, responsibility, and consistent accountability. The school's culture is designed to promote a positive academic environment that supports students' intellectual development and appropriate social behavior while maximizing instructional time.

The school culture emphasizes clear behavioral expectations, orderly classrooms, strong adult supervision, and consistent routines. Students are taught to respect themselves, others, and the learning environment and are expected to take responsibility for their behavior and learning. Positive behavior, academic effort, and adherence to expectations are consistently reinforced. Behavioral expectations and consequences are applied fairly and consistently to promote equity, predictability, and trust among students and families.

B. State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G. Taken together, the narrative and code of conduct (if provided) should:

- **o Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;**
- **o List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;**
- **o Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;**
- **o Provide an explanation of how the school will consider the rights of students with disabilities in disciplinary actions and proceedings;**
- **o Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and o Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.**

You Thrive Elementary of Brooksville will adopt and implement the Student Code of Conduct of the local school district, the Hernando County School District (HCSD). The school will follow all district-established policies and procedures related to student behavior, suspension, expulsion, due process, and the rights of students with disabilities, in full compliance with Florida and federal law. The school will not implement a separate or conflicting discipline system.

Consistent with HCSD policy, the school will promote discipline through a balanced approach that includes positive behavior reinforcement and appropriate corrective actions. Incentives may include verbal recognition, classroom or schoolwide acknowledgments, certificates, and opportunities for leadership. Consequences for misconduct will follow HCSD guidelines and may include teacher-managed interventions, parent conferences, loss of privileges, lunch detention, loss of privilege, out-of-school suspension, or recommendation for return to zoned school.

The school will adhere to HCSD-defined offenses and disciplinary consequences. Non-discretionary offenses requiring mandatory disciplinary action include serious safety violations such as weapons possession, severe physical assault, and drug- or alcohol-related offenses. Discretionary offenses include disruptive behavior, defiance, bullying or harassment, academic dishonesty, and repeated minor infractions, as defined by HCSD.
Teachers and staff are responsible for implementing classroom expectations, documenting incidents, and communicating with families. School administrators enforce the HCSD Student Code of Conduct, investigate incidents, assign disciplinary consequences, and ensure due process. The governing board formally adopts the HCSD Student Code of Conduct and oversees policy compliance.

Disciplinary actions involving students with disabilities will comply with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, including manifestation determinations when required and continued access to educational services consistent with the student's IEP or Section 504 Plan.

The school will follow HCSD procedures to ensure due process and access to appeals when a student is suspended or recommended for expulsion, including timely notice to parents and provision of educational services for students removed from school for more than ten (10) days. Students and parents will be informed of their rights and responsibilities through the HCSD Student Code of Conduct, parent orientation meetings, the school website, and ongoing communication.

Section 9: Supplemental Programming

A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.

The You Thrive STEAM After-School Program provides students in grades Kindergarten through Grade 5 with engaging, hands-on learning experiences that extend the school day while reinforcing academic skills through science, technology, engineering, the arts, and mathematics. The program is designed to support creativity, problem-solving, collaboration, and real-world application of knowledge in a safe, structured environment.

Students participate in rotating STEAM enrichment activities aligned with grade-level standards and classroom instruction. Enrichment experiences will be supported through the TinkRworks STEAM curriculum, which offers project-based engineering and design challenges that promote inquiry, experimentation, and applied problem-solving. Activities may include engineering design challenges, coding and robotics, science experiments, math games, creative arts integration, and technology-based projects. Instruction emphasizes exploration, teamwork, and critical thinking while reinforcing foundational literacy and mathematics skills through integrated learning.
The after-school program also provides dedicated time for homework support and academic reinforcement. Certified teachers and trained instructional staff offer small-group assistance, targeted skill practice, and individualized support to help students complete assignments and strengthen core academic skills while maintaining alignment with the school's instructional program

The STEAM After-School Program operates on scheduled school days and supports working families while promoting student engagement, academic growth, and a positive connection to learning beyond the classroom.

Funding for the after-school STEAM program may include a combination of participation fees, annual fundraising efforts, grants, and charitable donations to support program sustainability and student access.

STEAM After-School Program (Proposed draft)

Weekly Themed Schedule (Grades K–5)

Daily Structure (Monday–Friday Exact Times TBD)

3 00 – 3:20 p.m. | Student Check-In & Transition
3:20 – 3:40 p.m. | Snack & Social Time
3:40 – 4:20 p.m. | Homework Support & Academic Reinforcement
4:20 – 5:10 p.m. | STEAM Enrichment (Themed by Day Below)
5 10 – 5:30 p.m. | Physical Activity / Creative Break
5 30 – 6:00 p.m. | Project Completion, Reflection & Dismissal

Weekly STEAM Themes by Day

Monday – Science Exploration Hands-on science investigations and inquiry-based activities aligned to grade-level standards, including simple experiments, observation labs, and real-world science applications.

Tuesday – Technology & Coding Students engage in age-appropriate technology activities such as basic coding, digital literacy, robotics, and educational software to strengthen problem-solving and computational thinking skills.

Wednesday – Engineering Design Engineering challenges focused on planning, building, testing, and improving solutions. Students collaborate to design structures, solve real-world problems, and apply mathematical reasoning.

Thursday – Arts Integration Creative projects integrating visual arts, music, movement, and design thinking. Activities connect artistic expression to science and engineering concepts, reinforcing creativity and innovation.

Friday – Mathematics & Logic Math-focused enrichment including games, puzzles, math challenges, and real-world problem-solving activities designed to strengthen number sense, reasoning, and fluency.

Weekly STEAM Fee Schedule (Proposed draft)

Program Hours Monday–Friday, immediately following dismissal until 6:00 p.m. Included

Weekly Tuition Flat weekly rate for enrolled students participating in the STEAM After-School Program $60 per week per student

Daily Drop-In Rate Optional daily rate for occasional attendance (space permitting) $15 per day

Registration Fee One-time annual enrollment fee to cover materials, supplies, and program administration $25 per student (annual)

Fee Category Description Rate

Sibling Discount applied to each additional sibling enrolled 10% off weekly tuition

Late Pick-Up Fee Assessed for students picked up after 6:00 p.m. $1 per minute

Scholarships / Fee Assistance
Limited scholarships or fee assistance may be available based on demonstrated financial need, program funding availability, grants, or community donations. The school will make reasonable efforts to ensure access for families who may otherwise be unable to participate.

II. ORGANIZATIONAL PLAN

Section 10: Governance

A. Describe the school's existing or planned legal status, including non-profit status and federal tax-exempt status.

Mid Florida Community Services, Inc. dba You Thrive Florida is an active non-profit registered in the state of Florida and is recognized with federal tax-exempt status.

B. Provide the following documents, if available, as attachments:

a. **The articles of incorporation for the applicant organization (or copies of the filing form) –Attachment H** Attachment H: Articles of Incorporation

b. **501(c)(3) tax exempt status determination letter (or copy of the filing form) – Attachment I**
Attachment I: Tax Exemption Determination Letter

c. **Governing board by-laws – Attachment J**
Attachment J: Board Bylaws

d. **Governing board code of ethics and conflict of interest policy** – Attachment K – Conflict of Interest

C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.

At the top level is the Governing Board, responsible for setting the mission, policies, goals, and holding fiduciary and legal responsibilities. Various Board Committees, such as Finance, Academic Excellence, Governance, and Development/Community, report to the Board. The Principal or Head of School, who reports directly to the Board, oversees instruction, staff, and operations while implementing the Board's policies. School leadership and staff, including assistant principals, instructional coaches, teachers, and support staff, report to the Principal.

D. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.

Board meetings will be held quarterly, each January, April, July and October. All regular and special meetings shall be open to the general public. Public comments shall be reserved for the last meeting activity prior to adjournment, and each attendee will be provided a maximum of three minutes to comment. Robert's Rules of Order will govern the conduct of the meeting. Attendees desiring to make public comment must (1) notify the Board Chair at or before the start of the meeting; (2) state on the record their name, address, and the topic on which they wish to be heard and if a representative will be speaking for them, such representative's name and address; and (3) restrict their (or their representative's) comment to 3 minutes or less. The Board reserves the right to terminate someone's use of the public comment forum if profanity, disrespect or non-pertinent matters are brought before the Board. Quarterly meetings are listed

publicly on the calendar found at https://youthrivefl.org/calendar. Board meeting minutes are stored electronically per Chapter 119 of the Florida Statutes and General Records Retention schedules GS1 GS7 for Public Schools Pre-K-12.

E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.

Currently, there are 10 members of the You Thrive Florida Board of Directors. The board will consist of no fewer than 9 directors, and no more than 15 directors. The number of directors may be increased or decreased from time to time by resolution of the board adopted at any duly-called special or regular meeting or by written action in accordance with these bylaws, provided however, that no decrease shall have the effect of shortening the term of any incumbent director. At least one of the directors must have a background and expertise in fiscal management or accounting. At least one director shall have a background and expertise in early childhood education and development. At least one director shall be a licensed attorney familiar with issues that come before the governing body. Provided however, in the absence of a director with the background and expertise described in this paragraph, the board shall employ a consultant with such expertise who shall work with the board.

F. Describe how board members have been and will be selected including term limits and selection of officers.

Each Director appointed to the Board after April 2019 shall serve a five-year term, automatically renewable for up to two additional consecutive five-year terms if they continue to meet the board member requirements. A full five-year term shall be considered to have been served upon the passage of five (5) annual meetings. Directors shall take office immediately following the close of the annual meeting at which they are elected. No Director shall serve more than three (3) full consecutive five-year terms. Consecutive service refers to time served on the Board without a gap of at least 6 months between each period of service.

G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.

The comprehensive board structure for You Thrive Florida establishes a strong foundation for academic, operational, and financial success through several key mechanisms:

- The board's 9-15 director range allows for optimal governance while maintaining flexibility. Boards of this size are large enough to ensure diverse perspectives and committee assignments, yet small enough for effective decision-making. This structure enables organized committee work while preventing the decision of paralysis that can occur with oversized boards.
- The expertise matrix ensures that critical governance areas—financial health, educational quality, and legal compliance—are directly addressed by qualified board members rather than relying entirely on consultants or management. Research shows that boards with specific competency criteria make more informed strategic decisions and demonstrate stronger accountability.

- All Directors shall fully participate in the development, planning, implementation and evaluation of the programs offered by the Corporation in its services to individuals and families.
- By mandating these specific expertise areas while allowing flexibility in overall composition, the board structure ensures that You Thrive Florida has both the specialized knowledge needed for effective governance and the adaptability required to respond to changing organizational needs. This balanced approach creates a robust foundation for sustainable success across all operational dimensions

H. Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Jennene Norman-Vacha	Current	Chair	x_ Information Sheet x Resume
James Morris	Current	Co-Chair	x_ Information Sheet x Resume
Tracy Ramirez	Current	Secretary/Treasurer	x_ Information Sheet x Resume
Michelle Alford	Current	Member	x_ Information Sheet x Resume
Steve Champion	Current	Member	x_ Information Sheet x Resume
Evone Jackson	Current	Member	x_ Information Sheet x Resume
Aaron Lyon	Current	Member	x_ Information Sheet x Resume
Donna Maas	Current	Member	x_ Information Sheet x Resume
Angelys Saez	Current	Member	x_ Information Sheet x Resume
Thomas Valdez	Current	Member	x_ Information Sheet x Resume

I. **Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.**

I. **Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.**

New directors' orientation consists of level 2 background check and are required to complete a minimum of four (4) hours of instruction focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility as required by Section 1002.33, Florida Statutes, and Rule 6A-6.0784. After the initial four (4) hour training, each governing board member is required, within the subsequent three (3) years and for each three (3) year period thereafter, to complete a two (2) hour refresher training on government in the sunshine, conflicts of interest, ethics, and financial responsibility as specified in Section 1002.33, F.S. in order to retain their position on the Board of Directors.

J. **Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.**

Board members must comply with state ethics laws, charter school conflict-of-interest rules, and the school code of ethics, confirming their understanding in writing and completing required training. They must disclose actual or potential conflicts, with any confirmed conflicts preventing their participation in related discussions or votes. Members sign annual conflict-of-interest disclosure statements and update them as needed. Violations may result in censure or removal from the board.

K. **Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school's governing board and leadership. N/A**

L. **Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. This includes the process for developing procedures for complaint resolution of parental concerns involving student welfare, including the student welfare provisions described in section 1001.42(8)(c)1.-6., F.S. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps**.

1. Start with an informal discussion at the school level.
2. If unresolved, submit a formal written complaint to the school administration.
3. If necessary, appeal to the governing board.
4. For issues related to student welfare or parental rights that aren't resolved, parents can request the appointment of a Special Magistrate through the Florida Department of Education for a state-level review.

If the school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization or any other partner, provide the following information: **N/A**

M. Name of the partner organization.
N. Name of the contact person at the partner organization and that person's full contact information.
O. A description of the nature and purpose of the school's partnership with the organization.
P. An explanation of how the partner organization will be involved in the governance of the school.

Section 11: Management and Staffing

A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in

- **The pre-operational year;**
- **The first year of school operations;**
- **At the end of the charter term; and**
- **When the school reaches full capacity, if in a year beyond the first charter term. Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.**

See Attachment M

B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.

The proposed principal and head of school for You Thrive Brooksville is Jamie Young, an accomplished educational leader with close to 20 years of experience in public and charter school leadership, including school-based principalship and current service as a Charter School Principal.

Mrs. Young currently serves as Principal of BEST Academy Charter School in Brooksville, Florida, a role she has held since April 2022. In this capacity, she serves as the school's chief instructional and operational leader, overseeing curriculum implementation, staff supervision, student achievement, compliance, budgeting, safety, and daily operations. Her experience as a sitting charter principal provides direct evidence of her ability to successfully design, launch, manage, and sustain a charter school in alignment with authorizer requirements and state accountability expectations. Mrs. Young's leadership record reflects sustained success in school-based administration and instructional leadership:

- Charter School Leadership (2022–Present):
  As Principal of BEST Academy Charter School, Mrs. Young provides comprehensive leadership for instruction, operations, staffing, compliance, and school culture. She leads curriculum implementation aligned with Florida State Standards, supervises and evaluates faculty and staff, monitors student performance data, implements MTSS supports, and ensures adherence to charter governance, reporting, and safety requirements. She works closely with the governing board, families, and community partners to strengthen enrollment, engagement, and long-term sustainability.

- **School-Based Principalship (2011–2014):** Mrs. Young previously served as Principal of Powell Middle School & Performing Arts Center, where she was responsible for the academic and operational leadership of a campus serving approximately 900–1,000 students and over 100 staff members. In this role, she led curriculum redesign and instructional improvement initiatives aligned to Florida State Standards, implemented comprehensive teacher evaluation systems using the Charlotte Danielson Framework for Teaching, and launched a performing arts program to expand student engagement and educational opportunities. During her tenure, the school achieved significant academic growth, including statewide recognition for school-wide mathematics improvement.
- Mrs. Young has extensive experience serving diverse student populations, including students with disabilities, students requiring academic intervention, and families seeking high-quality public school options. Her leadership experience includes implementation of MTSS frameworks, collaboration with specialized support staff, and development of inclusive instructional practices. She emphasizes high expectations, individualized supports, and strong family partnerships to ensure all students have equitable access to academic success.

Ms. Young holds a Master of Arts in Educational Leadership from the University of South Florida and a Florida Educational Leadership Certification. Her formal preparation, combined with extensive applied leadership experience as a principal and charter school leader, demonstrates her readiness to lead the proposed school effectively.

--OR--

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?

C. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.

See Attachment P

D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers

See Attachment Q

E. Explain the school's plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school's design.

You Thrive Elementary will implement a comprehensive plan for the recruitment, selection, and development of a highly qualified and appropriately certified instructional staff in alignment with applicable federal laws, Florida Department of Education certification requirements, and the school's instructional design.

Recruitment efforts will include outreach through district-approved hiring platforms, professional educator networks, university partnerships, job fairs, and internal pipelines developed through You Thrive Florida and BEST Academy. Recruitment strategies will prioritize candidates with strong content knowledge, experience in elementary instruction, and the ability to implement standards-based, data-driven instruction aligned to the school's STEAM- or arts-focused model.

Selection of instructional staff will follow a structured, team-based process. Interview panels will include a leadership and instructional team that collaboratively reviews applications, conducts interviews, and evaluates candidates using a scoring rubric. Interview questions will be developed by teachers and school leadership to assess instructional practice, classroom management, collaboration, and alignment with the school's mission. Candidates recommended by the interview team will advance to a final interview with the principal prior to hiring.
All instructional staff will be required to hold valid Florida certification or be eligible for certification in their assigned instructional areas. The school will prioritize candidates with dual certification, including Exceptional Student Education, and will support staff in obtaining additional certifications as needed.

Ongoing professional development will support instructional effectiveness and continuous improvement. Teachers will participate in pre-service training, district-provided professional development, curriculum-specific training, collaborative planning, and coaching aligned to the school's instructional model. Through intentional recruitment, rigorous selection, and sustained professional development, You Thrive Elementary will maintain a highly qualified instructional staff prepared to support student achievement and program success

Section 12: Human Resources and Employment

A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school's tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.

The You Thrive Elementary School of Brooksville will employ staff through written employment contracts. A contractual relationship is intended to provide clarity, accountability and stability for both the You Thrive Elementary School of Brooksville and employees, and to support continuity of instruction and operations. Employees will not be employed on an at-will basis. Instead, the employment relationship will be governed by the terms of the employee's contract and applicable state and federal law. The You Thrive Elementary School of Brooksville intends to use written employment contracts for all instructional and non-instructional staff. Employees will be annually contracted employees in accordance with Florida statute 1002.33. Renewal decisions will be based on school need, performance, licensure requirements, and funding.

B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.

You Thrive Elementary School of Brooksville will implement a performance evaluation plan for instructional personnel, administrators, and non-instructional staff. The plan will be used to provide timely feedback, support continuous improvement, and guide individual in schoolwide professional development. For instructional personnel and school administrators, the plan will be implemented consistently with the substantive requirements of 1012.34, F.S. (Student Success Act).

The Principal will evaluate all instructional and non-instructional staff. The Principal will be evaluated by the Executive responsible for the oversight of the program.

For instructional personnel, You Thrive Elementary School of Brooksville will adopt Hernando County School District's (HCSD) instructional evaluation system for all instructional personnel. This includes the observation/evidence components and performance rating requirements consistent with 1012.34, F.S.

You Thrive Elementary School of Brooksville will use You Thrive Florida's performance evaluation instrument for school administrator(s) and non-instructional/support positions. This tool evaluates employees across defined performance standards and competencies (e.g. job

knowledge, quality of work, attendance, professionalism, etc.) and alignment with the Organization's Core Values. An example of You Thrive Florida's performance evaluation tool is available in addendum FF.

Evaluations will be conducted at least annually, with observation frequency and documentation for instructional personnel following the adopted HCSD system and statutory requirements in 1012.34, FS.

Evaluation results will be reviewed with employees and used to identify strengths and areas for improvement, guide coaching and performance support, and inform of individualized professional development aligned to the role expectations and school priorities.

C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?

All You Thrive Elementary School of Brooksville employees will be employed by You Thrive Florida, a 501(c)(3) organization. You Thrive Elementary School of Brooksville will utilize a structured, market-informed compensation and benefits program that supports fair pay, clear growth paths, and total rewards that directly reinforce staff retention and school stability.

For instructional and administrative staff, You Thrive Elementary School of Brooksville will utilize surrounding school district salary schedules as a benchmark to keep instructional and administrative pay informed, competitive and responsive to market changes. Districts schedules will serve as a primary benchmark for establishing starting salaries, raises, and range adjustments for comparable instructional and leadership roles.

This approach supports a transparent and competitive compensation framework and aligns with Florida's statutory emphasis on compensation structures tied to educator performance systems, including provisions related to salary schedule design and compensation practices for instructional personnel.

The You Thrive Elementary School of Brooksville will offer a competitive benefits package for eligible employees, including health insurance, dental insurance, vision insurance, basic life insurance, long-term disability, and supplemental insurance options. To support access and affordability, You Thrive Florida will pay the full premium for one of the available health plan options, resulting in at least one zero-premium health insurance plan available to eligible staff.

The You Thrive Elementary School of Brooksville will offer a 403b retirement plan with a 4% employer non-matched contribution and up to an additional 4% employer matching contribution after completing three months of service. Matching contributions will be 100% immediately vested.

Employees will be paid on a stretched 12-month basis on a bi-weekly pay cycle, providing financial security for instructional staff working 10 months. Leave benefits for instructional staff will be structured with sick leave, PTO, and paid holidays. For non-instructional staff, leave benefits will be structured with sick leave, vacation, PTO, and paid holidays.

To support recruitment, retention, and recognition of added responsibilities, You Thrive Elementary School of Brooksville will provide supplements for qualifying assignments and credentials, such as advanced degree supplements, yearbook supervision, social media supervision, team lead roles, and similar additional duties.

Compensation and benefits are essential to the You Thrive Elementary School of Brooksville's retention strategy. The plan supports retention through competitive, transparent salary schedules, a strong benefits package, including access to a zero-premium health plan, employer-supported retirement contributions, a predictable 12 month stretch pay structure, opportunities for supplements tied to advanced credentials and additional responsibilities. Collectively, these components are designed to attract and retain mission-aligned employees and support stable staffing necessary for high-quality instruction for school operations.

D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

All You Thrive Elementary School of Brooksville employees will be employed by You Thrive Florida and hired through a structured process designed to select highly effective, mission-aligned staff and maintain a safe school environment.

Vacancies will be posted through the Hernando County School District posting portal, the You Thrive Florida website (with distribution to indeed), and Employ Florida to ensure a broad and competitive applicant pool.

Applicants will be screened for minimum qualifications, relevant experience, and required certifications, as applicable.

Finalists will participate in structured job-related interviews focused on job-related competencies and alignment with the school's mission and expectations.

You Thrive Elementary School of Brooksville will use selection steps likely to identify high-performers, including reference checks and verification of prior employment.

The Principal will make the final hiring decision for school staff. You Thrive Elementary School of Brooksville is an equal opportunity employer. Hiring decisions will be made without regard to race, color, religion, sex (including pregnancy), national origin, age, disability, genetic information, marital status, or any other status protected by law. All hiring decisions will be based on job-related qualifications and the needs of You Thrive Elementary School of Brooksville.

Before any individual begins work or has direct contact with students, You Thrive Elementary School of Brooksville will require successful completion of all applicable screening and eligibility requirements, including a Level 2 fingerprint-based background screening consistent with 1012.32 F.S. You Thrive Elementary School of Brooksville will ensure that no person who is ineligible for employment in a position requiring direct contact with students is hired or permitted to serve in such a role under 1012.315 F.S.

In addition to the statutory fingerprint base screening, You Thrive Elementary School of Brooksville will require pre-employment drug testing, a pre-employment physical, a national sex offender search, and a completed employment history check from each of the applicant's previous employers as part of its overall suitability review.

Because employees will work under employment contracts, dismissal decisions will be governed by the terms of the employment contract and applicable law. Decisions to terminate an employee under such contracts will be based on documented performance, conduct, or organizational needs, applied consistently and in alignment with established policies and professional standards, such as immorality, misconduct in office, incompetency, gross insubordination, failure to maintain required credentials, willful neglect of duty, or being convicted, or found guilty of, or entering a plea of guilty to, regardless of adjudication of guilt, any crime involving moral turpitude.. All terminations will be made in a non-discriminatory manner and will not be based, in whole or in part, on an individual's race, color, religion, sex (including pregnancy), national origin, age, disability, genetic information, marital status, or any other status protected by law.

E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

You Thrive Elementary School of Brooksville has some personnel policies and procedures but has not yet finalized its updates to the You Thrive Florida comprehensive personnel policies and procedures manual to include personnel rules specific to charter schools; however, school leadership and the Director of HR have a clear plan and timeline to develop, vet, and adopt these documents prior to the school opening. Within 60 days following the charter approval, the school leader, in collaboration with the HR Director, will finalize the draft personnel policies and procedures and will present to the governing board for review and approval at the July board meeting. Upon board approval, the school will distribute the personnel policies and procedures to all employees, obtain written acknowledgments, and schedule annual review and update of the manual to ensure continued legal compliance and alignment with best practices in human resources and charter school operations.

Attachment R includes currently adopted policies and procedures of You Thrive Florida that will govern employee conduct, performance expectations, workplace standards and compliance requirements until revisions are adopted.

F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.

The governing board and school leadership will address unsatisfactory leadership, teacher, or staff performance through timely identification of concerns, clear expectations, documented feedback, targeted support, and appropriate employment action when performance is unsatisfactory. The purpose of this approach is to maintain high professional standards, ensure continuity of instruction and services, and minimize disruption to the school program.

Unsatisfactory performance will be identified through the school evaluation systems and by ongoing supervision. Instructional personnel will be evaluated by the Principal using Hernando County School District's (HCSD) instructional evaluation system. The Principal will be evaluated by the Executive responsible for the oversight of the program and non-instructional staff will be evaluated by the Principal using You Thrive Florida's performance evaluation tool which applies consistent job-related expectations with a defined rating scale. When concerns arise through evaluations, observations, or operational performance indicators, school leadership will promptly meet with the employee to review the concern(s), clarify expectations, and identify contributing factors. You Thrive Elementary School of Brooksville will establish a targeted improvement plan that identifies specific performance expectations, the supports to be provided (such as coaching, feedback, and professional development), and a defined timeframe for follow-up review. Leadership will monitor progress through follow-up observations, work review, and check in to determine whether improvement is demonstrated and sustained. If improvement is not achieved, school leadership will take appropriate employment action consistent with the employees' contract terms, adopted personnel policies, and applicable law, including non-renewal or termination as appropriate. For serious concerns involving safety, unlawful conduct, or significant violations of professional standards, the school may implement immediate interim steps - — such as removing an employee from duties pending review — to protect students and maintain school operations, followed by appropriate action consistent with contract terms and adopted policies.

The governing board and school leadership will also maintain a proactive plan to manage leadership &/or staff turnover to ensure continuity of instruction and school operations. The governing board will oversee leadership continuity and ensure that the Executive Officer maintains a plan for interim coverage of critical leadership functions in the event of vacancy. You Thrive Elementary School of Brooksville will maintain documented procedures and cross-training for key operational functions to reduce disruption during transitions. If teacher or staff vacancies occur, You Thrive Elementary School of Brooksville will implement immediate coverage plans to maintain student supervision and uninterrupted instruction, including the use of qualified substitutes and internal coverage strategies, while simultaneously initiating rapid recruitment. Positions will be posted through established pipelines, including the HCSD posting portal, You Thrive Florida website (with Indeed distribution), and Employ Florida, and of qualified substitutes and internal coverage

strategies, while simultaneously initiating rapid recruitment. Positions will be posted through established pipelines, including the HCSD posting portal, You Thrive Florida website (with Indeed distribution), and Employ Florida, and selections will be made through structured screening and interviews focused on job related competencies and mission alignment. To reduce turnover, the school will support staff retention through competitive compensation, a strong benefits package (including access to a zero premium health plan option and 403b employer contributions/match), supplemental pay opportunities for additional responsibilities and advanced credentials, and a supportive professional environment that emphasizes coaching, ongoing development, and recognition of high-performance.

Section 13: Professional Development

A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:

1. Identify the person or position responsible for overseeing professional development activities.

The principal, in collaboration with the team leader, will schedule and coordinate all professional development and training activities at You Thrive Elementary of Brooksville to include in-service points added through TRACK.

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.

Professional development at You Thrive Elementary will be designed to support effective implementation of the educational program and continuous improvement in instructional practice. Core components of professional development will focus on standards-based instruction, structured literacy, STEAM integration, data-driven decision-making, and differentiation to meet diverse learner needs.

Professional development will be delivered through a combination of internal, district-provided, and external learning opportunities. Internal professional development will be led by the Principal and Lead Teacher and will include collaborative planning, instructional coaching, data reviews, and professional learning communities (PLCs) focused on curriculum implementation, instructional alignment, and student performance.
In addition, instructional staff will participate in districtwide professional development opportunities offered by the Hernando County School District, including Teachers in Action, district-provided professional development days, and other required training sessions. The school will also work with a Professional Learning Facilitator assigned by the district to support instructional implementation, monitor new teacher needs, and provide targeted coaching and guidance aligned to district expectations.

New instructional staff will receive additional support through participation in the district's RISE Program, which provides structured mentoring, onboarding, and instructional support for early-career educators. These supports will ensure that new teachers are prepared to implement curriculum with fidelity and meet instructional expectations.

External professional development will include vendor-supported curriculum training and professional learning offered through instructional partners, supporting implementation of adopted instructional materials and STEAM-based instructional strategies.

Professional development will include both uniform and individualized components. Schoolwide training will address shared instructional priorities, while individualized professional learning will be provided through coaching, mentoring, and targeted support based on teacher experience, instructional practice, and student performance data.

The effectiveness of professional development will be evaluated through:

- Classroom observations and instructional walkthroughs
- Review of student performance and assessment data
- Monitoring implementation fidelity of instructional strategies and curriculum resources
- Teacher feedback and reflection
- Professional development plans will be adjusted as needed to ensure continued alignment with instructional goals, district expectations, and student outcomes.

3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?

Prior to the opening of school, You Thrive Elementary will conduct a comprehensive pre-opening induction period to ensure instructional personnel are fully prepared to implement the educational program with fidelity. Preschool Week will be used to provide structured, job-embedded professional development focused on instructional readiness, school culture, and operational expectations.

During this induction period, all instructional and support staff will participate in applicable district-provided training opportunities, including required compliance training, safety protocols, and instructional expectations. In addition, school-specific professional development will be delivered on site by school administration and instructional leaders to address the unique elements of the program.

Pre-opening professional development will include, but not be limited to:

- Orientation to the school's mission, vision, and annual instructional theme
- Review of the student handbook, expectations, and school culture
- Safety and security training, including emergency procedures and required drills
- Instructional planning aligned to Florida B.E.S.T. Standards and district pacing
- Training on unique instructional programs and methodologies, including STEAM and arts-integrated instruction
- Overview and use of assessment tools such as i-Ready and STAR
- Classroom management, differentiation, and MTSS implementation

Instructional personnel will receive targeted training on any unique or particularly challenging aspects of the curriculum and instructional methods through a combination of administrator-led sessions, collaborative planning, and vendor-provided professional development. Vendor training will support implementation of adopted curriculum resources and instructional tools, while on-site training will focus on lesson design, interdisciplinary integration, and instructional consistency.

This structured induction process ensures that all staff begin the school year with a shared understanding of instructional expectations, student supports, safety procedures, and schoolwide priorities, establishing a strong foundation for effective instruction and a successful school opening

4. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

You Thrive Elementary of Brooksville will align its professional development calendar to the Hernando County School District teacher calendar and will assume that the number of preschool days and professional development days for the 2026–27 school year will remain consistent with the district calendar. This approach ensures alignment with district expectations while providing adequate time for instructional preparation, collaboration, and continuous improvement.

Professional development will occur through a combination of:

- Pre-school professional development days prior to the start of the academic year (5)
- District-scheduled professional development days during the school year to include early release days and teacher professional days (11)
- Job-embedded professional learning incorporated into the school's daily and weekly schedules

Planning and Collaboration

The daily schedule and staffing structure will support regular common planning time for instructional staff. Teachers will be provided with scheduled opportunities for grade-level and collaborative planning, which will typically be used for:

- Reviewing student performance and assessment data
- Planning standards-aligned instruction and interdisciplinary lessons
- Coordinating instructional strategies and interventions
- Sharing best practices and instructional resources

Ongoing Professional Learning

In addition to scheduled professional development days, professional learning will be supported through:

- Instructional coaching and walkthrough feedback
- Professional Learning Communities (PLCs)
- District-provided training opportunities, including Teachers in Action and other district initiatives
- Support from the district-assigned Professional Learning Facilitator, particularly for new teachers

This structure ensures that professional development is ongoing, relevant, and responsive to instructional needs, while remaining aligned with district calendars, staffing expectations, and student instructional time requirements.

Section 14: Student Recruitment and Enrollment

A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.

You Thrive Elementary of Brooksville will implement a comprehensive and inclusive recruitment plan designed to ensure the school meets its projected enrollment while providing equitable access to information for all families, including those who may not otherwise have easy access to educational options. Recruitment strategies will prioritize outreach to families in poverty, academically low-achieving students, students with disabilities, and English Language Learners, consistent with the school's mission and applicable law.

As an organization, You Thrive Florida, Inc. operates Early Learning Programs, including Head Start, serving families within the community. Families currently enrolled in these programs have been engaged in conversations regarding interest in continuing their child's education at a You Thrive charter school. Feedback from these families has informed planning and demonstrates existing community interest among families who may benefit from a seamless transition from early learning into an elementary charter setting.

The school will conduct direct outreach efforts, including the annual distribution of postcards mailed to families using student information provided by Hernando County School District, to ensure that families seeking an alternative public-school option are informed of enrollment opportunities. These mailings are designed to reach a broad cross-section of the community, including families who may not actively seek charter school information.
You Thrive Elementary of Brooksville will also participate in community-based outreach, including local events, family engagement activities, and public gatherings throughout Hernando County. At these events, the school will provide informational and promotional materials, answer questions, and engage directly with families to explain the school's educational program and enrollment process.

In addition, the school will maintain an active online presence, utilizing social media platforms and digital communication to share enrollment information, application timelines, and school highlights. These efforts will be ongoing and designed to reach families across diverse communities.

To further strengthen outreach and ensure consistent messaging, You Thrive Florida, Inc. has engaged a marketing and recruitment firm to support enrollment efforts across all proposed charter schools and BEST Academy. This partnership will enhance data-informed outreach, community visibility, and coordinated recruitment strategies while ensuring compliance with district and state requirements.

Together, these strategies create a multi-channel recruitment approach that leverages existing community relationships, district-supported outreach, community engagement, and professional marketing support to ensure broad awareness of enrollment opportunities and support the school in meeting its projected enrollment.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

You Thrive Elementary of Brooksville will implement an open, non-selective enrollment process in accordance with section 1002.33(7)(a)8., Florida Statutes, and will actively recruit students from across the geographic area served by the school. Recruitment strategies, including district-approved mailings, community outreach, partnerships with early learning programs, and public events, are designed to reach a broad and diverse population of families reflective of the surrounding community.

The school will not engage in any practices that limit access based on race, ethnicity, disability, language status, or socioeconomic background. Enrollment will be conducted through a random lottery process if applications exceed available seats, ensuring equitable access and compliance with state law. Through broad-based outreach and open enrollment, the school expects its student population to reflect the racial and ethnic composition of the local community and nearby public schools.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.

You Thrive Elementary of Brooksville will implement open enrollment policies consistent with section 1002.33, Florida Statutes, and Hernando County School District requirements. Enrollment will be non-discriminatory and open to all eligible students residing in Hernando County, subject to capacity limitations.

Enrollment Timeline

The enrollment period will be publicly advertised and will typically begin in the spring preceding the school year of operation. Enrollment information, application deadlines, and lottery dates will be communicated through multiple channels, including the school website, district-approved mailings, community outreach events, and social media platforms. Applications will be accepted during the published enrollment window.

Enrollment Preferences

If the number of eligible applications exceeds available seats, a random lottery will be conducted in accordance with state law. Any enrollment preferences applied will be limited to those permitted by statute, such as:

- Siblings of students already enrolled at the school
- Children of employees of the school (if applicable and within statutory limits)

No preferences will be based on academic ability, disability status, English language proficiency, race, ethnicity, or socioeconomic status.

Lottery Process

The lottery will be conducted in a fair, transparent, and publicly noticed manner. Families will be informed in advance of the lottery date and procedures. Students selected through the lottery will be offered enrollment, and remaining applicants will be placed on a waitlist in the order drawn. The waitlist will be maintained throughout the enrollment period and used to fill vacancies as they occur.

Enrollment Application

A proposed enrollment application outlining required student information, eligibility criteria, and enrollment procedures is included as [Attachment S]. The application is designed to be accessible to families and will be made available in both paper and electronic formats. Assistance will be provided to families as needed to ensure equitable access to the enrollment process.

Section 15: Parent and Community Involvement

A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This could include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This must include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.

You Thrive Elementary of Brooksville is committed to building strong partnerships with families and the broader community, recognizing that meaningful parent and community engagement is essential to student achievement and school success. The school will intentionally design a welcoming and inclusive environment that encourages active parental involvement and shared responsibility for student learning.

A substantial body of educational research supports the positive impact of family engagement on student outcomes. Research by Joyce Epstein and the Johns Hopkins University Center on School, Family, and Community Partnerships identifies six key types of parent involvement—parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community—and concludes that schools implementing structured family engagement models experience improved academic performance, increased attendance, and a stronger overall school climate.

You Thrive Elementary of Brooksville will implement a family participation requirement of 12 hours per family per school year. Participation hours may be fulfilled through volunteering at school events, attending parent workshops, assisting with classroom or school-wide activities, or supporting community-based initiatives sponsored by the school. The governing board will appoint a Parent Liaison to facilitate parental involvement, provide families access to information, assist with questions and concerns, and support dispute resolution in accordance with s. 1002.33(7)(d)1., F.S. The Parent Liaison will serve as a vehicle for communication, volunteerism, and school improvement initiatives, strengthening the connection between home and school. Families will be encouraged to participate in school activities, events, and decision-making processes that support student success

B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.

Community engagement will be further strengthened through You Thrive Elementary of Brooksville's virtual field trips for students in grades K–2 and Education Beyond the Classroom activities for students in grades 3–5, which are designed to foster positive, reciprocal relationships between students and the community. Through these programs,

students will engage in experiential learning opportunities, including community outreach projects, environmental stewardship, and service-learning activities. These experiences may include volunteering at local venues, participating in environmental conservation efforts, supporting community activities provided by You Thrive Florida, Inc., and engaging in student-led service initiatives that address local needs.

C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).

Section T includes a list of community partnerships and current survey data from the You Thrive Head Start Program, which shares the proposed facility, and outlines how these partners support the school through instructional enrichment, experiential learning opportunities, and student and family engagement.

You Thrive Elementary of Brooksville recognizes the importance of transparent and effective conflict resolution. The school's Parent Liaison will serve as the initial point of contact and a first-level intermediary, working with families and staff to address and resolve concerns at the earliest possible stage. When concerns cannot be resolved at the instructional, administrative, or Parent Liaison level, they will be referred to the You Thrive Elementary of Brooksville Board of Directors. Complaints requiring board review must be submitted in writing within ten (10) days of the incident using the school's established grievance form. This process ensures fairness, accountability, and timely resolution in accordance with board policy and applicable laws. Dispute resolution procedures are designed to protect the rights of parents as outlined in ss. 1001.42(8)(c)1.–6., 1002.20, and 1014.04, Florida Statutes

III. BUSINESS PLAN

Section 16: Facilities

If the site is acquired:

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

You Thrive Elementary of Brooksville will operate the educational facility at our current charter school, BEST Academy, location at 835 School Street, Brooksville. The site has classrooms, restrooms, a large in-door multi-use area, administrative offices, and an outdoor recreation area.

B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.

The facility is already in compliance with laws, regulations, and policies and is ready for school opening, as evidenced by the occupation of a current charter, BEST Academy.

C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.

The facility is designed and configured to support the proposed educational program while complying with Florida's class-size and facilities requirements for charter schools.

Classroom sizes and configurations

- Core classrooms are sized and scheduled to allow class groupings that meet Florida's maximum class size requirements by grade band (PreK–3, and 4–5) when calculated on a school-level average, as required for charter schools.
- The number of instructional spaces (classrooms, small-group rooms, and specialized areas) aligns with projected enrollment and the school's proposed sectioning plan, ensuring that no core class configuration exceeds the mandated limits.
- The building meets life-safety, accessibility, and egress standards for the planned enrollment, ensuring safe class sizes and movement throughout the school day.
- The facility offers flexibility to add sections or modestly expand enrollment in later years while maintaining compliance with class-size and facilities requirements, which supports the long-term academic and organizational goals described in the application.

D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting an existing facility, provide draft lease agreement as Attachment V

You Thrive Elementary of Brooksville will be entering into a lease agreement with an anticipated monthly cost of $1,000. The estimated cost for minimal renovations is anticipated to be approximately $15,000, which include expenses related to equipment upgrades, an outdoor recreation area, technology enhancements, and necessary safety compliance improvements. This estimate was derived through a combination of vendor

communications, and recent cost analyses of comparable expenditures and input from our facilities management team. Utilities are approximately $600/month. No other funding source, other than local and state funding, will be utilized for these costs.

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

As this space is already approved as appropriate for an educational facility, as evidenced by the occupancy of a current charter, BEST Academy, we do not anticipate a need for a back-up plan. However, if an unforeseen circumstance should develop, our short-term operational solution would be to work with the sponsor to explore temporary use of available district or public facilities, as permitted in state law, while a long-term site is secured.

<u>If the site is not yet acquired:</u>

F. Explain the school's facility needs, including desired location, size, and layout of space.
G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.
H. Explain the strategy and schedule that will be employed to secure an adequate facility.
I. Describe the back-up facilities plan.

Section 17: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.

You Thrive Elementary of Brooksville recognizes the importance of transportation in ensuring equitable access to the school's educational program. The school will comply with all applicable federal and state laws governing student transportation and will coordinate with Hernando County School District regarding transportation services.

Transportation Plan

Transportation services for eligible students will be provided in accordance with Hernando County School District policies and availability. The school will work collaboratively with the district to determine appropriate transportation arrangements, including routes, schedules, and eligibility criteria.

Parents and guardians will be clearly informed of transportation options, eligibility requirements, and procedures prior to the start of each school year.

Student Safety

All transportation services will meet applicable safety standards and requirements. The school will ensure that transportation procedures prioritize student supervision, safe loading and unloading, and compliance with District expectations.

Communication with Families

Transportation information will be communicated to families through enrollment materials, the school handbook, and direct communication as needed. The school will maintain ongoing communication with families regarding transportation updates or changes using a variety of communication tools.

The school will work closely with Hernando County School District, building on the established collaborative relationship currently in place through the operation of BEST Academy, the organization's existing middle school charter

Section 18: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students. Food Service Plan

Food service will be provided through participation in district-approved food service. The school will work collaboratively with Hernando County School District to determine the most appropriate food service model prior to opening.

Student Access and Eligibility

All students at You Thrive Elementary currently receive meals at no cost through the Hernando County School District Community Eligibility Program (CEP). If universal meal service is discontinued, the school will follow Hernando County School District procedures to ensure that eligible students receive free or reduced-price meals in accordance with federal guidelines. Eligibility determinations will be handled confidentially, without discrimination, and in full compliance with applicable state and federal requirements

Food Safety and Compliance

Food preparation and service will comply with all local, state, and federal health and sanitation requirements. Staff involved in food service will be appropriately trained, and facilities will be maintained to support safe food handling practices.

Communication with Families

Information regarding meal programs, eligibility, and procedures will be communicated to families through enrollment materials, the student handbook, and school communications.

The school will work closely with Hernando County School District, building on the established collaborative relationship currently in place through the operation of BEST Academy, the organization's existing middle school charter.

Section 19: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property, especially as it relates to the applicable provisions in the Marjory Stoneman Douglas High School Public Safety Act.
Specifically:

A. Describe what steps the school would take to ensure there is a safe school officer present while school is in session, pursuant to section 1006.12, F.S.

You Thrive Elementary of Brooksville will ensure the presence of a safe school officer while school is in session in full compliance with section 1006.12, Florida Statutes. Although the safe school officer is not an employee of Hernando County School District, the officer will be hired through district-approved processes and in coordination with the HCSD Safe Schools Office and the Hernando County Sheriff's Office. All statutory requirements, training, background screening, and monitoring will be reviewed and verified at the time of hiring and throughout the officer's assignment. The school will not operate during instructional hours unless a safe school officer is present in accordance with state law and district policy, and continuous coverage will be maintained whenever students are on campus.

Coordination with Law Enforcement and Memorandum of Understanding (MOU)

You Thrive Elementary of Brooksville will operate under an established Memorandum of Understanding (MOU) with the Hernando County Sheriff's Office (HCSO) to support school safety, training, and compliance with the Marjory Stoneman Douglas High School Public Safety Act. The MOU will define roles and responsibilities related to emergency response coordination, safety planning, threat assessment support, and staff training. Through this agreement, HCSO will provide guidance and support regarding school safety procedures, emergency response coordination, threat recognition, and compliance with state and district safety requirements. School leadership will work collaboratively with HCSO and the HCSD Safe Schools Office to ensure alignment with districtwide safety protocols and law enforcement expectations.

B. Explain how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.

You Thrive Elementary of Brooksville will adopt and implement the active assailant response plan used by Hernando County School District, in compliance with section 1006.07(6), Florida Statutes.

The active assailant response plan will be incorporated into the school's comprehensive emergency preparedness procedures and will include:

- Clearly defined response procedures for staff and students
- Emergency communication protocols
- Coordination with HCSD, HCSO, and local emergency responders
- Post-incident response and recovery considerations

All school personnel will receive annual training on the active assailant response plan prior to the start of each school year, with additional reinforcement as required by HCSD and state guidelines. School leadership and designated staff members will participate in safety training opportunities provided by the HCSD Safe Schools Office, including required modules, refresher trainings, and participation in the Annual Safety Summit, to ensure a consistent understanding of safety expectations and procedures

C. Explain how the school will establish a threat management team as required by section 1006.07(7), F.S.

You Thrive Elementary of Brooksville will establish and maintain a threat management team in accordance with section 1006.07(7), Florida Statutes, and HCSD requirements.

The threat management team will consist of trained school personnel and will operate in coordination with district-approved threat assessment procedures. Responsibilities of the team will include:

- Identifying and assessing potential threats to school safety
- Monitoring student one-to-one devices for at-risk communications utilizing **Securely**
- Implementing appropriate intervention and support strategies
- Coordinating with HCSD resources, HCSO, and mental health professionals as needed
- Monitoring, documenting, and following up on reported concerns

School staff will receive training on recognizing warning signs, reporting concerns, and utilizing the threat management process, with an emphasis on early identification, prevention, and student well-being.

D. Explain how the school will accurately and timely report incident relates to school safety and discipline as required by section 1006.07(9), F.S.

You Thrive Elementary of Brooksville will accurately and timely report all incidents related to school safety and discipline in accordance with section 1006.07(9), Florida Statutes, and HCSD reporting procedures.

School administration will ensure proper documentation, data entry, and communication with the district for all reportable incidents, including compliance with district timelines and reporting systems. Ongoing monitoring will ensure accuracy, consistency, and accountability.

School Safety Planning

Prior to opening, You Thrive Elementary of Brooksville will develop and implement a comprehensive School Safety Plan aligned with HCSD expectations and state requirements. The plan will address, at a minimum:

- Emergency preparedness and response procedures
- Threat assessment and management protocols
- Communication procedures during emergencies

Campus Security Measures

Campus security measures will include, but are not limited to:

- Controlled access to campus and school buildings
- Visitor check-in procedures and identification requirements
- Supervision during arrival, dismissal, and student transitions
- Close monitoring of cameras in classroom, hallways, and common areas
- Compliance reviews conducted in coordination with the HCSD Safe Schools Office

All security measures will be implemented in a manner that supports a welcoming, respectful, and student-centered school climate.

Drills and Ongoing Training

Students and staff will participate in all required safety drills, including fire, lockdown, and evacuation drills, in accordance with state law and HCSD requirements. Drill schedules and procedures will align with district guidance.

The school will also participate in monthly safety monitoring, including established checkpoints and compliance reviews, in coordination with HCSD Safe Schools staff.

School personnel will receive ongoing training related to emergency response, student supervision, threat awareness, and safety protocols, including annual refresher training. Staff will continue to attend the Annual Safety Summit hosted by Hernando County School District to remain informed of current safety practices, procedures, and regulatory updates. The school brings established experience maintaining compliance through regular collaboration with HCSD Safe Schools staff.

Student Discipline and Due Process

School safety practices are aligned with the school's discipline policies, which emphasize positive behavior supports, prevention, and early intervention. All disciplinary actions will respect student rights and provide due process consistent with Hernando County School District policies and applicable state laws.

Building on the established working relationship developed through BEST Academy, the school will continue to collaborate closely with the HCSD Student Services Office to ensure ongoing compliance with all applicable requirements and procedures.

Section 20: Budget

A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.

Budget is attached as Attachment X. The Florida Charter Revenue Estimator Worksheet is attached as Attachment W.

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

The school start-up budget is attached as Attachment Y

C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.

In addition to state and local funding, You Thrive Florida anticipates leveraging alternative funding sources to support these facility-related costs. These may include reserve funds, private grants, philanthropic contributions, community partnerships, and corporate sponsorships where applicable. Applications for these funding sources are planned to coincide with the project timeline to ensure financial feasibility and sustainability.

D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

The operating and start-up budgets are built from conservative, enrollment-driven revenue estimates and staffing- and program-driven expenditure assumptions that align with the proposed educational model and Florida charter school requirements.

Revenue assumptions:
Student funding: Per-student revenue is based on the Florida Charter School Revenue Estimate Worksheet, using projected FTE by grade level and including applicable add-on funds (e.g., ESE) where earned. Per-student amounts are conservative and trended modestly over time in line with recent state funding patterns.

Student fees: Student fees reflect modest, optional charges for activities such as field trips and

extracurricular programs, calculated as an estimated $600 per student per year multiplied by projected enrollment, with waivers available to ensure access for low-income families.

Other revenue (grants, donations, etc.): Although we have not included revenue in this category, we do anticipate pursuing other revenue sources, such as start-up and implementation grants, foundation grants, individual/corporate contributions, and fundraisers. Revenue from these sources will be phased in gradually, with nothing assumed until there is a clear funding award.

Expenditure assumptions:

Staff, Fringe & Benefits expenses:

- **Academic staffing** (teachers, instructional coaches, and student support roles) is driven by the school's class-size model and schedule, using staffing ratios that meet or are better than state requirements. Salaries are benchmarked against local school district and charter school averages to remain competitive while sustainable within projected revenues.
- **Non-academic staff:** Non-academic staff (school leader, clerical, support staff, custodial, and guardian) are budgeted to provide the minimum operational capacity needed for safe, compliant school operations, with additional positions added in later years as enrollment grows. Salary levels are based on regional market data for comparable roles in public schools and nonprofits.
- **Group insurance:** Health and related insurance costs are calculated based on our actual cost of benefits as currently provided to all other You Thrive Florida staff.
- **FICA, unemployment, workers' compensation:** These costs are estimated using statutory employer contribution rates for Social Security and Medicare, the state's unemployment insurance rate for employers, and our current workers' compensation factor.
- **Retirement:** Retirement contributions are based on participation in our retirement plan using our current contribution rate of 4%. We do not anticipate this rate changing in the near future.

Facility and Operations expenses:

- **Rent:** Facility rent is based on the attached draft lease agreement.
- **Utilities:** Utilities (electricity, water/sewer, trash, internet/phone) are estimated based on square footage and local utility rates, informed by current occupant of space and comparable space usage patterns, and escalated annually to reflect expected cost increases.
- **Building maintenance:** Building maintenance includes routine custodial services, repairs, groundskeeping, and minor capital replacements, budgeted consistent with facility maintenance best practices.

Administrative and program expenses:

- **Professional services:** Professional services cover legal, audit, and substitutes required for normal charter school operations.
- **Supplies and insurance:** General office and administrative supplies are based on per-staff estimates (e.g., $600 per staff for office and classroom consumables), while

property and casualty insurance is budgeted based on current insurance costs for our other charter school. We anticipate higher costs in the start-up year, subsequent years have been appropriately adjusted.

- **Management expenses:** Back-office/in-direct support services including Finance, Payroll, HR, IT, Maintenance, and administrative support.
- **Technology:** Costs include devices, network infrastructure, and software licenses necessary to implement the educational model, budgeted using per-student and per-staff device assumptions. We anticipate higher costs in the start-up year with subsequent years' budgets adjusted appropriately.
- **Program supplies and instructional materials:** Curriculum, textbooks, online content, and classroom materials. We included a higher allocation in the start-up year for initial purchases and anticipated lower replacement costs in subsequent years.
- **Education engagement and outreach:** Education engagement covers student engagement, family/community outreach, enrollment marketing, and events that are essential to reach the target enrollment and mission goals, with line items grounded in realistic per-event and per-student cost estimates.

Start-up vs. Operational budget distinctions

- **Start-up budget:** The start-up budget (from charter approval through Day 1 of instruction) emphasizes one-time costs such as facility build-out, furniture and equipment, initial curriculum purchases, technology set-up, pre-service staff training, and early outreach and enrollment activities. These are based on vendor quotes or comparable charter start-up projects and are not assumed to recur at the same level in later years.
- **Operating budget:** The multi-year operating budget reflects ongoing revenues and expenditures required to run the school once open, with modest annual growth assumptions for salaries, benefits, and major operating costs. Recurring expenses are calculated so that total expenditures remain within projected recurring revenues, preserving a positive fund balance each year.

E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.

The school will use a tiered contingency approach that allows it to operate the educational program responsibly if actual revenues are delayed or come in below projections, including modeling budgets at reduced revenue levels (e.g., 75% and 50% of projected funding). Attachment Y contemplates these contingency scenarios.

The board will adopt a conservative budgeting philosophy (slightly underestimating revenues and slightly overestimating key expenses) and will monitor enrollment and funding closely through monthly financial reports and cash-flow projections.

If enrollment and associated per-student revenues are below target at the start of the year,

leadership will first adjust variable costs tied directly to student numbers (such as staffing, some supplies, certain contracted services, and nonessential activities) to keep spending in line with confirmed funding.

Leadership will freeze non-critical hiring and defer nonessential purchases until there is clear evidence that cash flow can support them.

F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

The school's year one cash flow contingency plan is built around monthly cash flow forecasting, early warning triggers, predefined cost-reduction tiers, and limited use of reserves or short-term financing to bridge timing gaps if revenues are lower than projected or delayed.

We have created a month-to-month cash flow projection forecast that maps all expected inflows and outflows for the first 12 months. See attached. Once operating, leadership will update this forecast monthly, comparing actual to projected.

If enrollment and associated per-student revenues are below target at the start of the year, leadership will first adjust variable costs tied directly to student numbers (such as staffing, some supplies, certain contracted services, and nonessential activities) to keep spending in line with confirmed funding.

The board's goal is to build a modest operating reserve and to use it only for temporary cash flow shortfalls. If timing issues rather than permanent revenue losses create a cash gap, the school may use short-term cash management tools, such as adjusting payment schedules, arranging a small line of credit, or seeking an authorized bridge loan, consistent with board policy and lender covenants.

The finance committee will review cash flow reports monthly, focusing specifically on enrollment, funding receipt timing, days cash on hand, and any activated contingency steps. If material shortfalls occur, leadership will promptly inform the board and, when appropriate, the authorizer, describing the cause of the variance, the specific contingency actions taken, and any implications for nonessential program elements, while maintaining all legal and contractual obligations.

G. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

See attached spreadsheet – Attachment FF.

Section 21: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.

Who manages the school's finances:
The school's finances will be overseen by the governing board, the principal, the Chief Administrative Officer, the Chief Financial Officer, and the Finance and Audit Committee which consists of the Board executive officers and one board member with finance &/or accounting experience; with clear separation between oversight, authorization, and day-to-day processing as follows:

- The governing board holds ultimate responsibility for financial performance, approves budgets, adopts financial policies, and monitors financial reports and audits.
- The principal has operational responsibility for implementing the board-approved budget, managing daily expenditures, and ensuring compliance with policies and regulations.
- The CAO works with the principal to develop the school's annual budget and has direct oversight for all expenditures.
- The CFO maintains the accounting system, records transactions, prepares internal financial reports, supports budget development, and coordinates audits and regulatory submissions.
- The CPA will perform annual financial and compliance audits and report on whether the school's financial statements follow general accepted account practices (GAAP) and governmental accounting standards board (GASB) standards.

How we will ensure strong internal controls:

- The school will maintain a documented internal control framework covering control environment, risk assessment, control activities, information and communication, and monitoring to safeguard assets and ensure reliable reporting.
- Control environment includes the overall culture, including governing board, administration, and staff commitment to ethical behavior, integrity, compliance, and competence.
- Risk assessment includes identifying, analyzing, and managing risks that could prevent the school from achieving its financial goals.
- Control activities include segregation of duties, clear approval authority for expenditures and contracts, protecting cash, inventory, and equipment from theft or misuse and documentation.
- Cash handling will follow strict procedures such as centralized collections, pre-numbered receipts, daily reconciliation, and secure deposits to reduce risk of theft or loss.
- Payments will require standardized approval workflows in Blackbaud, written purchasing and procurement procedures, and verification that all disbursements are properly supported, budgeted, and compliant with YTF and Redbook policies.

B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

The governing board holds ultimate responsibility for financial performance, approves budgets, adopts financial policies, and monitors financial reports and audits.
The governing board will use a structured system of reports, policies, and external checks to monitor the school's financial health and compliance, consistent with charter law, the charter contract, and authorizer expectations.

The Chief Financial Officer prepares and presents written monthly financial reports, including a balance sheet, income state, cash flow report, to the Governing Board Finance Committee for their review and oversight. The full board will review financial reports at our quarterly board meetings and are required to review and approve our annual financial audits.
Each year, the board will formally adopt an annual operating budget that aligns with the school's academic and operational plans and will monitor performance against that budget through budget to actual reports that highlight significant over or under spending.
The board will engage an independent certified public accountant to conduct an annual financial audit in accordance with applicable standards and will review audit findings, management letters, and corrective action plans in a public meeting.

C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.

The school will follow a structured, board-led process to ensure that an independent annual audit of its financial operations is conducted in compliance with applicable charter law, Auditor General rules, and the charter contract.

The annual financial audit will include examination of the school's financial statements to determine whether they are fairly presented in all material respects in conformity with GAAP, as well as testing of internal controls and compliance with applicable legal and regulatory requirement.

The auditor will also review significant estimates and accounting policies, test a sample of transactions (such as revenues, expenditures, payroll, and procurements), and assess whether there are any indicators of deteriorating financial condition or noncompliance that require disclosure

The school will submit the completed annual audit and any required accompanying reports to its sponsor and other required state entities within the statutory deadlines.

The audit report will be maintained as a public record, posted or otherwise made available in accordance with open-government requirements, and used by the board and authorizer as a key tool for monitoring the school's financial health and compliance.

D. Describe the method by which accounting records will be maintained.

Accounting records will be maintained using a formal, accrual-basis accounting system that follows generally accepted accounting principles and supports all required charter school financial reports.

The school will maintain its books on the accrual basis of accounting, recording revenues when earned and expenses when incurred, to produce accurate financial statements and a clear audit trail.

We will utilize Blackbaud, a non-profit financial management system, to record all transactions. The system includes a detailed chart of accounts and separates funds as needed.
Every transaction (receipts, disbursements, journal entries) will be supported by source documentation such as invoices, purchase orders, contracts, deposit slips, and bank statements.

Internal control procedures will ensure segregation of duties (e.g., different individuals authorize, record, and reconcile transactions), dual approvals, and monthly bank reconciliations so records remain accurate, complete, and protected against error or misuse.
OBJ
We will utilize Paycom as our Human Resources Information System (HRIS) to track employee information, payroll processing, timesheets, benefits, and ACA reporting.
All records will be maintained electronically in each of the management systems.

E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

The school will use open meetings and timely reporting to ensure full financial transparency to both the authorizer and the community, consistent with Florida charter school requirements.
The governing board will adopt the annual budget in a publicly noticed board meeting, allowing time on the agenda for public comment before a vote is taken.

The school will submit required monthly financial statements to the authorizer, including budget-to-actual reports and balance sheet information, by the deadlines established in the charter contract and state rules.

After the board receives and accepts the annual independent audit in an open meeting, the school will submit to the authorizer by the deadline established.

F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

We outsource our auditing services through Carr, Riggs and Ingram, a nationally ranked accounting and advisory firm.

G. Describe how the school will store financial records.

The school will store financial records in secure, organized, and backed-up systems that meet public-records and audit requirements while protecting confidentiality.

Electronic financial records (accounting system data, scanned documents, bank downloads, payroll files, and reports) will be stored on secure, trusted cloud storage tied to the school's accounting and document-management systems.

Paper financial records (invoices, checks, deposit slips, contracts, bank statements, payroll registers, etc.) will be scanned and stored on secure, trusted cloud storage tied to the school's accounting and document-management systems.

H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.

You Thrive Elementary of Brooksville will be added to the existing risk management program underwritten by the Florida Insurance Trust on behalf of You Thrive Florida. The risk management program includes Premises Liability, Commercial Automobile, Workers Compensation, Directors & Officers, and Employment Practices insurance. In addition, our new full-time staff will be eligible for coverage under our health insurance plan underwritten by Florida Blue.

Section 22: Start-Up Plan

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

i. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit) - Done
ii. Identifying and securing facility – Done
iii. Recruiting and hiring staff (leaders, teachers, and other staff)
iv. Staff training
v. Finalizing curriculum and other instructional materials
vi. Governing board training - Done
vii. Policy adoption by Board (if necessary) - Done
viii. Recruiting students
ix. Enrollment lottery, if necessary
x. Establishing financial procedures - Done
xi. Securing contracted services
xii. Fundraising, if applicable
xiii. Finalizing transportation and food service plans
xiv. Procuring furniture, fixtures and equipment
xv. Procuring instructional materials

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement)

Projected Timeline ii., iii., iv., v., viii., ix., xi., xii., xiii., xiv., xv.

January–February 2026

- Establish start-up leadership team and implementation committees
- Began recruitment of contracted service providers (ESE, related services, support services)
- Continue procurement planning for furniture, fixtures, and equipment
- Initiated discussions with Hernando County School District regarding transportation and food service coordination, and school safety and expansion
- Continue student interest outreach to You Thrive Head Start families and other HCSD Students

March 2026

- Formalize curriculum review committee following charter approval
- Begin structured review of curriculum options aligned to Florida B.E.S.T. Standards
- Continue instructional materials planning and vendor meetings
- Expand student recruitment efforts, including district data outreach for rising fourth-grade students
- Continue contracted services recruitment and preliminary agreements

April 2026

- Continue curriculum review and narrowing of instructional materials
- Begin preliminary staff recruitment and interview planning
- Finalize transportation and food service, and safe schools planning framework in coordination with HCSD and HCSO
- Continue procurement of furniture and equipment
- Ongoing student recruitment and application collection

May 2026

- Finalize instructional materials and curriculum selections
- Begin hiring process for instructional staff
- Conduct enrollment lottery, if necessary
- Finalize contracted service provider agreements
- Confirm furniture, technology, and equipment orders

June 2026

- Complete instructional staffing selections and begin clearance process
- Finalize transportation and food service plans
- Receive and stage furniture, instructional materials, and equipment
- Prepare professional development and pre-service training schedules

July 2026

- Conduct staff onboarding and required trainings
- Provide curriculum-specific and instructional model training
- Finalize classroom setup and instructional materials distribution
- Confirm student enrollment and finalize schedules
- Conduct final walk through with safe schools and HCSO
- Complete renovations.
- Furnishing and equipment will be installed to be finished prior to school opening day

August 2026

- Conduct pre-school week professional development
- Complete safety, compliance, and operational readiness checks
- Begin school year operations

III. ATTACHMENT TEMPLATES

IV. Statement of Assurances

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

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

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

The governing board, at its discretion, allows (name), Mat Kline

Chief Executive Officer (title) to sign as the legal correspondent for the school.

Mat Kline
Mat Kline (Jan 29, 2026 12:52:42 EST)
Signature

01/29/2026
Date

Mat Kline
Printed Name

Chart of Attachments

Please tab or separate attachments as noted below

A. Evidence of teacher and parental support for conversion, if applicable.
B. Sample daily school schedule and annual school calendar
C. Sample curriculum scope and sequence
D. Reading curriculum
E. Pupil Progression plan, if applicable
F. Assessment Schedule
G. Proposed discipline policy or student code of conduct, if applicable
H. Articles of incorporation
I. 501(c)(3) tax-exempt status determination letter (or copy of the filing form)
J. Governing board by-laws
K. Governing board code of ethics and conflict of interest policy
L. For each board member, a Board Member Information Sheet, resume, and Statement of Assurances (templates provided)
M. Organization charts that show the school governance, management, and staffing structure in 1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and 4) when the school reaches full capacity, if in a year beyond the first charter term
N. Job description for the school leader and, if this person is already identified, his or her resume
O. If the school leader is not yet identified, the qualifications the school will look for in a school leader
P. Job description(s) and qualification requirements for each administrative or leadership position other than the school leader
Q. Job description(s) and qualification requirements for the school's teachers
R. Personnel policies, if developed
S. Student enrollment application
T. Evidence of demand for the school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts), if applicable
U. Evidence of facility funding sources, if applicable
V. Draft rental agreement or lease for facility, if applicable
W. Florida Charter School Revenue Estimating Worksheet
X. Proposed Operating Budget
Y. Proposed Startup Budget
Z. Evidence of external funding (e.g. foundations, donors, grants), if applicable.

Addendum (as applicable)

AA. Commissioner's letter(s) of verification of high-performing status
BB. ESP's organization chart
CC. ESP's organization chart after any anticipated growth
DD. Applicant history worksheet (*Form IEPC-M1A,* found at: http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference)
EE. Draft contract between school and ESP
FF. Applicant may attach up to an additional ten pages of supplemental material.

Attachment A

A. Evidence of teacher and parental support for conversion, if applicable.
Not Applicable

Choice A

STUDENT CALENDAR

School Calendar for 2025-2026 Attachment B

July 2025

S	M	T	W	T	F	S
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August 2025

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September 2025

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October 2025

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November 2025

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December 2025

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January 2026

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February 2026

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March 2026

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April 2026

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May 2026

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June 2026

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First day for instructional staff	Aug. 4 ... Monday
PreSchool	Aug. 4-8 ... Monday-Friday
First day of school for students	Aug.11 ... Monday
Labor Day	Sept. 1 ... Monday
End of first grading period (44 days)	Oct. 10 ... Friday
Professional Day-Students not in attendance	Oct. 13 ... Monday
District In-Service-Students not in attendance	Oct. 31 ... Friday
Veterans Day Observed	Nov.11 ... Tuesday
Thanksgiving Break	Nov. 24-28 ... Monday-Friday
End of semester Early Release Days	Dec. 17-19 ... Wednesday-Friday
End of second grading period (42 days)	Dec. 19 ... Friday
Winter Break	Dec. 22- Jan. 2 ... Monday-Friday
Professional Day-Students not in attendance	Jan. 5 ... Monday
M.L.King Day	Jan. 19 ... Monday
President's Day	Feb. 16 ... Monday
End of third grading period (47 days)	Mar. 13 ... Friday
Spring Break	Mar. 16-20 ... Monday-Friday
Professional Day	Mar. 23 ... Monday
Long weekend	Apr. 3 ... Friday
Memorial Day	May 25 ... Monday
End of semester Early Release Days	May 27-29 ... Wednesday-Friday
Last day of school for students-end of fourth grading period (47 days)	May 29 ... Friday
Post School	June 1-2 ... Monday-Tuesday

Pre & Post School	Teacher Professional Days	Paid Teacher Holidays	Paid Holidays 12-Month Employees	Paid Holidays Less than 12 Month	Hurricane Make-Up Days	Early Release Day for Professional Development
August 4, 2025	October 13, 2025	September 1, 2025	July 4, 2025	September 1, 2025	November 24, 2025	August 29, 2025
August 5, 2025	January 5, 2026	November 11, 2025	September 1, 2025	November 11, 2025	November 25, 2025	September 26, 2025
August 6, 2025	March 23, 2026	November 27, 2025	November 11, 2025	November 27, 2025	March 16, 2026	October 24, 2025
August 7, 2025		January 19, 2026	November 27, 2025	December 25, 2025	March 17, 2026	January 30, 2026
August 8, 2025	District Inservice	February 16, 2026	December 25, 2025	January 19, 2026		February 27, 2026
June 1, 2026	October 31, 2025	May 25, 2026	January 1, 2026			
June 2, 2026			January 19, 2026			
			February 16, 2026			
			April 3, 2026			
			May 25, 2026			

Choice A

TEACHER CALENDAR

School Calendar for 2025-2026

Attachment B

July 2025

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August 2025

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September 2025

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October 2025

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November 2025

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December 2025

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January 2026

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February 2026

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March 2026

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April 2026

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May 2026

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June 2026

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
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Post School	June 1-2 ... Monday-Tuesday

Pre & Post School
August 4, 2025
August 5, 2025
August 6, 2025
August 7, 2025
August 8, 2025
June 1, 2026
June 2, 2026

Teacher Professional Days
October 13, 2025
January 5, 2026
March 23, 2026

District Inservice
October 31, 2025

Paid Teacher Holidays
September 1, 2025
November 11, 2025
November 27, 2025
January 19, 2026
February 16, 2026
May 25, 2026

Paid Holidays 12-Month Employees
July 4, 2025
September 1, 2025
November 11, 2025
November 27, 2025
December 25, 2025
January 1, 2026
January 19, 2026
February 16, 2026
April 3, 2026
May 25, 2026

Paid Holidays Less than 12 Month
September 1, 2025
November 11, 2025
November 27, 2025
December 25, 2025
January 19, 2026

Hurricane Make-Up Days
November 24, 2025
November 25, 2025
March 16, 2026
March 17, 2026

Early Release Day for Professional Development
August 29, 2025
September 26, 2025
October 24, 2025
January 30, 2026
February 27, 2026

You Thrive Elementary of Brooksville – Daily Bell Schedule (9:00 AM–3:40 PM)

Time	Instructional Block
9:00–9:10	Opening Day Activity / Morning Meeting
9:10–11:10	ELA / MTSS Block (120 min)
11:10–11:30	Free Play
11:30–12:30	Math (60 min)
12:30–12:50	Science (20 min)
12:50–1:10	Social Studies (20 min)
1:10–1:40	Lunch (30 min)
1:40–2:10	PE (30 min)
2:10–2:55	Specials – Arts (45 min)
2:55–3:40	Intervention / Enrichment (45 min)

Weekly Instructional Minutes Summary

Component	Minutes / Week
ELA / MTSS	600
Math	300
Science	100
Social Studies	100
PE	150
Specials (Arts)	225
Intervention / Enrichment	225
Total Instructional Minutes	900
Free Play (Non-instructional)	100

Compliance Note: This schedule provides a minimum of 900 instructional minutes per week, includes a protected 120-minute ELA/MTSS block, arts-integrated specials, daily intervention and enrichment, and 100 minutes of free play, in alignment with Hernando County School District charter requirements.

English Language Arts Scope & Sequence (K–5) – Brooksville (STEAM Focus)

Grade	Foundational Skills / Word Study	Reading Focus	Writing Focus	STEAM Integration
K	Phonological awareness; letter–sound correspondence; early decoding	Story elements; listening comprehension; informational texts	Opinion, informative, narrative through drawing/dictation	Hands-on exploration tied to texts
1	Phonemic awareness; blends/digraphs; fluency	Retelling; main topic; comparing texts	Opinion, informative, narrative sequencing	Design & creative response to reading
2	Multisyllabic decoding; prefixes/suffixes	Theme; text features; compare texts	Expanded opinion, informative, narrative writing	Project-based learning connections
3	Morphology; academic vocabulary	Main idea; author's purpose; evidence	Opinion with evidence; informative writing	Interdisciplinary projects
4	Greek/Latin roots; domain vocabulary	Text structure; multiple sources	Argument; informative; narrative dialogue	Applied design or arts projects
5	Advanced vocabulary; figurative language	Theme, argument, perspective	Argument with counterpoints; research	Capstone-style projects

Aligned to Florida B.E.S.T. Standards (ELA K–5)

Mathematics & Science Scope & Sequence (K–5) – Brooksville (STEAM Focus)

Grade	Mathematics Focus	Science Focus	STEAM Integration	Assessment
K	Number sense	Observation	Hands-on	Formative
1	Add/Subtract	Life science	Investigation	i-Ready
2	Measurement	Matter	Projects	STAR
3	Multiply/Divide	Energy	Inquiry	Benchmarks
4	Fractions	Earth systems	Modeling	Tasks
5	Fractions	Ecosystems	Capstone	Summative

Aligned to Florida B.E.S.T. Standards – Mathematics & Science (K–5)

Social Studies Scope & Sequence (K–5) – Brooksville (STEAM Focus)

Grade	Social Studies Focus (CPALMS-Aligned)	STEAM Integration	Key Skills	Assessment Emphasis
K	Rules, citizenship, maps, holidays	Hands-on exploration	Civic awareness, geography	Formative
1	Community, economics, timelines	Applied inquiry	Cause/effect, decision-making	Projects
2	Local government, geography, culture	Interdisciplinary projects	Civic responsibility	STAR writing
3	Florida history & geography	Research-based tasks	Analysis, comparison	Performance
4	U.S. regions & early history	Modeling & presentation	Critical thinking	Benchmarks
5	U.S. history to 1865	Capstone inquiry	Synthesis, argument	Summative

Attachment C

Attachment D

D. Reading curriculum

You Thrive Elementary will follow the Hernando County School District Comprehensive Reading Plan and implement literacy instruction aligned with Florida's B.E.S.T. Standards to ensure high-quality, evidence-based reading instruction across all grade levels. In alignment with district expectations, the school will review and consider the reading curriculum options discussed throughout the application in collaboration with district curriculum leadership and instructional staff.

Curriculum review will include consideration of research-based resources from providers such as McGraw Hill and Savvas, as well as the district's newly adopted Benchmark Education materials for Kindergarten through Grade 5. Final selections will be guided by standards alignment, instructional effectiveness, staff input, and student needs, ensuring fidelity to the District Comprehensive Reading Plan and strong literacy outcomes.

Attachment E

E. Student Progression Plan

Following approval of the charter application, You Thrive Elementary will formally adopt the Hernando County School District Student Progression Plan and School Procedures Handbook. School policies and procedures will align with district expectations related to student promotion, retention, grading, attendance, assessment, and instructional practices to ensure consistency and compliance with applicable state and district requirements.

To minimize duplication and conserve paper, only the cover page of the Hernando County School District Student Progression Plan and School Procedures Handbook is included as an attachment.

HERNANDO COUNTY SCHOOL DISTRICT
STUDENT PROGRESSION PLAN
and
SCHOOL PROCEDURES HANDBOOK

Entry, Promotion, Retention and Graduation
Grades VPK/Pre-K – 12

Effective August 11th, 2025

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live it.

School Board:
Shannon Rodriguez, Chairperson
Mark Johnson, Vice Chairperson
Susan Duval, Board Member
Michelle Bonczek, Board Member
Kayce Hawkins, Board Member

Ray Pinder
Superintendent
Hernando County School District

Attachment F

F. Assessment schedule and calendar

You Thrive Elementary will follow the Hernando County School District Assessment Calendar, including all required testing schedules and assessment windows. State assessments, district-required assessments, and school-based assessments will be administered in accordance with district timelines, testing procedures, and applicable state requirements.

Interim and progress monitoring assessments, including i-Ready Diagnostic Assessments and STAR assessments, will be scheduled within district-approved windows and coordinated to support instructional planning, MTSS decision-making, and progress monitoring while maintaining testing fidelity and minimizing disruption to instruction.

HERNANDO SCHOOL DISTRICT
Learn it. Love it. Live it.

Attachment F

2025-2026 Elementary School Assessment Calendar

	District Window	State Window
Florida Assessment of Student Thinking (FAST)		
VPK/ESE PreK (STAR Early Literacy)	**PM1:** August 27th-September 11th **PM2:** January 8th-January 22nd **PM3:** April 28th- May 11th	
Grades K-2 FAST ELA Reading & Math	**PM1:** August 4th-September 26th **PM2:** December 2nd- 12th **PM3:** April 13th- May 1st	**PM1:** August 4th – September 26th **PM2:** December 1st -January 23rd **PM3:** April 13th -May 29th
Grades 3-5 FAST ELA Reading	**PM1:** September 2nd -12th **PM2:** December 9th-17th **PM3:** May 1st- 8th	**PM1:** August 11th- September 26th **PM2:** December 1st -January 23rd **PM3:** May 1st-May 29th
Grades 3-5 FAST Mathematics	**PM1:** September 15th -19th **PM2:** January 6th-16th **PM3:** May 11th -15th	
SAT10		
SAT10	May 13-14th	
i-Ready		
i-Ready- Reading & Math	**AP1:** August 11th-29th **AP2:** November 17th-December 12th **AP3:** April 13th – May 29th **Grade 3 Reading** – May 20-21st	
Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing		
District Writing Assessment- Grades 4 & 5	February 2026	
Grades 4 & 5 – B.E.S.T. Writing	**Grade 4** - March 31st – April 1st **Grade 5** - April 2nd - 3rd	March 30th -April 10th
Statewide Science Assessment		
Grade 5 Statewide Science	May 12th	May 1st- 29th
NNAT3		
NNAT3 (1st grade)	February 2nd – March 31st	
ACCESS for ELLS		
ACCESS for ELLs Alternate ACCESS for ELLs	January 12th - March 6th	January 12th - March 13th
Florida Alternate Assessment (FAA)		
FAA Performance Task: Grades 3-5 ELA & Mathematics Grades 4 & 5 Writing, & Grade 5 Science	March 2nd - April 17th	
FAA Datafolio Collection Periods	September-October 2025 November-December 2025 February-March 2026	

PARENT AND STUDENT ACKNOWLEDGMENT

Attachment G

Student Code of Conduct is available on-line at hernandoschools.org

This Student Code of Conduct has been written so students and family members know what behavior is expected and prohibited at school or at school activities. It is helpful if parents are aware of school rules so they can help support them from home. Failure to return this acknowledgement will not relieve a student or the parent(s) from the responsibility for knowledge of the contents of the Student Code of Conduct.

I have read/**viewed on-line** and acknowledge:

→ Bullying/Harassment/Teen Dating Violence Policy & Procedures (Appendix A)
→ Bus Expectations
→ Dress Code Policy (Appendix B)
→ Annual notification of Family Educational Rights and Privacy Acts (FERPA) (Appendix C)
→ Network/Internet acceptable use agreement (Appendix D)
→ Opt Out Pledge of Allegiance (E)
→ Participation in Interscholastic and Intrascholastic Extracurricular Activities (Appendix F)
→ Student Code of Conduct

_____ _____
Parent(s)/Guardian(s) Signature Date

_____ _____
Student's Signature (Middle & High School) Date

_____ _____
(Print) Student's Name/Student ID # Grade

I request a copy of the Student Code of Conduct in Spanish ☐

Photograph/Video/Student Work Permission:
Hernando County Schools may use photographs or videotapes in which your child appears as well as your child's project materials (i.e. artwork, written materials, class projects, computer projects). These images may be used for Hernando County Schools in publications such as newsletters, brochures and/or display on social media. The publication of any picture in which your child appears will not be labeled with his/her name or any other personal facts.

PLEASE INITIAL

_____ Yes, I give permission to Hernando County Schools to use my child's photographs, videotapes and/or project materials.

_____ No, I do NOT give permission to Hernando County Schools to use my child's photographs, videotapes and/or project materials.

PLEASE HAVE YOUR CHILD RETURN THIS PAGE TO SCHOOL AFTER SIGNING THE ACKNOWLEDGEMENT AND INITIALING THE PHOTO/VIDEO/WORK PERMISSION SECTION

HERNANDO COUNTY SCHOOL DISTRICT
STUDENT CODE OF CONDUCT



2025-2026

Ray Pinder, Superintendent of Schools

Hernando County School District, 919 North Broad Street, Brooksville, FL 34601, (352) 797-7000


TEAMWORK
HONESTY
RESPECT
INCLUSION
VISION
EMPATHY
SYNERGY

T HINK BIG

H UMBLE

R ESPONSIBLE

I NCLUSIVE

V ISIONARY

E MPOWERED

YOU THRIVE

Creating Opportunities, Enriching Lives

REACH FOR THOSE CRITTER COINS













CRITTER COIN

Dear Parents and Guardians,

At our school, we believe student success is about more than academics alone. While strong grades are important, social, emotional, and behavioral growth are just as essential to helping students thrive both in and out of the classroom. To support this whole-child approach, we use a Positive Behavioral Interventions and Supports (PBIS) rewards program called Critter Coin.

Critter Coin is designed to recognize and reinforce positive behaviors such as responsibility, respect, effort, perseverance, and kindness. When students demonstrate these behaviors, they are acknowledged with Critter Coins, helping them understand the value of making positive choices and contributing to a supportive school environment.Critter Coins may be spent in our school store, where students can choose from a variety of fun and motivating items, including small prizes and gift cards. Students also have the option to save their coins over time for larger rewards, such as participation in an end-of-the-year school trip or special experiences. This flexibility encourages goal-setting, responsibility, and delayed gratification, while allowing students to make choices that best fit their interests and goals.
A key part of this program is family involvement. Students are most successful when parents, teachers, and students work together.

Critter Coin also provides real-time updates. As soon as a student earns a coin, it is reflected in their account. This allows students to stay informed throughout the day and celebrate successes or address concerns in a timely and supportive way.

We truly believe it takes a village to support our students. By working together with empathy, communication, and shared expectations, we can help every child feel supported, motivated, and valued.

Thank you for your continued partnership and support. If you have any questions about Critter Coin or need assistance accessing your parent account, please feel free to contact the school.

Sincerely,

The BEST Academy Team

Attachment G

G. Proposed discipline policy or student code of conduct

You Thrive Elementary will adopt the Hernando County School District Student Code of Conduct and discipline policies following charter approval. To minimize duplication and conserve paper, only the cover page and page one statement of the discipline policy are included as an attachment. The full code of conduct is publicly available through Hernando County School District and will be formally adopted by the school.

Attachment H



Detail by FEI/EIN Number

Florida Not For Profit Corporation
MID FLORIDA COMMUNITY SERVICES, INC.

Filing Information

Document Number	715459
FEI/EIN Number	59-1235202
Date Filed	10/25/1968
State	FL
Status	ACTIVE
Last Event	AMENDMENT
Event Date Filed	11/02/2015
Event Effective Date	NONE

Principal Address

820 KENNEDY BOULEVARD
BROOKSVILLE, FL 34601 AX

Changed: 02/13/2006

Mailing Address

P.O. BOX 896
BROOKSVILLE, FL 34605-7896

Changed: 02/13/2006

Registered Agent Name & Address

THE HOGAN LAW FIRM
20 S BROAD STREET
BROOKSVILLE, FL 34601

Name Changed: 08/14/2019

Address Changed: 08/14/2019

Officer/Director Detail

Name & Address

Title Chairman

Noman Vacha, Jennene
23139 Rattler Lane
BROOKSVILLE, FL 34601

Title CFO

Bates, Kris J, CPA
820 KENNEDY BOULEVARD
BROOKSVILLE, FL 34601

Title CEO

Kline, Mathew
820 KENNEDY BOULEVARD
BROOKSVILLE, FL 34601

Title COO

Homan, Steve
10430 Claymore Street
Spring Hill, FL 34608

Title Chief Administrative Officer

Becker, Lisa
4343 Birt Street
Brooksville, FL 34602

Title VC

Morris, James
P.O. BOX 896
BROOKSVILLE, FL 34605-7896

Title Secretary/Treasure

Ramirez, Tracy
P.O. BOX 896
BROOKSVILLE, FL 34605-7896

Annual Reports

Report Year	Filed Date
2024	01/17/2024
2025	01/10/2025
2026	01/20/2026

Document Images

01/20/2026 -- ANNUAL REPORT	View image in PDF format
01/10/2025 -- ANNUAL REPORT	View image in PDF format
01/17/2024 -- ANNUAL REPORT	View image in PDF format

01/12/2023 -- ANNUAL REPORT	View image in PDF format
02/07/2022 -- ANNUAL REPORT	View image in PDF format
09/22/2021 -- AMENDED ANNUAL REPORT	View image in PDF format
01/12/2021 -- ANNUAL REPORT	View image in PDF format
01/24/2020 -- ANNUAL REPORT	View image in PDF format
08/14/2019 -- Reg. Agent Change	View image in PDF format
01/16/2019 -- ANNUAL REPORT	View image in PDF format
01/11/2018 -- ANNUAL REPORT	View image in PDF format
01/09/2017 -- ANNUAL REPORT	View image in PDF format
01/25/2016 -- ANNUAL REPORT	View image in PDF format
11/02/2015 -- Amendment	View image in PDF format
01/16/2015 -- ANNUAL REPORT	View image in PDF format
01/10/2014 -- ANNUAL REPORT	View image in PDF format
01/18/2013 -- ANNUAL REPORT	View image in PDF format
01/05/2012 -- ANNUAL REPORT	View image in PDF format
02/09/2011 -- ANNUAL REPORT	View image in PDF format
08/11/2010 -- ANNUAL REPORT	View image in PDF format
01/28/2010 -- ANNUAL REPORT	View image in PDF format
02/12/2009 -- ANNUAL REPORT	View image in PDF format
02/04/2008 -- ANNUAL REPORT	View image in PDF format
02/01/2007 -- ANNUAL REPORT	View image in PDF format
02/13/2006 -- ANNUAL REPORT	View image in PDF format
02/09/2005 -- ANNUAL REPORT	View image in PDF format
01/16/2004 -- ANNUAL REPORT	View image in PDF format
01/13/2003 -- ANNUAL REPORT	View image in PDF format
03/13/2002 -- ANNUAL REPORT	View image in PDF format
02/13/2001 -- ANNUAL REPORT	View image in PDF format
02/28/2000 -- ANNUAL REPORT	View image in PDF format
04/22/1999 -- ANNUAL REPORT	View image in PDF format
03/19/1998 -- ANNUAL REPORT	View image in PDF format
08/14/1997 -- AMENDMENT	View image in PDF format
07/25/1997 -- AMENDMENT	View image in PDF format
03/28/1997 -- ANNUAL REPORT	View image in PDF format
03/27/1996 -- ANNUAL REPORT	View image in PDF format
05/01/1995 -- ANNUAL REPORT	View image in PDF format
10/25/1968 -- FILINGS PRIOR TO 1995	View image in PDF format

DR-14
R. 01/18

Consumer's Certificate of Exemption

Issued Pursuant to Chapter 212, Florida Statutes

Attachment I

85-8012557856C-8	12/31/2023	12/31/2028	501(C)(3) ORGANIZATION
Certificate Number	Effective Date	Expiration Date	Exemption Category

This certifies that

MID FLORIDA COMMUNITY SERVICES INC
820 KENNEDY BLVD
BROOKSVILLE FL 34601-5704

is exempt from the payment of Florida sales and use tax on real property rented, transient rental property rented, tangible personal property purchased or rented, or services purchased.

Important Information for Exempt Organizations

DR-14
R. 01/18

1. You must provide all vendors and suppliers with an exemption certificate before making tax-exempt purchases. See Rule 12A-1.038, Florida Administrative Code (F.A.C.).

2. Your *Consumer's Certificate of Exemption* is to be used solely by your organization for your organization's customary nonprofit activities.

3. Purchases made by an individual on behalf of the organization are taxable, even if the individual will be reimbursed by the organization.

4. This exemption applies only to purchases your organization makes. The sale or lease to others of tangible personal property, sleeping accommodations, or other real property is taxable. Your organization must register, and collect and remit sales and use tax on such taxable transactions. Note: Churches are exempt from this requirement except when they are the lessor of real property (Rule 12A-1.070, F.A.C.).

5. It is a criminal offense to fraudulently present this certificate to evade the payment of sales tax. Under no circumstances should this certificate be used for the personal benefit of any individual. Violators will be liable for payment of the sales tax plus a penalty of 200% of the tax, and may be subject to conviction of a third-degree felony. Any violation will require the revocation of this certificate.

6. If you have questions about your exemption certificate, please call Taxpayer Services at 850-488-6800. The mailing address is PO Box 6480, Tallahassee, FL 32314-6480.

Attachment J

MID FLORIDA COMMUNITY SERVICES, INC.
DBA YOU THRIVE FLORIDA

AMENDED AND RESTATED
BY-LAWS

Effective: January 14, 2026

AMENDED AND RESTATED BY-LAWS
OF
Mid Florida Community Services, Inc. DBA You Thrive Florida

ARTICLE I
NAME AND DESCRIPTION

1.1 The name of the corporation is Mid Florida Community Services, Inc. DBA You Thrive Florida as stated in the Corporation's Articles of Incorporation as a private not for profit corporation, recognized by the Laws of the State of Florida herein referred to as the Corporation.

1.2 The principal place of business of the Corporation shall be the location reported annually to the State of Florida in its Annual Report; currently 820 Kennedy Boulevard, Brooksville, Florida 34601.

1.3 The seal of this Corporation shall bear the name of this Corporation, the date of its organization, and the words "Corporate Seal, State of Florida".

1.4 The fiscal year of this Corporation shall begin on the first (1st) day of October in each year.

ARTICLE II
PURPOSE

2.1 The purpose and function of the Corporation shall be as stated in the Articles of Incorporation.

ARTICLE III
BOARD OF DIRECTORS

3.1 The principal representative body of the Corporation shall be its Board of Directors, which sets policies for the Corporation as more specifically described in Article IX. All Directors shall fully participate in the development, planning, implementation and evaluation of the programs offered by the Corporation in its services to individuals and families.

Directors must be residents of the State of Florida, and live or work in the Corporation's service region.

3.2 A director shall perform the duties of a director, including duties as a member of any committee of the board upon which they may serve, in good faith, in a manner they reasonably believe to be in the best interests of the Corporation, and with such care as an ordinarily prudent person in a like position would use under similar circumstances. A person who performs duties in compliance with this Section shall have no liability by reason of being or having been a director of the Corporation.

3.3 A director of the Corporation who is present at a meeting of its Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless the director votes against such action or abstains from voting in respect thereto because of an asserted conflict of interest.

3.4 This Corporation shall have no fewer than nine (9) and no more than fifteen (15) directors. The number of directors may be increased or decreased from time to time by resolution of the board

adopted at any duly-called special or regular meeting or by written action in accordance with these bylaws, provided however, that no decrease shall have the effect of shortening the term of any incumbent director.

3.5 Each Director appointed to the Board after April, 2019 shall serve a five-year term, automatically renewable for up to two additional consecutive five-year terms if they continue to meet the board member requirements. A full five-year term shall be considered to have been served upon the passage of five (5) annual meetings. Directors shall take office immediately following the close of the annual meeting at which they are elected. No Director shall serve more than three (3) full consecutive five-year terms. Consecutive service refers to time served on the Board without a gap of at least 6 months in between each period of service.

3.6 A quorum of the Board requires 50% plus one of the members.

3.7 At a meeting of directors called expressly for that purpose, any director or the entire Board of Directors may be removed, with or without cause. The Chairperson shall raise the issue of removal of any director at the request of the Chairperson, the Chief Executive Officer or any three other directors at the next duly noticed regular or special meeting of the board. The notice shall identify as an agenda item the removal of the member. Removal shall be by a majority vote at any regular or special meeting at which a quorum is present. "For cause" shall include, but shall in no way be limited to a director who: (1) fails to perform their duties; (2) ceases to meet the requirements of the specific sector for which the member is a representative; (3) fails to abide by the provisions of these By-Laws including those requirements regarding conflicts of interest or otherwise acts beyond the scope of their duties as a director; (4) violates any federal, state or local law.

3.8 Any vacancy occurring in the Board of Directors, including a~~ny~~ vacancy created by ~~reason of~~ an increase in the number of directors, may be filled by the affirmative vote of a majority of the remaining directors then in office, even though less than a quorum. A director elected to fill a vacancy shall serve for the remainder of the unexpired term, or until a successor is duly elected or appointed. The Board may, in its discretion, elect not to fill a vacancy if it determines to reduce the number of directors, provided the number of directors remain within the limits set forth in these bylaws.

3.9 No contract or other transaction between this Corporation and one or more of its directors, or any other corporation, firm, association or entity in which one or more of the directors are directors or officers or are financially interested, shall be either void or voidable because of such relationship or interest or because such director or directors are present at the meeting of the Board of Directors or a committee thereof which authorizes, approves or ratifies such contract or transaction or because of his or their votes are counted for such purpose, if:

(a) The fact of such relationship or interest is disclosed or known to the Board of Directors, and the Chief Executive Officer, prior to a vote, authorizes, approves or ratifies the contract without counting the votes or consents of such interested director; and

(b) The contract or transaction is fair and reasonable as to the Corporation at the time it is authorized by the Board.

Common or interested directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee hereof which authorizes, approves or ratifies such contract or transaction.

ARTICLE IV
MEMBERSHIP OF THE BOARD

4.1 The Board of Directors shall consist of individuals elected or appointed in accordance with these bylaws. Each member must meet the eligibility requirements established by the organization and shall serve for a term defined herein, unless otherwise specified. Board members are expected to actively participate in meetings, committees, and organizational activities, and to uphold the fiduciary duties of care, loyalty, and obedience. Membership may be renewed or terminated in accordance with the procedures outlined in these bylaws.

A. At least one of the directors must have a background and expertise in fiscal management or accounting. At least one director shall have a background and expertise in early childhood education and development. At least one director shall be a licensed attorney familiar with issues that come before the governing body. Provided however, in the absence of a director with the background and expertise described in this paragraph, the board shall employ a consultant with such expertise who shall work with the board.

B. So long as the Corporation operates programs governed by the Head Start Act (42 USC §9837), one director shall reflect the community to be served and include parents of children who are currently or were formerly enrolled in Head Start programs.

C. Ex officio board members elected to the Board shall have the same rights as other directors, including voting rights.

D. A director may resign by delivering their written resignation to the Chief Executive Officer or the Chairman of the Board. Resignations shall be effective as soon as the director's successors have been duly elected and qualified.

ARTICLE V
MEETINGS OF THE BOARD

5.1 At the first regular or special meeting of the Board after a vacancy, the Board shall elect a Chairperson and a Vice-Chairperson. The Chairperson shall be the liaison between the Board and the Chief Executive Officer of the Corporation. All communications regarding the daily operations of the Corporation shall be directed to the Chief Executive Officer only through the Chairperson. The Chairperson shall preside over all meetings of the Board and shall perform such other duties as may be prescribed by the Board from time to time. The Chairperson and Vice-Chairperson shall serve until they fail to qualify as a director, resigns, is removed or death. The Chairperson may sign, with the Secretary or any other designated individual authorized by the Board, any State, Federal or local governmental contract. The Vice-Chairperson shall perform all duties of the Chairperson in the absence of that officer. The Chairperson and Vice-Chairperson shall not be compensated for the duties performed in the exercise of their duties for the Corporation.

5.2 Regular meetings of the Board of Directors shall be held quarterly with a written annual schedule provided to the Board, or at such other time as may be determined by the Chairperson of the Board with notice to the members in the manner prescribed herein. Special meetings may be called by the Chairperson of the Board, the Chief Executive Officer or at any time upon the request of any seven members of the Board with notice to the members in the manner prescribed herein. All regular and special meetings shall be held at such time and place as designated by the Chairperson

or the Board. Meetings may be held in any county served by the Corporation or by electronic means as permitted by law. The parliamentary procedures of all meetings shall be conducted in accordance with Robert's Rules of Order, Newly Revised, except that the Chairperson shall have the authority to introduce, second, and debate any motion before the Board.

5.3 Secret ballot will be used in voting on all motions to (1) call a closed session of the Board, (2) remove a Board member for cause, (3) hire or fire a Chief Executive Officer of this Corporation.

5.4 A majority of the members present at the meeting in which there is a quorum shall constitute an affirmative vote of the Board except that an affirmative vote of 75% of the directors shall be required to fire a Chief Executive Officer. Proxy voting is prohibited.

5.5 Written notice stating the place, date and time of each meeting shall be mailed or delivered to each director at least ten (10) days prior to a regular meeting and within a reasonable time prior to a special meeting.

A. Notice of a meeting of the Board of Directors need not be given to any director who signs a waiver of notice either before or after the meeting. Attendance of a director at a meeting shall constitute a waiver of notice of such meeting and waiver of any and all obligations to the place of the meeting, the time of the meeting, or the manner in which it has been called or convened, except when a director states at the beginning of the meeting, any objection to the transaction of business because the meeting is not lawfully called or convened.

B. Any action required by law, these bylaws, or the Articles of Incorporation of this corporation to be taken at any annual or special meeting of the directors of the corporation, or any action which may be taken at any annual or special meeting of such directors, may be taken without a meeting, without prior notice and without a vote, if a consent in writing, setting forth the action so taken, shall be signed by not less than the minimum number of votes that would be necessary to authorized or take such action at a meeting at which all directors entitled to vote thereon were present and voted.

C. Within ten (10) days after obtaining such authorization by written consent, notice shall be given to those directors who have not consented in writing. The notice shall fairly summarize the material features of the authorized action.

D. Emergency actions of the Board may be taken without a meeting, without prior notice and without a vote, if a consent of the action so taken, shall be provided either verbally, by electronic mediums (e-mail, text) or by phone communication to the Chief Executive Officer by not less than the minimum number of directors that would be necessary to authorize or take such action at a meeting at which all directors entitled to vote thereon were present and voted and provided further that, within ten (10) days after obtaining such authorization by verbal consent, notice shall be given to all directors of the action taken. The notice shall fairly summarize the material features of the authorized action. Emergency action shall be defined as any action needed to be taken to permit and preserve the orderly conduct of the Company's business at times when the Board cannot convene before the action is required. An "emergency" includes the need to approve the issuance of a grant application to a funding agency.

5.6 Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting.

5.7 A majority of the directors present may adjourn a meeting to another time and place. Notice of any

such adjourned meeting shall be given to the directors who were not present at the time of the adjournment and, unless the time and place of the adjourned meeting are announced at the time of the adjournment, to the other directors.

5.8 Members of the Board of Directors may participate in a meeting of such board by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time.

5.9 Any action required to be taken at a meeting of the directors of a corporation, or any writing setting forth the action so to be taken, signed by all of the directors or all the members of the committee, as the case may be, is filed in the minutes of the proceedings of the board or of the committee. Such consent shall have the same effect as a unanimous vote.

5.10 All regular and special meetings shall be open to the general public, including those meetings which intend to address issues of (1) removal of a member of the Board for cause; (2) the election of officer(s) of the Board; (3) the amendment or revision of these By-Laws. Public comments shall be reserved for the last meeting activity prior to adjournment and each attendee will be provided a maximum of three minutes to comment. Robert's Rules of Order will govern the conduct of the meeting. Attendees desiring to make public comment must (1) notify the Board Chair at or before the start of the meeting; (2) state on the record their name, address, and the topic on which they wish to be heard and if a representative will be speaking for them, such representative's name and address; and (3) restrict their (or their representative's) comment to 3 minutes or less. The Board reserves the right to terminate someone's use of the public comment forum if profanity, disrespect or non-pertinent matters are brought before the Board.

5.11 No director shall receive compensation from the Corporation for services rendered as a Director. Nothing contained herein shall preclude and director from serving the Corporation in any other capacity (including Chief Executive Officer) and receiving reasonable compensation for the personal services rendered. Director may receive reimbursement (or advances, as the case may be) for all reasonable and documented expenses incurred in the course of performing the services as directors of the Corporation.

ARTICLE VI
OFFICERS

6.1 Officers of this Corporation shall consist of a Chief Executive Officer, a Secretary and such other officers and assistant officers and agents as may be deemed necessary and may be elected or appointed by the Board of Directors from time to time. Any two or more offices may be held by the same person. All officers shall be elected annually at the first regular meeting of the Board after the end of a calendar year, except the Chief Executive Officer who shall be elected as needed to fill a vacancy. No officer, except the Chief Executive Officer, shall be compensated for the duties performed in the exercise of their office.

6.2 The Chief Executive Officer shall be the chief executive officer of the Corporation, shall have general and active management duties over the business and affairs of the Corporation, shall have primary responsibility over all personnel matters (including hiring, termination and discipline) except those specifically reserved by the Board, shall have the power to transfer or delegate funds received between programs and to other agencies subject to the Board's overall program policy, shall have the power to contract, shall have the authority over finances, budgeting and expenditures and shall have power to do any and all acts necessary to carry out its function and the Corporation's policies as determined by the Board of Directors. The Chief Executive Officer shall execute all checks, contract or other instruments on behalf of the

Corporation except those specifically reserved to the Board by law. The Chief Executive Officer shall be present at all meetings of the Board of Directors. The Chief Executive Officer shall serve until removed, resigns or death.

6.3 The duties of other officers and other duties of the Chief Executive Officer may be prescribed from time to time by resolution of the Board of Directors.

6.4 The Corporation shall indemnify any officer who is a party to any proceeding (other than an action by, or in the right of the Corporation) by reason of the fact that they are or were an officer of the Corporation or is or was serving at the request of the Corporation as an officer against any liability incurred in connection with such proceeding, to the extent allowed and pursuant to the procedures set forth in Florida Statute, as amended from time to time.

ARTICLE VII
COMMITTEES OF THE BOARD

7.1 The Board of Directors may delegate to committees comprised of board directors any function or duty, as the Board may determine by resolution adopted by a majority of the directors then in office; provided, however, that no committee shall have the authority to elect or remove directors or officers, amend the Articles of Incorporation or these By-Laws, or take any action prohibited by law from being delegated. Unless otherwise determined by the Board, meetings, quorum, notice and other procedural matters of the committees shall be the same as that of the Board.

ARTICLE VIII
POWERS OF THE BOARD

8.1 The Board of Directors shall be responsible for setting policy for the Corporation and for the planning and evaluation of the programs and services conducted by the Corporation. The Board shall have no authority over the daily operations of the Corporation.

8.2 The powers of the Board shall be:

1) To appoint or terminate the Chief Executive Officer as provided herein;
2) To approve major personnel, fiscal and program policies;
3) To approve program plans and priorities;
4) To approve program proposals and budgets;
5) To review and accept audit report;
6) To approve procurement policy;
7) To review reports;
8) To review program progress and reports;
9) To approve pay structure and schedule;
10) To approve Agency-Wide Budget, and IRS Form 990;
11) To approve Bylaws;

12) To approve Governing Board Manual;

13) To approve Mission Statement;

14) To approve Strategic Plan;

15) To require potential Board Members to apply via an application process;

16) To approve/disapprove potential Board Members;

17) To recruit board members with financial expertise, community connections;

18) Fund raising capabilities, etc.;

19) To follow Board selection procedures contained within the Bylaws;

20) To determine rules of procedure for the Board and its committees'

21) To appoint members to policy councils or to determine the procedure for selection of members to such councils; and

22) To elect officers and committee members.

8.3 The Board, through its Chairperson, shall have the power and authority to execute any contract or agreement as required of the Board by any Federal, State or local governmental authority.

ARTICLE IX
HEAD START POLICY COUNCIL

9.1 So long as the Corporation is conducting Head Start operations or receiving funds for same, the Corporation shall maintain a Head Start Policy Council in compliance with Federal Regulation Section 1301.3, as from time to time amended. The Head Start Policy Council shall meet at regularly scheduled times. The Head Start Policy Council shall work collaboratively, with the Corporation's Board of Directors in accordance with 45 C.F.R. §1301.3, to develop and review relevant program policies and procedures. The Head Start Policy Council shall directly perform those functions set forth in 45 C.F.R. §1301.3(c)(2), as amended. Each member of the Head Start Policy Council shall have one (1) vote. No Head Start Policy Council member may vote by proxy. Attendance by nine (9) members is required for a quorum. At the first meeting after an annual election, the Head Start Policy Council shall elect a Chairperson to preside over meetings and shall elect a recording Secretary. At the first meeting after an annual election, the Head Start Policy Council shall establish a schedule for regular meetings. Notices shall be mailed to each member at least five (5) days prior to the date of each regular meeting. Special meetings may be called by the Chairperson of the Head Start Policy Council at any time upon request of the Head Start Director or any two (2) members of the Policy Council to the members in the manner prescribe in the Operating Rules of the Mid Florida Community Services, Inc. DBA You Thrive Florida Policy Council. Notice must be given within a reasonable time prior to the date of the meeting, with an explanation for the special meeting. Actions shall pass by the affirmative vote of a majority of the voting members at a meeting at which a quorum is present. Except as otherwise stated herein, the Head Start Policy Council meeting shall be conducted in accordance with Robert's Rules of Order, Newly Revised.

9.2 The Head Start Policy Council shall be comprised of at least 51% parents of currently enrolled children in the Head Start program. There shall be one parent representative from each of the centers that are served by the program and eight (8) community representatives (three from Hernando/Sumter and five from Volusia). Head Start parent members shall be elected in August/September of each year at a center parent meeting. Only parents of currently enrolled children in the Head Start program may nominate parents of currently enrolled children to serve on the Policy Council. Each parent of a currently enrolled child as defined by 45 C.F.R. 1301.4(a) who is present at the election meeting shall be entitled to one vote. The Head Start Director shall post notice of the scheduled meeting at least seven (7) days prior to the meeting.

> Community representatives shall consist of members drawn from local community businesses, public or private community, civic and professional organizations, and individuals with knowledge of resources and services relevant to early childhood education, family engagement, and program support. Former Head Start parents may also be selected as community representatives. Community representatives shall be individuals selected by the Mid Florida Community Services, Inc. DBA You Thrive Florida Board of Directors or designee, in accordance with procedures for selection approved by the Policy Council.

The Head Start Policy Council shall be comprised of at least fifty-one percent (51%) parents of currently enrolled children in the Head Start program. There shall be one parent representative from each center served by the program and eight (8) community representatives (three from Hernando/Sumter and five from Volusia). Head Start parent members shall be elected in August or September of each year at a center parent meeting. Only parents of currently enrolled children in the Head Start program may nominate parents of currently enrolled children to serve on the Policy Council. Each parent of a currently enrolled child, as defined by 45 C.F.R. §1301.4(a), who is present at the election meeting shall be entitled to one vote. The Head Start Director shall post notice of the scheduled meeting at least seven (7) days prior to the meeting.

A. Community Representatives.

> Community representatives shall consist of members drawn from local businesses, public or private entities, civic or professional organizations, and individuals with knowledge of resources and services relevant to early childhood education, family engagement, and program support. Former Head Start parents may also be selected as community representatives. Community representatives shall be selected by the Board of Directors of Mid Florida Community Services, Inc. DBA You Thrive Florida, or its designee, in accordance with procedures approved by the Policy Council.

B. Parent Representatives.

> Parent representatives shall be parents or legal guardians of children currently enrolled in the Head Start program and shall be elected by parents of enrolled children at a duly noticed center parent meeting in accordance with applicable federal regulations and program policies. Parent representatives shall serve for such terms and subject to such qualifications as may be established by the Policy Council, consistent with federal law.

9.3 No individual may serve on the Head Start Policy Council for more than five (5) one (1) year terms. Elected parent members shall be seated commencing the day subsequent

to the election and shall continue to serve until their successor has been elected and seated. Community representative members shall be seated commencing the day subsequent to the selection date and shall continue to serve until their successor has been elected and seated. In the event a parent member is unable or unwilling to carry out their duties or resigns as a member prior to the date their term expires, the appropriate Head Start center will elect a parent representative to fill the vacant seat as soon as reasonable possible. In the event a community representative member is unable or unwilling to carry out his or duties or resigns as a member prior to the date their term expires, the Mid Florida Community Services, Inc. DBA You Thrive Florida Board of Directors or designee will recommend a replacement who shall serve until the next program year.

9.4 Low-income Policy Council members shall be entitled to reimbursement for reasonable expenses incurred in carrying out their duties as Policy Council members. Requests for reimbursement shall be directed to the Head Start Director or designee together with reasonable documentation verifying the expense incurred. Policy Council members shall be entitled to reimbursement for reasonable expenses incurred in carrying out their duties as members of the Policy Council. Requests for reimbursement shall be submitted to the Head Start Director or the Director's designee, together with reasonable documentation verifying the expenses incurred.

9.5 In the event of an impasse between the governing body and the Head Start Policy Council, one representative selected by the Corporation's Board of Directors, one representative selected by the Policy Council and Mid Florida Community Services, Inc. DBA You Thrive Florida's outsource human resource consultant shall form a Dispute Resolution Team to resolve the dispute. The decision of the Dispute Resolution Team shall be delivered to the parties within 24 hours after a decision is reached. Decisions of the Dispute Resolution Team shall be binding on all parties. Failure to abide by the decision of the Dispute Resolution Team shall be grounds for further action by Mid Florida Community Services, Inc. DBA You Thrive Florida, including removal from the Board or Policy Council.

ARTICLE X
AMENDMENT OF BY-LAWS

10.1 These bylaws may be amended, altered or revised at any time by the affirmative vote of a majority of the Directors, except for actions requiring greater than a majority vote in which case the revision/amendment must be approved by the same percentage as would be required for an affirmative vote. All amendments, alterations or revision of these bylaws shall be subject to the notice and agenda requirements of these bylaws. All amendments, alterations or revisions shall be in compliance with all Federal, State or local laws and those pertinent requirements and regulations of the Department of Economic Opportunity.

ARTICLE XI
BOOKS AND RECORDS

11.1 This Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board of Directors and committees of directors.

11.2 This Corporation shall keep at its registered office or principal place of business, or at the office of its transfer agent or registrar, a record of its Directors, giving the names and addresses of all Directors.

11.3 Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

11.4 At the close of each fiscal year, this Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, and a profit and loss statement showing the results of the operations of the Corporation during its fiscal year.

ARTICLE XII
CHARTER SCHOOL

12.1 So long as the Corporation is operating a Charter School or receiving funds for the same, pursuant to Section 1002.33, Florida Statutes, the corporation shall conduct its operations and governance of the charter school in a manner consistent with and in compliance with the terms and conditions set forth in the Charter Contract between You Thrive Florida and The School Board of Hernando County, Florida. In the event of any conflict between these bylaws and the Charter Contract, the provisions of the Charter Contract shall prevail.

12.2 The Board of Directors of the Corporation shall have overall responsibility for ensuring adherence to the Charter Contract with the Hernando County School Board. The Board shall regularly review relevant aspects of the charter, monitor compliance efforts, and take appropriate action to address any instances of non-compliance.

12.3 Additionally, the Board of Directors will set policy for the Charter School, provide financial oversight, annually adopt and maintain an operating budget for the Charter School, exercise continuing oversight over the Charter School's operations, and communicate the vision of the Charter School to community members. The Board of Directors shall also supervise all officers and agents of the Charter School and to see that their duties are properly performed. The Board of Directors shall also set policies regarding educational philosophy, program and financial procedures, and will oversee assessment and accountability procedures to assure that the Charter School's student performance standards are met or exceeded.

12.4 Pursuant to the Charter Agreement, the Board of Directors shall appoint a parent liaison to facilitate parental involvement, provide access to information, assist parents and others with question and resolving disputes. The parent liaison must reside in the school district in which the Charter School is operating and may also be a member of the Board

of Directors, an employee of the Charter School, or an individual contracted to represent the Board of Directors. If the Corporation has multiple charter schools in a school district, each charter school must have their own separate representative. The Board of Directors shall provide the parent liaison's contact information annually in writing to parents and posted on the Charter School's website.

12.5 All meetings and communications regarding the Charter School shall be subject to Florida's Sunshine Law.

12.6 The Board of Directors shall hold at least two public meetings per school year within the school district where the Charter Schools are located. The meetings must be noticed, open, and accessible to the public and attendees must be provided an opportunity to receive information and provide input regarding the school's operations. The Charter School principal or equivalent thereof must be present at each meeting.

12.7 Each director of the Board of Directors will be required to complete governance training.

A. Each governing board member must complete a minimum of four (4) hours of instruction focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility as required by Section 1002.33, Florida Statutes, and Rule 6A-6.0784.

B. After the initial four (4) hour training, each governing board member is required, within the subsequent three (3) years and for each three (3) year period thereafter, to complete a two (2) hour refresher training on government in the sunshine, conflicts of interest, ethics, and financial responsibility as specified in Section 1002.33, F.S. in order to retain their position on the Board of Directors.

C. Any governing board member who fails to complete the initial four (4) hours of instruction within the specified period of time or fails to obtain the two (2) hour refresher training within any subsequent three (3) year period, will not be eligible to remain as a governing board member.

D. New directors joining the Board of Directors must complete the four (4) hour training within 90 days of their appointment to the board.

E. Training must be provided by a state-approved trainer.

F. Removal for non-compliance with training requirement.

1. Upon verification of the CEO or Board Chair that a Board member has not met the training requirement and the cure period has expired, the position shall be deemed vacant without the necessity of further Board action.

2. The CEO or Board Chair shall provide written notice to the Board member of the loss of eligibility and the resulting vacancy.

3. The vacancy shall be filled as provided in Articles III and IV.

4. Prior to loss of eligibility, the Board member shall be given written notice of non-compliance and a period of 30 days, from date of notice, to complete the required training.

12.8 The Board of Directors shall retain a certified public accountant or auditor for the annual financial audit pursuant to Section 1002.345(a), Florida Statutes, who shall submit the report to the Board of Directors to review and approve the audit report including audit findings and recommendations fo the financial recovery plan.

12.9 Prior to any appointment to the Board of Directors, a member shall be fingerprinted pursuant to Section1002.33(12)(g), Florida Statutes, with the cost being borne by the Corporation. Any members whose fingerprint check results warrant disqualification under the statute shall not be appointed to the Board.

ARTICLE XIII
DISSOLUTION OF THE CORPORATION

Dissolution of the Corporation shall be in compliance with the laws of the State of Florida and those pertinent requirements and regulations of the Internal Revenue Service 501(c)(3) tax-exempt status and the U.S. Department of Health and Human Services Administration for Children and Families Office of Community Services.

ARTICLE XIV
MEMBERS

The Corporation is a non-member, not-for-profit corporation and, therefore, has no members.

Creating Opportunities, Enriching Lives

CONFLICT OF INTEREST FORM

1. Did you have a direct business relationship with the Organization (other than as an officer, director, trustee or employee) or an indirect business relationship through ownership of more than 35% in another entity that had a direct business relationship with the Organization?

   _____ No

   _____ Yes Explain: _____
   _____
   _____

2. Did you have a family member who had a direct or indirect business relationship with the Organization?

   _____ No

   _____ Yes Explain: _____
   _____
   _____

3. Did you serve as an officer, director, trustee, key employee, partner or member of an entity (or shareholder of a professional corporation) doing business with the Organization?

   _____ No

   _____ Yes Explain: _____
   _____
   _____

_____ _____
Printed Name Signature

_____ _____
Title Date

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary School of Brooksville STEAM

2. Full name: Jennene Norman-Vacha

Home Address	25139 Rattler Lane, Brooksville, FL
Business Name and Address	NA
Phone Number	352-585-0066
E-mail address	hubformail@gmail.com

☑ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ■ Yes ☐ No
   Currently serve as board member for BEST Academy. Currently serve on boards for other non-profits, not school related. Have served on numerous non-profit boards over the years that are not school-related. Full details can be provided upon request.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ■ No
   No leadership role for ANY school, outside of board position as indicated above.

5. Why do you wish to serve on the board of the proposed charter school?
   Oversee, support and advocate quality education in our community.

6. What is your understanding of the appropriate role of a public charter school board member?

Safeguard the mission, ensure academic and financial performance, and oversee school leadership for accountability.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   Current board member for BEST Academy.
8. Describe the specific knowledge and experience that you would bring to the board.

Masters degree in Public Administration, over 20 years as professional staff/leader/manager in local government. Over 10 years experience working as administrative support employee with central Florida head start and early learning program

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   (FORM COPIES SAME ANSWER FOR #1 & #2. This is #2 answer)For Brooksville: strong emphasis
2. What is your understanding of the school's proposed educational program?
   (FORM COPIES SAME ANSWER FOR #1 & #2. This is #2 answer)For Brooksville: strong emphasis
3. What do you believe to be the characteristics of a successful school?

Education of students in fields/areas where the excell and desire learning, thinking, applying, and creating more than they believed possible. Believing in themselves and gaining life knowledge and skills to build their own future

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Regular/annual academic, financial, and operational goals as monitored through clear metrics, structured reporting, and disciplined follow-up at board meetings.

5. What do you see as your role regarding the school leaders?

To hire, support, and hold one chief school leader/administrator accountable for achieving the charter's academic, financial, and organizational goals—while not over-stepping, nor participating in the day-to-day management.

Governance

1. Describe the role that the board will play in the school's operation.

Responsible for ensuring the organization adheres to the Charter Contract with the Hernando County School Board; establish policy, provide financial oversight, monitor compliance exports, and take appropriate action to address any instances of non-compliance.

2. How will you know if the school is successful at the end of the first year of operation?
   Academic, financial, operational, and compliance metrics.
3. How will you know at the end of four years of the school is successful?
   The achievement of positive/excellent clear, multi-year academic, financial, organizational, and mission-specific outcomes.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   Clarify mission/goals, build strong governance and oversight systems, school leader evaluations, budget review/approval.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Review board bylaws, code of ethics, conflict-of-interest policy, and any governance or misconduct procedures, consult with board co-chair, consult with legal counsel, and escalate as necessary.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process; N/A

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and N/A

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ○ Yes ◉ ~~Yes~~-- NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

NO — NOT EMPLOYEE

Background and Contact Information

Jennene Norman-Vacha
25139 Rattler Lane, Brooksville, FL
352-585-0066
hubformail@gmail.com
Resume attached

3. Currently serve as board member for BEST Academy. Currently serve on boards for other non-profits, not school-related. Have served on numerous non-profit boards over the years that are not school-related. Full details can be provided upon request.

8. Master's degree in Public Administration, over 20 years as professional staff/leader/manager in local government. Over 10 years' experience working as administrative support employee with central Florida head start and early learning program.

School Mission and Program

1. For Brooksville: strong emphasis on science technology, engineering, arts, and mathematics into hands on learning. Spring Hill: integrating visual arts, music, and creative expression across core academic subjects.

2. For Brooksville: strong emphasis on science technology, engineering, arts, and mathematics into hands on learning. Spring Hill: integrating visual arts, music, and creative expression across core academic subjects.

3. Education of students in fields/areas where the excel and desire learning, thinking, applying, and creating more than they believed possible. Believing in themselves and gaining life knowledge and skills to build their own future.

5. To hire, support, and hold one chief school leader/administrator accountable for achieving the charter's academic, financial, and organizational goals—while not over-stepping, nor participating in the day-to-day management.

Governance

1. Responsible for ensuring the organization adheres to the Charter Contract with the Hernando County School Board; establish policy, provide financial oversight, monitor compliance exports, and take appropriate action to address any instances of non-compliance.
5. Review board bylaws, code of ethics, conflict-of-interest policy, and any governance or misconduct procedures, consult with board co-chair, consult with legal counsel, and escalate as necessary.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Jennene Norman-Vacha

en e Nor n-Vacha (Jan 22, 2026 23:42:13 EST)

Signature

Jan 22, 2026

Date

T. Jennene Norman-Vacha

25139 Rattler Lane, Brooksville, Florida 3460
jennenenormanvacha@gmail.com ● 352.585.0066

Executive Manager/Administrator

Innovative and creative leader/manager with more than thirty years of experience and a history of working within both public sector/local government agencies and private sector/non-profit organizations; demonstrated and specialized skills in administration and fiscal/budgetary management, general and human resource management, risk/loss control/prevention, technology and networking solutions, and community engagement for nonprofit organizations, government agencies, and small businesses.

Superior organizational, analytical, and communication skills, both oral and written. Graduated with honors with a master's degree in Public Administration while working full-time. Self-sufficient, self-motivated, and creative. Personal computer literate and technically functional.

Employment History

November 1997 – December 2024 President/Owner

Professional Human Resource Partners, Inc. — 25139 Rattler Lane, Brooksville, FL

The owner and senior consultant who provided services in strategic planning, organizational development, leadership training, general management, and human resource management services. Typically assisted small- and mid-size companies and non-profits with specific reviews, research, reports, and/or specialized projects primarily in human resource management, particularly including the following areas: policy development; employee benefit review; training and development programs; record-keeping and compliance audits; job description development; compensation programs; organizational review; and disciplinary and termination actions. Also conducted community needs assessments and associated plans/reports for Florida Community Action Agencies.

June 2017 – June 2022 Vice President/Co-Owner

Innovative Business Technologies, LLC — 4550 Golf Club Lane, Spring Hill, FL

Co- owner and Vice President for an IT managed services company that provided resources, expertise, and value-added services in tandem with vital technology systems, cloud services, networking, data backup & security, monitoring, and equipment solutions for private and not-for-profit organizations. Responsible for business development, marketing, customer growth, and ongoing relations.

June 2007 – June 2017 City Manager

City of Brooksville — 201 Howell Avenue, Brooksville, FL

Oversight and management of city operations, including administrative, finance/budget, planning/building/development, fire services, police, facilities and parks, streets, and water/wastewater/garbage utilities. Brooksville is a small city of about 10 square miles, geographically located at the center of Florida, just north of Tampa. It is a city with a population of over 8,000 residents and a strong business community. Brooksville has beautiful historic business and residential areas offering newly developed properties with a small-town charm. The City Manager position functions as the chief administrative officer/chief executive officer for the City; responsible for the administration of day-to-day operations and long-term planning and preparation.

August 1999 – October 2002 Account Executive

Brown & Brown, Inc. — 614 East Jefferson Street, Brooksville, FL

Account Executive for Brown & Brown, Inc., the 8th largest broker nationally and the largest broker in Florida. Responsible for design, sales, service, and customer relations for employee benefit insurance coverage and services, including medical/health care, life, dental, retirement plans, long-term care and home health care policies, disability, and flexible benefit planning.

June 4, 1984 - November 7, 1997

Hernando County Board of County Commissioners – 20 North Main Street, Brooksville, FL

August 1992 - November 1997 Deputy County Administrator

Functioned as chief of staff and assistant county administrator for Hernando County, Florida. Position was responsible for the administrative oversight of operations, including parks, facilities, streets and highways, engineering, planning, development, building, water/wastewater utilities, landfill/solid waste, and core/administrative services (budget, HR, fleet, purchasing, risk management). Hernando County was an organization of 500+ employees and a budget of approximately $120 million. Note: From August 1992 through October 1993, this position also functioned as the Human Resources Director.

October 1991 - August 1992	Human Resources Director

Oversight and responsibility included human resources administration, salary administration, human resources policy development, human resources training and development, employee benefits administration, and records/compliance/support. Supervised three (3) professional/technical staff members.

October 1987 - October 1991	Budget Analyst

Responsible for budget prep and development of the County's annual budget. Determined and established data requirements, budgetary reporting formats, and budgetary practices. Involved in reviewing, analyzing budgetary requests, and producing a tentative and formal/final budgetary document.

December 1986 - October 1987	Management Analyst
December 1984 - December 1986	Personnel Manager
June 1984 - December 1984	Student Intern to the County Administrator

Education

Masters of Public Administration

University of South Florida, Tampa, Florida ♦ Graduated with honors

Bachelor of Arts, double major in Pre-law and Art

Saint Leo College, Saint Leo, Florida ♦ Graduated Magna Cum Laude

Other Experience:

I currently serve on several local community boards, including the Executive Board of You Thrive Florida (currently the Chairman), the Board of Directors of Stable Faith Cowboy Church (currently the Treasurer), and the Board of Directors of The Enrichment Centers Inc. of Hernando County.

I served as a Commissioner for the Commission for Florida Law Enforcement Accreditation, Inc., contributing to the advancement of professional standards in law enforcement statewide.

In 1997, while serving as Chief of Staff, I led and coordinated a multi-agency effort between the county commissioners, the county school board, and the City of Brooksville to identify sources of savings through shared staffing and land use, cooperative purchasing, and cost-savings within operational areas, and cooperative capital projects. I wrote articles on this multi-agency project entitled, "TWICE – Together We Improve through Cooperative Efforts", that were published in two (2) statewide public-sector magazines: County News and the Florida League of Cities – Quality Cities.

I have served as a guest speaker and panelist at the University of Central Florida, the Central Florida Community College's Institute of Government, the University of South Florida, and the Florida Association of Counties' Legislative Conference on the topic of "Privatization and Public/Private Partnerships."

As a dedicated civic leader, I have served on the boards of numerous local organizations, demonstrating my unwavering commitment to community service. Involvement has included the Nature Coast Manufacturers' Association (Content Writer and Business Development Chair), Hernando County Community Alliance Coalition (Executive Board), Brooksville Kiwanis Club (1st Woman in the Club and weekly Newsletter Publisher), Children's Advocacy Center of Hernando County (Committee Member), Hernando County United Way (Board member), Columnist/writer for a featured Millennium Edition of the Hernando Today, that published historical articles about Hernando County between the years 1000 to 2000, the Genealogy Society of Hernando County (member and President), the American Business Women's Association Tangerine Charter Chapter (Rookie of the Year, Ways and Means Chair), Co-Chairman of Hernando County's weeklong 150th Birthday Celebration, an event that raised more than $100,000 and drew over 40,000 participants, Brooksville Downtown Development (member and President), A Child's Wish Come True (Board Member), the American Heart Association-Pasco/Hernando Chapter (Hernando County Heart Walk Chair and Tampa Bay Board member), and Hernando County's Junior Achievement Program (teacher and Board member).

I was honored in 1986 and named an Outstanding Young Woman of America. In 1992, I received the Woman of Achievement award from Hernando County's Business and Professional Women's organization. In 1995, I was honored to be named a nominee for the Government Service Award by the Greater Hernando County Chamber of Commerce. In 2001, I was named the Business Associate of the Year for the Tangerine Charter Chapter of the American Business Women's Association. In 2013, I received the Leadership in Public Service award from the Hernando County Chamber of Commerce. I received the Internal City/County Management Association's 25 Years of Service in Local Government Award.

Professional accomplishments and references available upon request.

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementa School of Brooksville STEAM

2. Full name: Thomas Valdez

Home Address	18900 Cortez Blvd Brooksville, FL 34601
Business Name and Address	Hernando County Sheriff's Office
Phone Number	352-303-4747
E-mail address	tvaldez@hernandosheriff.org

Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?
   I enjoy serving the youth and future of Hernando County.

6. at is your un erstanding o e appropriate role of a pu c arter school ar mem er.

Safeguarding the mission, ensuring academic and financial performance, and holding school leadership accountable.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   Current board member for BEST Academy.
8. Describe the specific knowledge and experience that you would bring to the board.

   I have been in the law enforcement field for 27 years and have a master's degree in criminal justice. My original major in college was elementary education.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   Every child can thrive when provided with high-quality instruction, individualized supports, and meaningful learning experiences.
2. What is your understanding of the school's proposed educational program?

For Brooksville: strong emphasis on science, technology, engineering, the arts, and mathematics (STEAM). For Spring Hill: Integrating visual arts, music, movement, and creative expression across core academic subjects.

3. What do you believe to be the characteristics of a successful school?
   The progress of the students and the ability of the staff to adapt to changing learning styles.
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

   Annual academic and financial/operational goals should be monitored through clear metrics, structured reporting, and disciplined follow-up at every board meeting.

5. What do you see as your role regarding the school leaders?

To hire, support, and hold one chief school leader accountable for achieving the charter's academic, financial, and organizational goals—while not intruding into day-to-day management.

Governance

1. Describe the role that the board will play in the school's operation.

   Responsible for ensuring the organization's adherence to the Charter Contract and the Hernando County School Board, set policy, provide financial oversight, monitor compliance eXorts, and take appropriate action to address any instances of non-compliance.

2. How will you know if the school is successful at the end of the first year of operation?
   Academic, financial, operational, and compliance metrics.
3. How will you know at the end of four years of the school is successful?
   defined by clear, multi-year academic, financial, organizational, and mission-specific outcomes
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   Clarify mission/goals, build strong governance and oversight systems, school leader evaluations, budget review/approval.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   Review board bylaws, code of ethics, conflict-of-interest policy, and any governance or misconduct procedures, consult with board chair or co-chair, consult with legal counsel, and escalate as necessary.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process; NA

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and NA

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

NA

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ◉ ~~Yes~~-- NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Background and Contact Information

Thomas Valdez
18900 Cortez Blvd Brooksville, FL 34601
Hernando County Sheriff's Office
352-303-4747
tvaldez@hernandosheriff.org
Resume attached

8. I have been in the law enforcement field for 27 years and have a master's degree in criminal justice. My original major in college was elementary education.

School Mission and Program

2. For Brooksville: strong emphasis on science, technology, engineering, the arts, and mathematics (STEAM). For Spring Hill: integrating visual arts, music, movement, and creative expression across core academic subjects.

4. Annual academic and financial/operational goals should be monitored through clear metrics, structured reporting, and disciplined follow-up at every board meeting.

5. To hire, support, and hold one chief school leader accountable for achieving the charter's academic, financial, and organizational goals—while not intruding into day-to-day management.

Governance

1. Responsible for ensuring the organization's adherence to the Charter Contract and the Hernando County School Board, set policy, provide financial oversight, monitor compliance eXorts, and take appropriate action to address any instances of non-compliance.

5. Review board bylaws, code of ethics, conflict-of-interest policy, and any governance or misconduct procedures, consult with board chair or co-chair, consult with legal counsel, and escalate as necessary.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145 which relates to the disclosure of financial interests.
(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Thomas Valdez

Thom Valdez
Thomas Valdez (Jan 23, 2026 11:51:17 EST)

Signature

Jan 23, 2026

Date

THOMAS VALDEZ

LinkedIn Profile

PROFESSIONAL SUMMARY

Results-driven law enforcement leader with 24+ years of exemplary service with the Hernando County Sheriff's Office. Demonstrated expertise in executive-level leadership, strategic operations management, and complex criminal investigations. Proven track record in building high-performing teams, implementing community-centered policing strategies, and managing critical incidents under pressure. Skilled communicator committed to advancing public safety while fostering trust and accountability within the community and department.

PROFESSIONAL EXPERIENCE

Lieutenant

Hernando County Sheriff's Office | Brooksville, Florida
June 2001 – Present · 24 years 8 months

- Lead and supervise law enforcement team members in daily operations, specialized assignments, and emergency response situations
- Conduct investigations and coordinate with multi-agency law enforcement partners
- Ensure compliance with local, state, and federal regulations and department policies
- Manage community policing initiatives to address public safety concerns and build community trust
- Conduct training and performance evaluations for assigned personnel
- Respond to critical incidents and oversee emergency operations

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary School of Brooksville STEAM

2. Full name: Steven Champion

Home Address	15678 Oakcrest Circle Brooksville Fl 34604
Business Name and Address	American Gun & Pawn INc 1118 E Jefferson St Brooksville Fl 34601
Phone Number	9546638667
E-mail address	stevedchampion@ mail.com

☑ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☐ Yes ■ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ■ No

5. Why do you wish to serve on the board of the proposed charter school?
Part of Youthrive board for several years
6. What is your understanding of the appropriate role of a public charter school board member?

Safeguarding the mission, ensuring academic and financial performance and holding leaders accountable.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
current board member
8. Describe the specific knowledge and experience that you would bring to the board.

Decades of business experience and 12 years as elected official in Hernando County

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Every child can Thrive with a great plan and leadership.
2. What is your understanding of the school's proposed educational program?
Every child can Thrive with a great plan and leadership.
3. What do you believe to be the characteristics of a successful school?
Strong concentration on academics and arts.
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

By having clear metrics and processes in place. Board will monitor progress at every board meeting.

5. What do you see as your role regarding the school leaders?

To hold leaders accountable for processes, plans and results. .

Governance

1. Describe the role that the board will play in the school's operation.
Hold leadership accounable for contract execution and monitor proformance.
2. How will you know if the school is successful at the end of the first year of operation?
Metrics and results.
3. How will you know at the end of four years of the school is successful?
By reviewing all metrics.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Clarifing goals and following up on results.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Following boards by laws and code of ethics. Status with legal counsel.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process; NA

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and NA

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

NA

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
○ Yes ◉ ~~Yes~~-- NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Steven Champion

Steven Champion
Steven Champion (Jan 22, 2026 12:10:46 EST)

Signature

Jan 22, 2026

Date

Steve Champion

Brooksville, Florida
(352) 555-0100 | steve.champion@email.com | LinkedIn Profile

Professional Summary

Business owner and public servant with 20+ years of executive and management experience in retail operations and small business. Proven track record of driving operational efficiency, building community partnerships, and implementing strategic policy initiatives. Dedicated to public service, business development, and advancing community interests through leadership roles in county government.

Professional Experience

Owner / President

American Gun & Pawn, Inc. | Brooksville, Florida | February 2014 – Present (12 years)

- Established and manage full-line firearms, ammunition, and gun accessories dealership
- Oversee comprehensive retail operations including pawn services, tools, electronics, precious metals, and currency exchange
- Grew business into established community resource through customer service excellence and market expansion
- Maintain Federal Firearms License (FFL) and comply with all federal, state, and local regulations

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Public Service

County Commissioner, Hernando County Board of Commissioners

District 5 | November 2016 – Present

- Elected with re-elections in 2020 and 2024
- Served as Board Chairman (2018, 2022) and Vice Chairman (2017)

- Sponsor of significant policy initiatives including concealed carry authorization for county employees and Second Amendment Sanctuary designation
- Consistent advocate for efficient government, business-friendly policies, and fiscal responsibility

Committee & Board Assignments

- Metropolitan Planning Organization (MPO) – Member
- Mid Florida Community Services Governing Board – Member
- Robert Whitmore Board of Directors – Member
- Safety Council – Member
- Value Adjustment Board – Member
- Fair Association – Liaison
- Pasco-Hernando Workforce Board (Jobs & Education Partnership) – Liaison

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Education

Bachelor of Business Administration
Hamilton University

High School Diploma
Fort Lauderdale High School

Professional Affiliations & Community Involvement

- Lifelong Member, National Rifle Association (NRA)
- Annual Sponsor, Hernando High School Future Farmers of America (FFA)
- Community advocate for Second Amendment rights and regulatory reform
- Active civic participant in Hernando County governance and development initiatives

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary School of Brooksville STEAM

2. Full name: Michelle Alford

Home Address	48 Cypress Blvd W, Homosassa, FL 34446
Business Name and Address	Citrus County Housing Services, 2804 W. Marc Knighton Ct, Lecanto FL 34446
Phone Number	518-231-4208
E-mail address	malford@midtel.net

Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☐ Yes ■ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ■ No

5. Why do you wish to serve on the board of the proposed charter school?
   Passionate about the mission and want to ensure long-term goals and accountability.

6. What is your understanding of the appropriate role of a public charter school board member?

Protecting the mission, guaranteeing academic and fiscal excellence, and maintaining leadership accountability.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I understand the nature of this role and prepared to dedicate the time required to ensure long term goals are achieved.
8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
With top-tier instruction, customized support, and meaningful activities, every child can reach their full potential.
2. What is your understanding of the school's proposed educational program?
Brooksville: emphasis on science, technology, engineering, the arts, and math. Spring Hill: integrating visual arts, music, and creative expression across core academic subjects.
3. What do you believe to be the characteristics of a successful school?
a clear mission driven focus on student achievement, rigorous academic standards and consistent school culture.
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Ensure coninuous oversight of academic and financial perfomrnace by holding regular reviews and implementing accoutability measures every board session.

5. What do you see as your role regarding the school leaders?
Holding one executive leader accountable while giving the support necessary to achieve all charter benchmarks without intruding on daily operations

Governance

1. Describe the role that the board will play in the school's operation.
Responsible for charter and Hernando County School Board compliance, policy setting, financial oversight and addresseing regulatory violations.
2. How will you know if the school is successful at the end of the first year of operation?
Success will be defined by the continuous academic, financial and operational achievement
3. How will you know at the end of four years of the school is successful?
Defined by integrated long-term academic and financial planning.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Ensure board and leadership are aligned on a clear, concise mission statement that prioritizes achievement.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Review of bylaws, code of ethics, conflict-of-interest policies and procedures, and any governance or misconduct procedures, consultation with legal, board chair or co-chair, and escalation as necessary.

6. If your school intends to contract with a third-party ESP:
a. Summarize your involvement in the selection process;
b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
c. Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
☐ Yes ☐ Yes

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.
N/A

Background and Contact Information

Michelle Alford
48 Cypress Blvd W, Homosassa, FL 34446
Citrus County Housing Services, 2804 W. Marc Knighton Ct, Lecanto FL 34446
518-231-4208
malford@midtel.net
Resume attached

8. I have been in the law enforcement field for 27 years and have a master's degree in criminal justice. My original major in college was elementary education.

School Mission and Program

2. Brooksville: emphasis on science, technology, engineering, the arts, and math. Spring Hill: integrating visual arts, music, and creative expression across core academic subjects.

4. Ensure continuous oversight of academic and financial performance by holding regular reviews and implementing accountability measures every board session.

5. Holding one executive leader accountable while giving the support necessary to achieve all charter benchmarks without intruding on daily operations.

Governance

5. Review of bylaws, code of ethics, conflict-of-interest policies and procedures, and any governance or misconduct procedures, consultation with legal, board chair or co-chair, and escalation as necessary.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

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(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

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2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Michelle Alford

Michelle Alford Digitally signed by Michelle Alford Date: 2026.01.26 08:18:39 -05'00' 1/25/2026

Signature *Date*

Michelle Alford

Director, Housing Services

Brooksville, Florida | michelle.alford@email.com

Professional Summary

Dedicated housing services director with 10+ years of progressive leadership experience overseeing state and federal grant-funded housing and redevelopment initiatives. Proven track record of designing and implementing transformative housing programs serving vulnerable populations, including seniors, families, homeless individuals, those with mental health and substance abuse challenges, domestic violence survivors, and adults with developmental disabilities. Passionate about creating safe, affordable housing solutions while maximizing grant funding and organizational impact. Recognized for strategic vision, exceptional program management, and compassionate leadership in the nonprofit housing sector.

Core Competencies

Leadership & Management: Program Development | Grant Administration | Budget Management | Team Leadership | Strategic Planning | Stakeholder Relations | Change Management

Housing Services: Affordable Housing Development | Senior Housing | Family Housing | Supportive Housing | Homeless Services | Fair Housing Compliance | Real Estate Development

Funding & Compliance: Federal & State Grant Management | SHIP Program Administration | Funding Compliance | Financial Reporting | Policy Development

Additional Skills: Cross-Functional Collaboration | Community Outreach | Award Submissions | Performance Metrics | Nonprofit Operations

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Professional Experience

Director, Citrus County Housing Services

Citrus County, Florida | 2014–Present

- Oversee comprehensive portfolio of state and federal grant-funded housing and redevelopment projects, managing multiple concurrent large-scale initiatives

- Direct development and implementation of rental programs serving diverse at-risk populations: seniors, families, homeless individuals, persons with mental health and substance abuse disorders, domestic violence survivors, and adults with developmental disabilities
- Manage agency budget allocation across housing programs while ensuring compliance with all state and federal funding requirements
- Recognized by **Florida Housing Coalition** with multiple **SHIP "Success Story" awards** for innovative program design and successful project outcomes
- Recipient of **2024 NACO Award** (National Association of Counties), earning national recognition for housing services excellence and community impact
- Foster strategic partnerships with county agencies, nonprofit organizations, and federal/state housing authorities to expand affordable housing access
- Lead high-performing teams in program administration, project management, and community engagement initiatives

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Education

Relevant Coursework & Professional Development

- Housing Finance and Development Certificates | National Development Council (NDC)
- Federal Housing Program Administration and Compliance Training
- Nonprofit Leadership and Management Certification Programs
- Ongoing professional development in sustainable housing development and social services program management

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Recognition & Awards

- **2024 NACO Award** – National Association of Counties (National Recognition)
- **SHIP "Success Story" Awards** – Florida Housing Coalition (Multiple Years)
- County Recognition for Outstanding Leadership in Community Services

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary School of Brooksville STEAM

2. Full name: James P Morris

Home Address: 11430 Camp Mine Rd

Business Name and Address: CEMEX Construction Materials Fl, LLC

Phone Number: 3527963522

E-mail address: jamesp.morris@cemex.com

☑ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?
Our children are our future. We need to help mentor them to gain the correct life skills.

6. What is your understanding of the appropriate role of a public charter school board member?

Safeguarding the mission, ensuring academic and financial performance, and holding school leadership accountable.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Current board member for Best Academy

8. Describe the specific knowledge and experience that you would bring to the board.

I have served on many boards and have a passion for helping our communities.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Every child can thrive when provided with high-quality instruction, individualized supports, and meaningful learning experiences.

2. What is your understanding of the school's proposed educational program?
Strong emphasis on science, technology, engineering, the arts, and mathematics (STEAM).For Spring Hill: integrating visual arts, music, movement, and creative expression across core academic subjects.

3. What do you believe to be the characteristics of a successful school?
The teachers in my opinion, are the heart of a succcessful school. Passion for helping the students achive success.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Annual academic and financial/operational goals should be monitored through clear metrics, structured reporting, and disciplined follow-up at every board meeting.

5. What do you see as your role regarding the school leaders?
To hire, support, and hold one chief school leader accountable for achieving the charter's academic, financial, and organizational goals - while not intruding ito the day-today managemen

Governance

1. Describe the role that the board will play in the school's operation.
Responsible for ensuring the organization's adherence to the Charter Contract and the Hernando County School Board, set policy, provide financial oversight, monitor compliance efforts, and take appropriate action to address any instances of non-compliance.

2. How will you know if the school is successful at the end of the first year of operation?
Academic, financial, operational, organizational, and mission-specific outcomes.

3. How will you know at the end of four years of the school is successful?
Defined by clear, multi-year academic, financial, organizational, and mission-specific outcomes.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Clarify missions/goals, build strong governance and oversight systems, school leader evaluations, budget review/approval.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Review board bylaws, code of ethics, conflict of interest policy, and any other governance or misconduct procedures, consult with board chair or co-chair, consult with legal counsel, and escalate as necessary

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process; NA

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and NA

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

NA

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
◉ Yes ○ ~~Yes~~-- NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Background and Contact Information

James Morris
11430 Camp Mine Rd
CEMEX Construction Materials Fl, LLC
352-796-3522
jamesp.morris@cemex.com
Resume attached

8. I have been in the law enforcement field for 27 years and have a master's degree in criminal justice. My original major in college was elementary education.

School Mission and Program

2. Strong emphasis on science, technology, engineering, the arts, and mathematics (STEAM). For Spring Hill: integrating visual arts, music, movement, and creative expression across core academic subjects.

4. Annual academic and financial/operational goals should be monitored through clear metrics, structured reporting, and disciplined follow-up at every board meeting.

5. To hire, support, and hold one chief school leader accountable for achieving the charter's academic, financial, and organizational goals - while not intruding in the day-today management.

Governance

1. Responsible for ensuring the organization's adherence to the Charter Contract and the Hernando County School Board, set policy, provide financial oversight, monitor compliance efforts, and take appropriate action to address any instances of non-compliance.

5. Review board bylaws, code of ethics, conflict of interest policy, and any other governance or misconduct procedures, consult with board chair or co-chair, consult with legal counsel, and escalate as necessary.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: James P Morris

James P Morris (Jan 26, 2026 10:22:06 EST) — Jan 26, 2026

Signature *Date*

JAMES P. MORRIS

Regional Environmental Manager | Brooksville, Florida | james.morris@cemex.com

PROFESSIONAL EXPERIENCE

Regional Environmental Manager

CEMEX Aggregate Division | Southeastern United States | 2022–Present

- Oversee environmental management operations for CEMEX's Aggregate Division across multiple southeastern states
- Lead educational outreach initiatives, presenting to K-12 students about mining's significance in everyday life
- Established outdoor classroom "laboratories" at quarry sites in Sumter and Hernando counties, resulting in national and international recognition from the Wildlife Habitat Council and National Stone, Sand and Gravel Association
- Develop and implement hands-on educational activities at CEMEX sites emphasizing environmental science, mathematics, and communication skills
- Coordinate career exposure programs in conservation, science, and engineering for students across the region
- Manage community partnerships with local school boards and educational organizations to enhance learning outcomes

BOARD LEADERSHIP & CIVIC INVOLVEMENT

Vice-Chair, Board of Directors | You Thrive Florida | 2022–Present

- Elected Vice-Chair in recent election; actively engaged in strategic initiatives
- Facilitate partnership development and grant coordination
- Contributed to generously donated construction materials for House to Home new builds and Children's Advocacy Center projects through CEMEX partnership
- Support local initiatives including mermaid trail sculptures and community development projects

President | Hernando County Mining Association | Current

- Lead industry association serving mining sector interests and advocacy
- Represent industry perspective on policy and regulatory matters

Board Member | Hernando County Chamber of Commerce | Current

- Contribute to regional economic development and business networking initiatives

Board Member | Sumter County Chamber of Commerce | Current

- Support regional commerce and community engagement efforts

Committee Member | Industrial Advisory Committee, Southwest Florida Water Management District | Current

- Provide industry perspective on water management and environmental policies

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COMMUNITY ENGAGEMENT & VOLUNTEER WORK

Educational Leadership

- Develop and deliver K-12 educational programs across Hernando, Sumter, and Citrus counties
- Create experiential learning opportunities that connect classroom concepts to real-world applications
- Mentor students exploring careers in environmental science, conservation, and engineering

Community Partnership Development

- Facilitate collaborative relationships between CEMEX, educational institutions, school districts, and community organizations
- Coordinate donations and resources for community-supported initiatives
- Foster win-win partnerships advancing environmental, educational, and community goals

Local Initiatives Support

- Active volunteer across Hernando, Sumter, and Citrus counties
- Dedicated advocate for environmental education and community development projects

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RECOGNITION & ACHIEVEMENTS

- **Wildlife Habitat Council Recognition** – For outdoor classroom laboratories at quarry sites
- **National Stone, Sand and Gravel Association Recognition** – For educational excellence initiatives
- **Local School Board Endorsements** – For environmental science curriculum integration
- **Community Organization Support** – Recognized by multiple civic and community groups for dedication to education and environmental stewardship

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CORE COMPETENCIES

Environmental Management | Educational Outreach | Community Partnerships | Civic Leadership | Project Coordination | Strategic Planning | K-12 Education Programs | Sustainability Initiatives | Board Governance | Stakeholder Relations | Environmental Science | Business Development

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PHILOSOPHY

Strong believer in fostering meaningful relationships between people, the environment, and communities. Committed to creating sustainable partnerships and opportunities that benefit all stakeholders and thrive for generations to come.

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Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary School of Brooksville STEAM

2. Full name: Donna Maas

Home Address: 4535 S. Atlantic Ave #1209 Ponce Inlet FL.

Business Name and Address: N/A

Phone Number:

E-mail address: donnaemaas@gmail.com

☐ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☒ Yes ☐ No
Board member Dec 2014 MFCS/You Thrive FL.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?
To provide guidance & ensure children are provided best opportunities for learning.

6. What is your understanding of the appropriate role of a public charter school board member?
To ensure the mission is followed and the leadership is accountable for ensuring excellence in academic and financial matters

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Retired Assistant Director of Headstart MPCS 10 yrs. Board member BEST Academy + Y. Thrive Fr.

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

All children can thrive with quality individualized + meaningful learning.

2. What is your understanding of the school's proposed educational program?

Strong emphasis on Spiral, thematic integration all content with academics. Broad use of engineering + science

3. What do you believe to be the characteristics of a successful school?

A school that supports each child's individualized learning.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Receive + review all academic + financial reports, monitor progress and follow-up on any issues.

5. What do you see as your role regarding the school leaders?

To hire and support school leaders and hold them accountable

Governance

1. Describe the role that the board will play in the school's operation.

Monitor compliance to charter contract + the mandatory School Board addresses non-compliance

2. How will you know if the school is successful at the end of the first year of operation?

Academic, operational and financial compliance

3. How will you know at the end of four years of the school is successful?

Defined by specific academic and financial outcomes

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

School leader evaluations, strong governance and mission goals

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Review By-laws, code of ethics etc + consult with Board Chair + legal.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process; N/A

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and N/A

c. Indicate whether you have been involved in the review/negotiation of the management agreement. N/A

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes ☒ NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

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2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Donna Mabs

Donna Mabs — *Signature*

1/22/2026 — *Date*

DONNA MAAS

Brooksville, Florida | Early Childhood Education & Program Management

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PROFESSIONAL EXPERIENCE

Assistant Head Start Director

Mid Florida Community Services, Inc. | 2007–2013

- Supervised managers and office staff across three counties (Hernando, Sumter, Volusia)
- Oversaw program operations and staff development initiatives
- Managed classroom assessments and federal compliance reporting
- Coordinated transition programs for children entering and exiting services

Regional Manager

Mid Florida Community Services, Inc. | 2006–2007

- Managed Head Start program operations in Volusia County
- Facilitated staff development and self-assessment processes
- Supervised office staff and coordinated classroom monitoring
- Organized VPK classrooms and community assessments

Program Manager

Mid Florida Community Services, Inc. | 2002–2006

- Led Head Start program following federal grant award
- Facilitated staff development and training initiatives
- Managed classroom monitoring and self-assessment reporting
- Organized summer school programming and VPK classroom transitions
- Supervised office personnel and supported professional development

Education Support Specialist

Mid Florida Community Services, Inc. | 2002

- Monitored delegate Head Start classrooms (CCRN & Easter Seals)
- Coordinated staff development and self-assessment processes

- Organized summer programming and office staff supervision
- Provided professional training to teaching staff

Inclusion Class Teacher

Head Start/Volusia County Schools Collaborative | 1996–1999

- Taught in the first inclusion classroom in collaboration with Volusia County Schools
- Served three-year tenure supporting integrated early childhood education

Head Start Teacher

Head Start | 1994–1996

- Provided direct classroom instruction and student support in Head Start program

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BOARD & LEADERSHIP SERVICE

Board of Directors, You Thrive Florida | 2015–Present

- Represented the Low-Income Sector (seated October 14, 2015)
- Serve on Self-Assessment Steering Committee

Florida Head Start Board of Directors | 2003–2013

- Served as Secretary (2004–2013)
- Participated in board governance and strategic initiatives

Early Head Start Policy Council Member | 2000–2003

- Provided policy guidance and program oversight

Head Start Representative, Department of Education Staff Development Committee | 2008–2013

- Collaborated on statewide staff development initiatives

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Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary School of Brooksville STEAM

2. Full name: ANGELYS SAEZ

Home Address: 919 LAKELAND PARK CTR DR UNIT 360, LAKELAND, FL 33809

Business Name and Address: 919 LAKELAND PARK CTR DR UNIT 360, LAKELAND, FL 33809

Phone Number: 863-617-0765

E-mail address: ANGELYS.VEGAGONZALEZ@SUNCOASTCREDITUNION.COM

☑ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

☐ Yes ■ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

☐ Yes ■ No

5. Why do you wish to serve on the board of the proposed charter school?

Serving on this board is an opportunity to contribute my leadership experience, community insight, and passion for equitable outcomes in a way that directly impacts families.

6. What is your understanding of the appropriate role of a public charter school board member?

Board members help build positive community relationships by promoting the school's mission, ensure financial stewardship, provide oversight, and cultivating partnerships.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Throughout my career, especially in my role as Senior Manager of Service Centers, I have seen firsthand how access to strong educational foundations can shape a child's long-term success. In my role financial wellness and education is truly impactful and I look forward to sharing that

8. Describe the specific knowledge and experience that you would bring to the board.

I bring a strong foundation in strategic leadership, operational excellence, and community-focused service. I also bring expertise in stakeholder engagement, team leadership, budget oversight, and performance management.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   STEAM based education integrates science, technology, engineering, arts, and mathematics int
2. What is your understanding of the school's proposed educational program?
   STEAM based education integrates science, technology, engineering, arts, and mathematics int
3. What do you believe to be the characteristics of a successful school?
   Strong leadership, a positive school spirit, and strong community relationships, operational excellence and financially savy decision making.
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

   Use Board meetings to deepen oversight, review changes, and support growth initiatives.
5. What do you see as your role regarding the school leaders?

Providing clear expectations, support, and oversight while respecting the boundaries between governance and managament.

Governance

1. Describe the role that the board will play in the school's operation.
   Advocating and supporting the school's mission and vision.
2. How will you know if the school is successful at the end of the first year of operation?
   School operates safely, consistenly, and compliantly. Finances are stable and well-managed, families value and trust school, and leadership is strong with systems that are firmly established.
3. How will you know at the end of four years of the school is successful?
   Student and staff development, academic goals being met, compliance and risk assesment clearing.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   Setting academic goals, financial goals, and a strategic business plan to ensure the success of student and staffing and the education plans are succesful per state guidelines.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   Follow the Board's code of Ethics and Governance Policies
6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process; N/A

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and N/A

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ○ Yes ◉ ~~Yes~~-- NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Background and Contact Information

ANGELYS SAEZ
919 LAKELAND PARK CTR DR UNIT 360, LAKELAND, FL 33809
863-617-0765
ANGELYS.VEGAGONZALEZ@SUNCOASTCREDITUNION.COM
Resume attached

5. Serving on this board is an opportunity to contribute my leadership experience, community insight, and passion for equitable outcomes in a way that directly impacts families.

6. Board members help build positive community relationships by promoting the school's mission, ensure financial stewardship, provide oversight, and cultivating partnerships.

7. Throughout my career, especially in my role as Senior Manager of Service Centers, I have seen firsthand how access to strong educational foundations can shape a child's long-term success. In my role financial wellness and education is truly impactful and I look forward to sharing.

8. I bring a strong foundation in strategic leadership, operational excellence, and community-focused service. I also bring expertise in stakeholder engagement, team leadership, budget oversight, and performance management.

School Mission and Program

1. STEAM based education integrates science, technology, engineering, arts, and mathematics into hands on learning.

2. STEAM based education integrates science, technology, engineering, arts, and mathematics into hands on learning.

3. Strong leadership, a positive school spirit, and strong community relationships, operational excellence and financially savvy decision making.

4. Use Board meetings to deepen oversight, review changes, and support growth initiatives.

5. Providing clear expectations, support, and oversight while respecting the boundaries between governance and management

Governance

1. Advocating and supporting the school's mission and vision.

2. School operates safely, consistently, and compliantly. Finances are stable and well-managed, families value and trust school, and leadership is strong with systems that are firmly established.

3. Student and staff development, academic goals being met, compliance and risk assessment clearing.

4. Setting academic goals, financial goals, and a strategic business plan to ensure the success of student and staffing and the education plans are successful per state guidelines

5. Follow the Board's code of Ethics and Governance Policies

Attestation

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(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: ANGELYS SAEZ

Angelys Saez
Angelys Saez (Jan 21, 2026 15:18:02 EST)

Signature

Jan 21, 2026

Date



ANGELYS SAEZ

Lakeland, FL | |863-617-0765

Skills

- **Bilingual:** Fluent in English and Spanish
- **Financial & Cash Handling Expertise:** Strong proficiency in money management and financial services operations
- **Leadership & Team Development:** Proven ability to lead, mentor, and motivate teams
- **Operational Efficiency:** Skilled in maintaining organized, clean, and efficient work environments
- **Professional Communication:** Excellent verbal and written communication skills
- **Detail-Oriented:** Strong attention to accuracy, compliance, and quality
- **Technical Proficiency:** Experienced with Microsoft Excel, Word, PowerPoint, Outlook, and OneNote
- **Goal-Driven:** Focused on meeting and exceeding performance and productivity targets

Experience

Suncoast Credit Union| Tampa, FL
Senior Service Center Manager
September 2020 – Current

- Assures daily balancing and teller reports are completed
- Ensures branch and staff are complying with regulations and procedures
- Establishes production goals- long term and short term
- Completes monthly one-on-one staff meetings
- Cultivates strong team building
- Actively resolving member conflict and concerns
- Works effectively to set and accomplish established goals
- Manages staff scheduled time off requests
- Provides support for staffing needs
- Responsible for mentoring staff and disciplinary action matters
- Initiates action plan/ideas which directly promote positive employee engagement
- Participates in Financial Literacy Opportunities
- Demonstrates traits for respectful, friendly, and empathetic service
- Creates documents/sources to better assist with loan and branch procedures or logs
- Takes initiative with community projects/presence
- Works well with team to improve overall experience for members

- Determination for continued growth and willingness to help team reach competency levels
- Schedules training for staff to ensure staff has all necessary tools to be successful
- Dedicated to assuring customer satisfaction by resolving any issues in one visit
- Initiates efforts to make day to day operations run as effectively as possible with organization and clear communication with team
- Assists Spanish speaking members with new accounts, account concerns, loan servicing and information

Axiom Bank| Lakeland, FL
Banker
October 2019 – September 2020

- Processed financial transactions
- Assisted with account maintenance and basic account servicing
- Helped identify fraudulent activity
- Verified documentation and balancing daily branch work
- Managed new customer accounts to build relationships
- Kept information for audit procedures and bank protocols up to date and standard
- Completed all training as defined by management
- Achieved deposit goals and growth
- Ensured the Bank's code of conduct and regulatory guidelines were strictly followed
- Assisted other employees with staffing requirements
- Supervised day to day tasks to accomplish department goals

Walmart| Plant City, FL| North Windham, CT
Customer Service Representative
May 2017 – October 2019

- Managed ability to effectively operate train and guide new hires
- Operated cash registers, MoneyGram services, and Self-Checkout Machines
- Solved issues made within transactions or monetary outages
- Assured customer satisfaction with quick, polite, and friendly service
- Returned and exchanged unwanted or broken merchandise
- Maintained work area clean and organized
- Effectively sought out solutions for problem solving

Education

Polk State Community College| Winter Haven, FL
August 2016 – Current
AA Liberal Arts with a transfer major in Business Administration
Expected Graduation Spring 2023

Quinebaug Community College| Danielson, CT

August 2017 – May 2018
AA Liberal Arts

Kathleen Senior High School| Lakeland, FL
October 2014 – June 2016
High School Diploma
GPA: 3.6, Graduating Class 57/404

Training and Certifications

- State of Florida Notary Public
- Medallion Stamp Guarantee
- Manager Associate Program
- Integrity Consultative Sales
- Integrity Coaching

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary School of Brooksville STEAM

2. Full name: Aaron Lyon

Home Address: 13586 Banyan Rd Spring Hill, FL 34609

Business Name and Address: Addessi Financial Partners

Phone Number: 727-534-8992

E-mail address: a4lyon@aol.com

☑ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

To help provide insight into the needs of the community and how the school can help meet those needs.

6. What is your understanding of the appropriate role of a public charter school board member?

Safeguarding the mission, ensuring academic and financial performance, and holding school leadership accountable.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   Current board member for BEST Academy.
8. Describe the specific knowledge and experience that you would bring to the board.

   I have served on several community boards for the past 15 or more years including serving as president of the board for LVIB in New Port Richey, FL.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   Every child can thrive when provided with high-quality instruction, individualized supports, and meaningful learning experiences.
2. What is your understanding of the school's proposed educational program?

For Brooksville: strong emphasis on science, technology, engineering, the arts, and mathematics (STEAM). For Spring Hill: integrating visual arts, music, movement, and creative expression across core academic subjects.

3. What do you believe to be the characteristics of a successful school?
   One that serves the local families by providing education and resources that both meet children where they currently are academically but then challenges their growth and development
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

   Annual academic and financial/operational goals should be monitored through clear metrics, structured reporting, and disciplined follow-up at every board meeting.

5. What do you see as your role regarding the school leaders?

To hire, support, and hold one chief school leader accountable for achieving the charter's academic, financial, and organizational goals-while not intruding into day-to-day management.

Governance

1. Describe the role that the board will play in the school's operation.
   Responsible for ensuring the organization's adherence to the Charter Contract and the Hernando County School Board, set policy, provide financial oversight, monitor compliance efforts, and take appropriate action to address any instances of non-compliance.
2. How will you know if the school is successful at the end of the first year of operation?
   Academic, financial, organizational, and compliance metrics.
3. How will you know at the end of four years of the school is successful?
   defined by clear, multi-year academic, financial, organizational, and mission-specific outcomes.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   Clarify mission/goals, build strong governance and oversight systems, school leader evaluations, budget review/approval.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   Review board bylaws, code of ethics, conflict-of-interest policy, and any governance or misconduct procedures, consult with board chair or co-chair, consult with legal counsel, and escalate as necessary.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process; NA

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and NA

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

NA

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ○ Yes ◉ ~~Yes~~-- NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Background and Contact Information

Aaron Lyon
13586 Banyan Rd Spring Hill, FL 34609
Addessi Financial Partners
727-534-8992
a4lyon@aol.com
Resume attached

School Mission and Program

2. For Brooksville: strong emphasis on science, technology, engineering, the arts, and mathematics (STEAM). For Spring Hill: integrating visual arts, music, movement, and creative expression across core academic subjects.

3. One that serves the local families by providing education and resources that both meet children where they currently are academically but then challenges their growth and development.

4. Annual academic and financial/operational goals should be monitored through clear metrics, structured reporting, and disciplined follow-up at every board meeting.

5. To hire, support, and hold one chief school leader accountable for achieving the charter's academic, financial, organization goals— while not intruding into day-to-day management.

Governance

1. Responsible for ensuring the organization's adherence to the Charter Contract and the Hernando County School Board, set policy, provide financial oversight, monitor compliance efforts, and take appropriate action to address any instances of non-compiance.

5. Review board bylaws, code of ethics, conflict-of-interest policy, and any governance or misconduct procedures, consult with board chair or co-chair, consult with legal counsel, and escalate as necessary.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Aaron Lyon

Aaron M Lyon — *Signature*

Jan 26, 2026 — *Date*

AARON MYERS LYON

13586 BANYAN RD
SPRING HILL, FL 34609
PHONE 727-534-8992 EMAIL A4LYON@AOL.COM

OBJECTIVE

I am a financial professional who enjoys developing simplified solutions for complex situations. I utilize my education, skills, and work experience, while keeping customer service and my clients' needs the top priority and contributing to the goals and overall success of the company.

EDUCATION

Auburn University, Auburn, AL
Bachelor of Science Business Administration & Aviation Management **December 2008**

WORK EXPERIENCE

Addessi Financial Partners, Lutz, FL
Financial Planner **June 2021 – Present**

- Conduct client meetings with financial advising team
- Identify clients short and long term financial, estate, and tax goals
- Provide unique recommendations that strategically align with clients' objectives

Wells Fargo Bank, Spring Hill, FL
Premier Banker, Assistant Vice President **January 2016 – June 2021**

- Assess the needs of affluent clients through a consultative conversation
- Develop a customized financial strategy that matches clients' goals and estate planning needs
- Partner with other specialty lines of business to offer a complete concierge level service to clients

Wells Fargo Bank, Spring Hill, FL
Branch Manager II, Assistant Vice President **February 2013 – January 2016**

- Coach 12 team members on daily productivity and career development
- Develop partnerships with other lines of business driving increased productivity and cross-sell penetration
- Developed and led monthly affluent meeting for Pasco East District

Wells Fargo Bank, New Port Richey, FL
Branch Manager I **October 2012 – February 2013**

- Provided consistent sales and service coaching of 9 team members
- Built a cohesive, customer-centric team environment

SunTrust Bank, Hudson, FL
Assistant Branch Manager **March – October 2012**

- Coached 4 team members in sales performance and operations
- Reviewed team member daily sales plans
- Developed new methods of tracking current performance against goals
- Store ranked 4th in production out of all In-Store locations throughout the company

Page One Consultants, Inc., Orlando, FL
Aviation Planner **February 2010 – October 2010**

- Airport Growth Planning
- FAA Regulation Compliance
- Airport Master Plans

Lakeland Linder Regional Airport, Lakeland, FL **August 2009 – January 2010**
Operations Management Intern **May – August 2007**

- Reviewed/Updated Airport Policies & Procedures
- Ensured Federal Regulations compliance
- Helped integrate new ARFF Unit

Auburn Robert G. Pitts Airport, Auburn, AL
Line Crewman **February 2007 – May 2007**

- Customer Service, Sales, Aircraft Fueling, Airplane Marshalling, Grounds Maintenance

U.S. Space & Rocket Center, Huntsville, AL
Aviation Challenge & Space Camp Team Leader **January – June 2005**

- Taught Aviation & Space History
- Led groups of 20-40 people in team building exercises

RELEVENT COURSE WORK & SKILLS

Licenses & Certifications

- CERTIFIED FINANCIAL PLANNER® professional, FINRA Series 7, Series 66, Florida Life & Annuity 214, Florida Notary Public

Business Courses

- The Ken Blanchard Company Situational Leadership I & II, , Strategic Management, Human Resource Management, Business Marketing, Business Law, Managerial Accounting, Business Statistics, Microsoft Word, Excel, PowerPoint, Access

Aviation Courses

- Advanced Aerodynamics, Propulsions & Systems, Physics, Airport Management, International Airline Operations, Aviation Safety, Air Traffic Control, Aviation Law

PILOT CERTIFICATIONS

- Single-Engine Land & Sea, Multi-Engine Land, Instrument Airplane

COMMUNITY INVOLVEMENT

Trail Life USA, Odessa, FL
Registered Adult Leader **2023 - Present**

Civil Air Patrol Hernando County Composite Squadron, Brooksville, FL
Deputy Commander **2023 - Present**

You Thrive Florida, Brooksville, FL
Board Member & Finance Committee Member **2015 - Present**

Lighthouse for the Visually Impaired and Blind, Port Richey, FL
President of the Board & Chairman of the Finance Committee **2015 – Present**

Civil Air Patrol Pasco Cadet Squadron, New Port Richey, FL
Cadet Deputy Commander **1996 - 2003**

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary School of Brooksville STEAM

2. Full name: Tracy Ann Ramirez

Home Address: 55 Hancock Lake Rd

Business Name and Address: Toner & Ramirez, 122 W. Fort Dade Avenue, Brooksville, FL 34601

Phone Number: 8138101145

E-mail address: tracy@tonerramirez.com

☑ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☐ Yes ■ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ■ No

5. Why do you wish to serve on the board of the proposed charter school?
Board Member of You Thrive

6. What is your understanding of the appropriate role of a public charter school board member?

Board Member - policy making decisions.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

No

8. Describe the specific knowledge and experience that you would bring to the board.

I am an attorney with 31 years of practice in the areas of insurance defense and personal injury.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Stem and art - K-8

2. What is your understanding of the school's proposed educational program?

Stem and Art

3. What do you believe to be the characteristics of a successful school?

Quality of learning

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Being informed

5. What do you see as your role regarding the school leaders?

Board Member

Governance

1. Describe the role that the board will play in the school's operation.

Planning level decisions.

2. How will you know if the school is successful at the end of the first year of operation?

Student retention

3. How will you know at the end of four years of the school is successful?

Student retention

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

A curriculum that caters to stem and articstic children.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Make a motion with the Board to discuss the issues.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process; NA

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and NA

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

NA

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes ◉ ~~Yes~~-- NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

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2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

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Name: Tracy Ramirez

Tracy Ramirez (Jan 26, 2026 12:51:15 EST) — Jan 26, 2026

Signature *Date*

Tracy Ann Ramirez

EMPLOYMENT

Partner **Toner & Ramirez, P.A. Spring Hill, Florida.** *September 2011 to present.* Founding Partner of Plaintiff's Personal Injury Law Firm. Representing persons injured in automobile accidents and premises liability cases. Responsible for cases from pre-suit through trial.

Attorney **Lucas, Green & Magazine, New Port Richey, Florida.** *June, 2009 to September 2011.* Plaintiff's personal injury law firm practice. Litigated cases involving personal injuries, including, but not limited to, automobile accidents, premises liability, and dog bites. Caseload of approximately 100 cases. Primarily responsible for all aspects of the case.

Attorney **Law Offices of John J. Pine, Tampa, Florida.** *February 1998 to 2009.* Senior Litigation Attorney for The Hartford Insurance Group. Defense counsel for Hartford insureds in the areas of automobile liability, premises liability, and products liability. Defense counsel for The Hartford Insurance Group's affiliated companies in uninsured motorist coverage suits. Averaged a caseload of 75 lawsuits. Responsible for all pleadings, discovery, motions, hearings, mediations, and trials. Experienced in taking depositions of parties, lay witnesses, expert witness, medical experts, economists, and engineers. Jury trial experience in premises liability and automobile negligence personal injury cases. Bench trial experience in property damage cases.

Attorney **Hillsborough County Attorney's Office, Tampa, Florida.** *June 1995 to February 1998.* General civil litigation defense practice for Hillsborough County. Defense of personal injury and wrongful death lawsuits against Hillsborough County. Cases concentrated in the areas of automobile negligence and premises liability. Responsible for all aspects of the case, including discovery, motion practice, trial and appellate proceedings. Experienced in taking depositions of experts in the fields of accident reconstruction, human factors, civil engineering, and various areas of medicine. Jury trial and bench trial experience.

Attorney **Black & Jung, P.A., Tampa, Florida.** *January 1995 to June 1995.* Practiced in the areas of insurance defense, personal injury, landlord-tenant, probate, immigration law, criminal law, and commercial litigation.

EDUCATION

J.D. **University of Illinois, College of Law, Champaign-Urbana, Illinois.** *May 1994.*

B.A. **Georgetown University, Washington, D.C.** *May 1991.* Major: History.

MEMBERSHIPS

Legal Florida Bar, Federal Court (Middle District of Florida), Florida Justice Association, Tampa Bay Trial Lawyers Association

Social Mid-Florida Community Services, (Board of Directors), Hernando Hispanic Heritage (Legal Counsel), Democratic Women's Club of Hernando County (President), Georgetown University Alumni Association, African American Club of Hernando County, Latin American Cultural Club Association, GFWC Historic Brooksville Women's Club (Board of Directors), Labrador Retriever Rescue of Florida, Inc., and South Creek Foxhounds (Colors).

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Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: You Thrive Elementary School of Brooksville STEAM

2. Full name: Evone Jackson

Home Address: 510 Jackson St Wildwood Fl 34785

Business Name and Address: Hernando Charter School

Phone Number: 352(274-7646)

E-mail address: evonejac@yahoo.com

☑ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☑ Yes ☐ No
Dependent on applicant's experience

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☑ Yes ☐ No
Dependent on applicants experience

5. Why do you wish to serve on the board of the proposed charter school?
Dependent on applicant

6. What is your understanding of the appropriate role of a public charter school board member?

Safeguarding the mission, ensuring academic and financial performance, and holding school leadership accountable.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Current board member for Best Academy.

8. Describe the specific knowledge and experience that you would bring to the board.

Dependent on applicant's experience

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Every child can thrive when provided with high-quality instruction individualized, supports, and meaningful learning experiences.

2. What is your understanding of the school's proposed educational program?
For Brooksville: strong emphasis on science, technology, engineering the arts, and mathematics (STEAM). For Spring Hill: integrating visual arts, music, movement, and creative expression across core academic subjects.

3. What do you believe to be the characteristics of a successful school?
Dependent on applicant.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Annual academic and financial/operational goals should be monitored through clear metrics, structured reporting reporting, and disciplined follow-up at every board meeting.

5. What do you see as your role regarding the school leaders?
To hire, support, and hold one chief school leader accountable for achieving the charter's academic, financial, organization goals— while not intruding into day-to-day management.

Governance

1. Describe the role that the board will play in the school's operation.
Responsible for ensuring the organization's adherence to the Charter Contract and the Hernando County School Board set policy, provide financial oversight, monitor compliance efforts, and take appropriate action to address any instances of non-compliance.

2. How will you know if the school is successful at the end of the first year of operation?
Academic,financial,operational goals should, and compliance metrics.

3. How will you know at the end of four years of the school is successful?
defined by clear, multi- year academic, financial, organizational and mission-specifics outcomes.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Clarity mission/goals, build strong governance and oversight systems, school leader evaluations, budget review/approval.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Review board bylaws, code of ethics, conflict-of-interest policy, and any governance or misconduct procedures, consult with board chair or co-chair, consult with legal counsel, and escalate as necessary.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process; NA

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and NA

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

NA

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
○ Yes ◉ ~~Yes~~-- NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Background and Contact Information

Evone Jackson
510 Jackson St Wildwood Fl 34785
352(274-7646)
evonejac@yahoo.com
Resume attached

School Mission and Program

2. For Brooksville: strong emphasis on science, technology, engineering the arts, and mathematics (STEAM). For Spring Hill: integrating visual arts, music, movement, and creative expression across core academic subjects.

4. Annual academic and financial/operational goals should be monitored through clear metrics, structured reporting, and disciplined follow-up at every board meeting.

5. To hire, support, and hold one chief school leader accountable for achieving the charter's academic, financial, organization goals— while not intruding into day-to-day management.

Governance

5. Review board bylaws, code of ethics, conflict-of-interest policy, and any governance or misconduct procedures, consult with board chair or co-chair, consult with legal counsel, and escalate as necessary.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Evone Earlene Jackson

Evone Earlene Jackson (Jan 26, 2026 13:39:52 EST) — Jan 26, 2026

Signature *Date*

EVONE JACKSON

Brooksville, FL | Community Advocate & Early Childhood Education Leader

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PROFESSIONAL EXPERIENCE

Intake Specialist

New Covenant United Methodist Church | Wildwood, FL | Present

- Greet and welcome individuals with warmth and compassion, creating meaningful first interactions
- Assess and connect community members with church resources and support services
- Demonstrate commitment to uplifting those in need through attentive, professional service

Part-Time Team Member

Bargains and Blessings Community Thrift Store | Wildwood, FL | Present

- Provide exceptional customer service with a focus on building community connections
- Support thrift store operations while maintaining commitment to community upliftment
- Transform routine transactions into meaningful interactions that reflect organizational values

Early Childhood Education Specialist

Head Start Program | 30+ Years

- Spearheaded early childhood education initiatives, nurturing critical development during formative years
- Empowered families to envision and achieve brighter futures through education-focused programs
- Leveraged profound understanding of child development and transformative power of education
- Served as cornerstone in advancing early learning quality and family engagement

---

BOARD SERVICE & LEADERSHIP

Board Member

You Thrive Florida | 15 Years

- Provided strategic insights and inspiring leadership on program development and implementation
- Drove impactful community programs advancing organizational mission
- Shaped direction and success of youth empowerment and family support initiatives
- Consistently brought valuable perspectives to board-level decision-making

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CORE COMPETENCIES

- Community Advocacy & Engagement
- Early Childhood Education
- Family Empowerment & Support
- Leadership Development
- Program Planning & Implementation
- Stakeholder Relations
- Compassionate Client Services
- Team Collaboration
- Organizational Development
- Youth Mentorship

ORGANIZATIONAL CHART

COLOR KEY

- GOVERNING BOARD MEMBERS
- EXECUTIVE
- PROGRAM
- DEPARTMENT
- INDIVIDUAL

Governing Board of Directors
JENNENE NORMAN-VACHA, CHAIR
JAMES MORRIS, CO-CHAIR
TRACY RAMIREZ, SECRETARY
MICHELLE ALFORD
STEVE CHAMPION
EVONE JACKSON
AARON LYONS
DONNA MAAS
THOMAS VALDEZ
ANGELYS SAEZ

Chief Executive Officer
MAT KLINE

Chief Operating Officer
STEVE HOMAN

- **Community Assistance (14)** — **Community Assistance Director** KAREN SCHULZ
- **House to Home (1)** — **House to Home Director** Richard Sanvenero
- **Senior Services (41)** — **Senior Services Director** Melanie Harrison
- **Facilities West (2)** — **Director of Facilities (West)** David Grant
- **Facilities East (3)** — **Director of Facilities (East)** Clarence Lovelace, Jr.
- **IT Department (2)** — **IT Director** CHAD JOHNSTON
- **Administrative Coordinator** LORENA GRIFFIN
- **Development & Communications Manager** VACANT

Chief Finance Officer
KRIS BATES

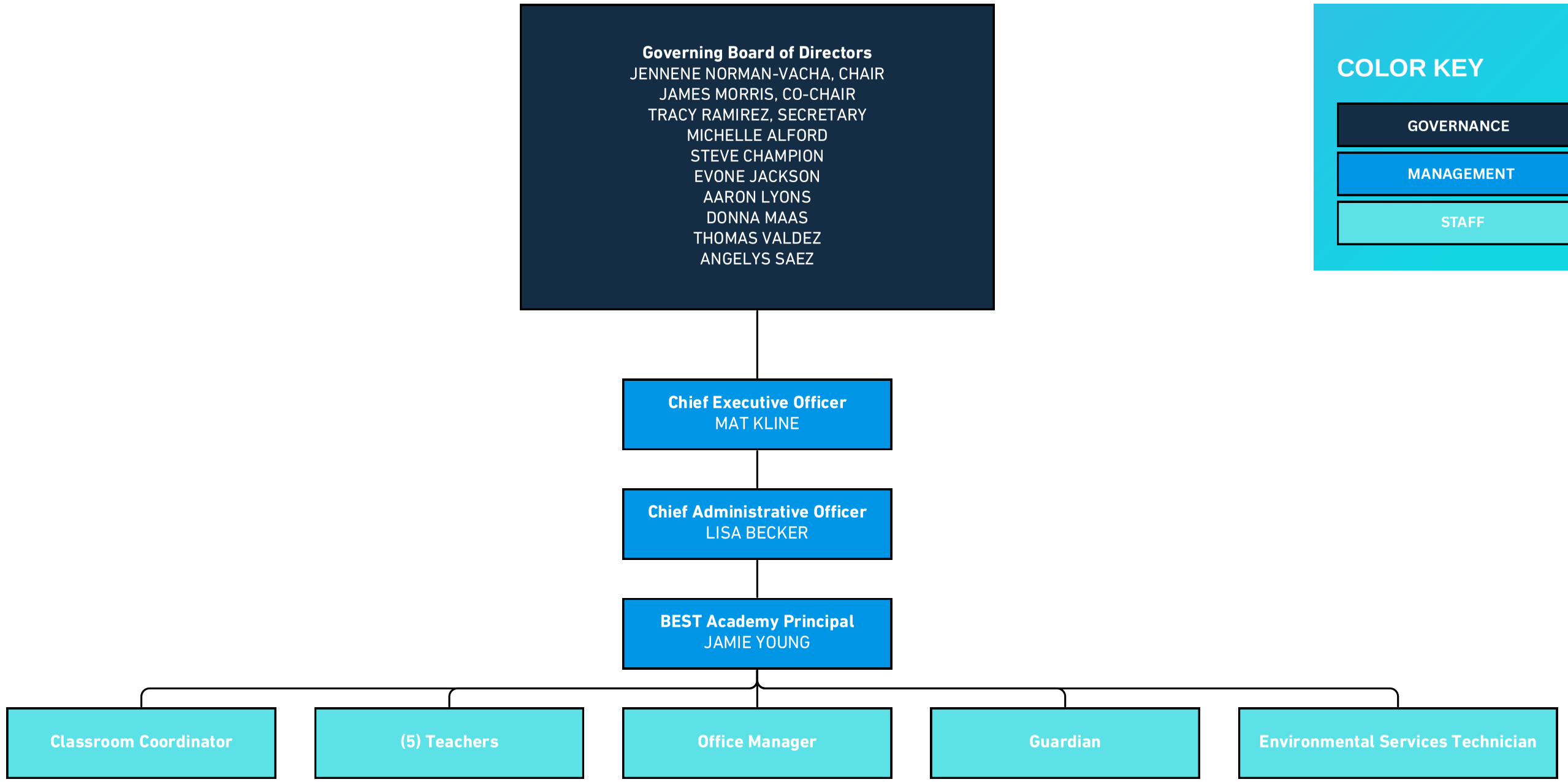
- **VP of Finance** MICHAEL ALOIAN
- **Controller** CRISTY LABADIE
  - **Finance Department (5)**

Chief Administrative Officer
LISA BECKER

- **Children's Advocacy Center Director** JANINE KELL — **CAC (9)**
- **BEST Academy Principal** JAMIE YOUNG — **BEST Academy Charter School (9)**
- **Early Learning Programs Director** TANYA STONE — **Early Learning (242)**
- **Transportation Director** JEFF COTTRELL — **Paratransit (7)**
- **Human Resources Director** VANESSA QUALIANA — **HR Department (2)**
- **Executive Administrative Coordinator** MELISSA MACE

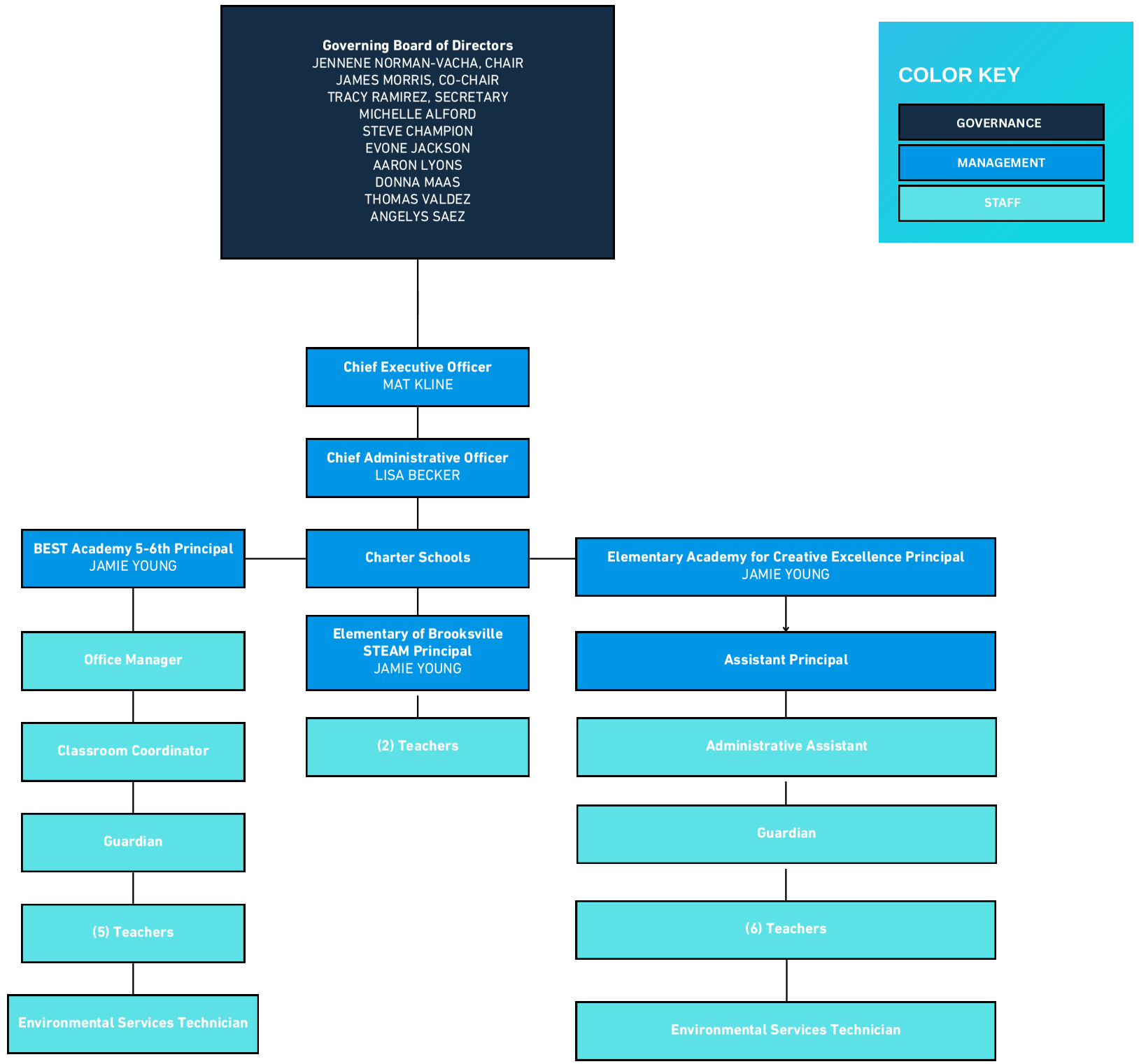
PRE-OPERATIONAL YEAR

ORGANIZATIONAL CHART



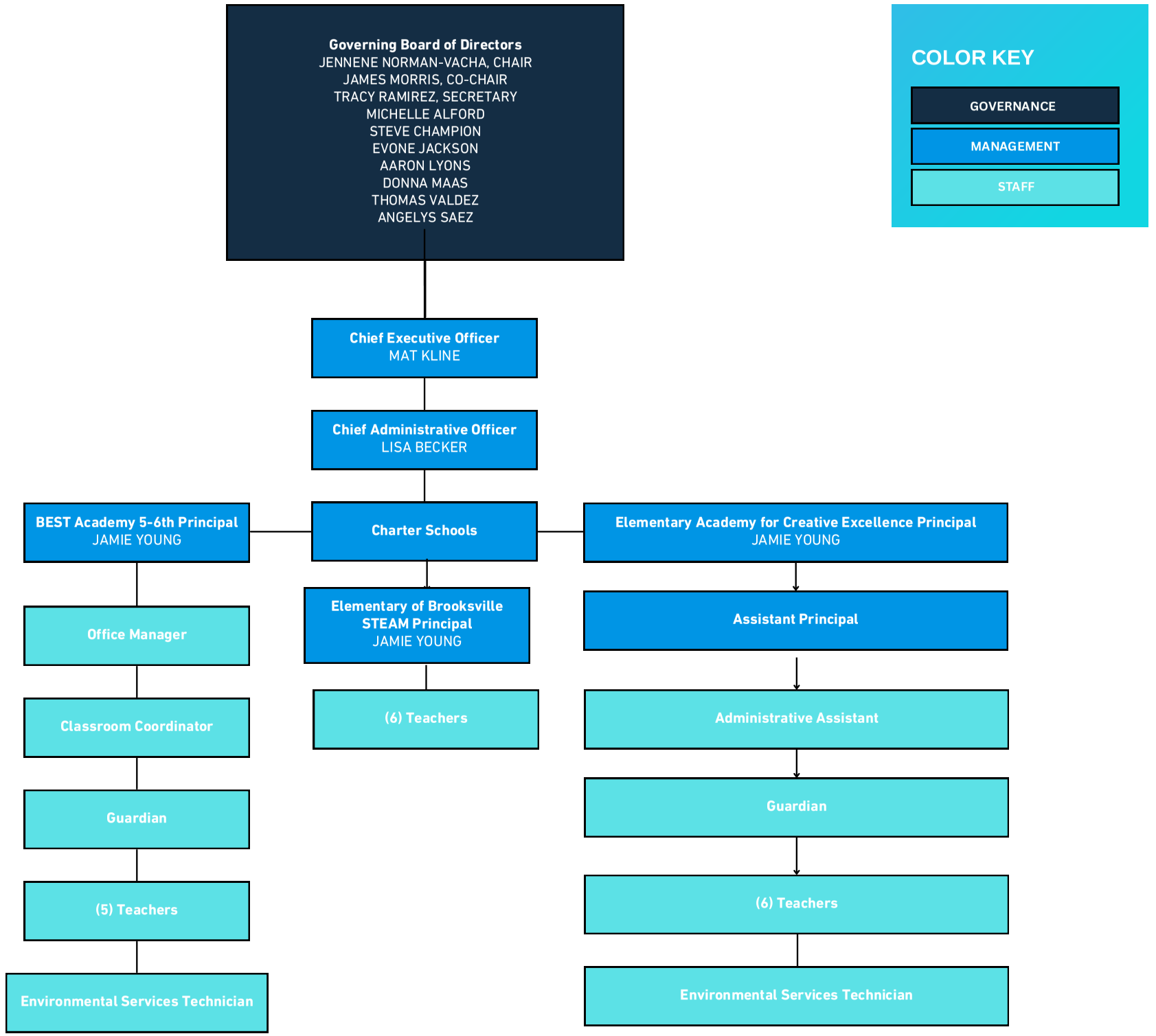
1ST YEAR OF OPERATION

ORGANIZATIONAL CHART



AT FULL CAPACITY/END OF CHARTER TERM

ORGANIZATIONAL CHART



You Thrive Florida
820 Kennedy Blvd.
Brooksville, FL 34601
Phone: 352-796-1425 Fax: 352-796-7500

Attachment N

Print Name: _____

POSITION TITLE:	Principal
DEPARTMENT:	Charter Schools
SUPERVISED BY:	Chief Administrative Officer

JOB DESCRIPTION

POSITION SUMMARY: The school Principal provides Leadership and direction to ensure a safe, inclusive, and highly performing learning environment. Responsible for overseeing daily operations, staff supervision, student achievement, and community engagement, the principal fosters a positive school culture that supports academic excellence and personal growth for all students.

ESSENTIAL JOB FUNCTIONS:

- Supervise all aspects of the school's educational program
- Assume responsibility for development, implementation and evaluation of curriculum designed to better meet needs of students
- Take action to increase student achievement scores on standardized tests
- Assume responsibility in the development, revision, implementation and evaluation of School Improvement
- Maintain high standard of student conduct and enforce discipline, according to due process rights to students
- Assume responsibility for the implementation and observance of all board policies and regulations by the school's staff and students
- Take action to build effective teams within the school
- Effectively communicate with staff, students, parents and community groups
- Establish and maintain a positive collaborative relationship with students' families to increase student achievement
- Work with stakeholders to establish goals that are congruent with the school's continuous improvement efforts
- Assume responsibility for the safety and administration of the school facilities
- Act as a liaison between the school and community and encourage community participation in school life
- Assume responsibility for assisting with hiring, training, supervising and evaluating school personnel
- Make decisions regarding the effectiveness of employee performance including recommending dismissal when necessary
- Conduct meetings of the staff for proper functioning of the school

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Print Name: _____

- Establish and maintain individual professional development plans linked to student performance and clearly-defined training activities that result in better student performance
- Assume responsibility for the preparation and management of the school budget
- Delegate authority and responsibility to appropriate personnel to ensure that school activities and programs are effectively supervised and implemented
- Use a systematic process to receive and provide feedback about the progress of work being done
- Sustain focus and attention to detail
- Uses and follows the policies/procedures of charter school, federal, state and local regulations/laws, and federal regulations/laws including applicable transmittal notices, and other administrative orders/directions.
- Uses and follows the policies/procedures of You Thrive Florida, including but not limited to Personnel Policies, Occupational Health and Safety policies, payroll policies/practices, etc.

NON-ESSENTIAL/SECONDARY FUNCTIONS:

Performs any additional duties as directed or assigned by supervisor, management staff, program director or You Thrive Florida management staff. This description is intended to convey information essential to understanding the scope of the position and is not intended to be an exhaustive list of skills, efforts, duties, responsibilities, or working conditions associated with the position.

TERMS OF EMPLOYMENT:

12-month employment

JOB STANDARDS:

Education: Master's degree required

Experience: Minimum of three (3) years experience as an assistant principal or dean

Licenses & Certifications: Hold Florida certification in Educational Leadership or School Principal, Florida driver's license and be insurable by Company's current insurance carrier. Subject to federal, state and local legal requirements/background checks.

CRITICAL SKILLS, ABILITIES, & EXPERTISE:

Physical Requirements: These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the position. Talking,

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standing, sitting, squatting, kneeling, use of fingers, arms, hands, legs, walking, stretching/reaching, handling, grasping, climbing, bending at the waist, turning, balancing, pushing, pulling, use of depth perception, carrying and lifting (up to 50 lbs.), and driving are constant. Good eyesight (correctable) and hearing (correctable) are essential. Exerting up to 100 lbs of force occasionally and/or up to 50 lbs of force frequently, and/or up to 20lbs of force regularly or as needed to move objects.

Equipment: Computer, facsimile, copy machine, calculator, multi-line phone and other small office and instructional equipment and vehicle.

Skills & Expertise: Strong leadership, communication, and organizational skills with the ability to manage school operations, support staff development, and promote academic excellence. Proficient in instructional leadership, data-driven decision-making, and building positive relationships with students, parents, and the community. Committed to creating an inclusive, safe, and high-performing learning environment.

ENVIRONMENTAL JOB FACTORS:

Job Location: You Thrive Elementary School of Brooksville, in Brooksville, FL

Work Environment: While performing the responsibilities of the position, these work environment characteristics are representative of the environment the employee will encounter. Office environment and working alone and with others frequently. Working with office equipment is frequent. Occasionally outdoors and operates a vehicle.

By signing below, Employee acknowledges that he or she has read this Job Description and the requirements contained herein. Employee certifies that he or she has the qualifications and skills required and has the ability to complete the physical requirements of their job duties.

Reasonable accommodation will be made for otherwise qualified individuals with a disability.

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

☐ REVIEWED ☐ REVISED	ON: 00/00/0000 BY:
W/C CODE: 8810	FLSA STATUS: Exempt

Attachment N

Jamie Young

8891 S. Lakeshore Drive • Floral City, FL 34436
352-263-6038 | youngwillows@yahoo.com

Professional Summary

Accomplished educator with almost 20 years of leadership experience in public education. Expertise in curriculum development, educational program management, and fostering community partnerships. Proven track record in improving instructional delivery, increasing student enrollment, and promoting academic excellence. Highly skilled in team leadership, technology integration, and program implementation. Dedicated to creating safe, innovative learning environments that empower both students and staff.

Core Competencies

- Program & Curriculum Development
- Educational Leadership & Administration
- Team Building & Staff Development
- STEM & Technology Integration
- Data Analysis & Performance Management
- Safety & Crisis Management
- Budgeting & Resource Allocation
- Community & Stakeholder Engagement

Professional Experience

Brooksville Engineering Science and Technology Academy Charter — *Brooksville, FL*
Principal | *April 2022 - Present*

- Spearheaded the design and implementation of a STEM-focused curriculum, preparing students for careers in engineering, science, and technology.
- Fostered partnerships with local businesses, universities, and community organizations to provide internships, mentorships, and real-world experiences for students.
- Managed all school operations, including budgeting, staff supervision, and ensuring compliance with state educational standards.
- Developed a state-of-the-art technology lab, enhancing access to modern tools and equipment for students.
- Led efforts to secure grants and additional funding for educational programs and facility upgrades.

- Promoted student engagement through extracurricular clubs, challenges, and academic competitions in science and technology.

Hernando County Schools — *Brooksville, FL*
Executive Director, Teaching, Learning & Technology | *2014 - 2015*

- Managed multiple departments (ESE, Student Education, Technology, and Academic Services) to improve educational delivery across 22 district schools.
- Worked with senior leadership to implement district-wide strategies that raised student achievement and operational efficiency.
- Directed a team of managers and administrators, fostering a collaborative and effective work environment.
- Led efforts to achieve district accreditation by presenting documentation and ensuring compliance with best practices.
- Developed and implemented a district-wide safety training program for student services and staff.

Principal, Powell Middle School & Performing Arts Center | *2011 - 2014*

- Supervised 100+ staff members and ensured the smooth operation of daily school activities for 900-1,000 students.
- Launched a successful Performing Arts Program and reallocated resources to increase student engagement and performance.
- Utilized the Charlotte Danielson Framework for Teacher Evaluation to improve teaching quality and professional development.
- Implemented a successful anti-bullying program, resulting in a significant reduction in bullying incidents.
- Led the school's math initiative, earning recognition from the Governor for the highest improvement in math scores in 2013.

Assistant Principal, Powell Middle School & Performing Arts Center | *2009 - 2011*
Assistant Principal, Eastside Elementary School | *2006 - 2008*
Fourth Grade Teacher, Chocachatti Elementary School | *2004 - 2006*
Sixth Grade Teacher, Powell Middle School | *2003*
Fourth Grade Dropout Prevention Teacher, Pinegrove Elementary | *2002*

Pasco Hernando Community College — *Brooksville, FL*
Adjunct Professor | *2006 - 2007*

- Taught pre-certification courses and provided career guidance to aspiring educators.

Tampa Fire Rescue — *Tampa, FL*
Public Education Officer | *1994 - 1999*

- Developed and launched Life Safety Education programs, reaching 60,000+ residents annually.

- Trained fire personnel and increased community awareness of fire safety protocols.

St. Pete Fire & Rescue — *Tampa, FL*
Public Education Technician | *1991 - 1994*

- Created educational exhibits and provided fire safety programs to local schools and community centers.
- Secured state funding to install smoke alarms in thousands of homes.

Education

University of South Florida — *Tampa, FL*
Master of Arts in Educational Leadership | *2005*
Bachelor of Arts in Elementary Education | *2003*

Certifications & Licenses

- **Educational Leadership Certification**, State of Florida

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Attachment P

Print Name: _____

POSITION TITLE:	Education Beyond the Classroom (EBC) Coordinator
DEPARTMENT:	Charter Schools
SUPERVISED BY:	Principal

JOB DESCRIPTION

POSITION SUMMARY: The Education Beyond the Classroom Coordinator is responsible for coordinating learning opportunities with the EBC Teacher and subject area teachers to connect the learning in the classroom through field trips and community experiences.

ESSENTIAL JOB FUNCTIONS:

- Planning and implementing the daily, integrated, outdoor activity program.
- Establishing and maintaining relationships with volunteers, outside instructors, and contracted service providers.
- Management of student conduct in all aspects of the Experiential Activity Program.
- Management, organization and maintenance of the EAP equipment and gear.
- Management of student movement including transitioning, staffing, and participation in given activity.
- Implementation of a daily character education program, including life-skills.
- Integrate physical education, team building, and personal fitness activities within the EBC program.
- Implementing EBC activities that support the core curriculum.
- Transporting students to and from activity locations.
- Responsible handling of teaching materials and gear/equipment.
- Assessment of student knowledge and skills taught through this program.
- Uses and follows the policies/procedures of charter school, federal, state and local regulations/laws, and federal regulations/laws including applicable transmittal notices, and other administrative orders/directions.
- Uses and follows the policies/procedures of You Thrive Florida, including but not limited to Personnel Policies, Occupational Health and Safety policies, payroll policies/practices, etc.

NON-ESSENTIAL/SECONDARY FUNCTIONS:

Performs any additional duties as directed or assigned by supervisor, management staff, program director or You Thrive Florida management staff. This description is intended to convey information essential to understanding the scope of the position and is not intended to be an exhaustive list of skills, efforts, duties, responsibilities, or working conditions associated with the position.

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Brooksville, FL 34601
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Print Name: _____

JOB STANDARDS:

Education: High School Diploma or equivalent required.

Experience: No experience required, however experience working with students in a school or educational setting preferred.

Licenses & Certifications: **May require** a Valid Commercial Driver's License (CDL) Class "B" with School Bus Endorsement and be insurable by Company's current insurance carrier. **MUST obtain** a First aide, CPR& Lifeguarding from a Nationally Recognized Organization (ARC, BSA, YMCA), Hernando County Health Department Epi-Pen Certification and Medication Distribution, Subject to federal, state and local legal requirements/background checks.

CRITICAL SKILLS, ABILITIES, & EXPERTISE:

Physical Requirements: These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the position. Talking, standing, sitting, squatting, kneeling, use of fingers, arms, hands, legs, walking, stretching/reaching, handling, grasping, climbing, bending at the waist, turning, balancing, pushing, pulling, use of depth perception, carrying and lifting (up to 50 lbs.), and driving are constant. Good eyesight (correctable) and hearing (correctable) are essential. Exerting up to 50 pounds of force occasionally and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force regularly or as needed to move objects.

Equipment: Computer, facsimile, copy machine, calculator, multi-line phone and other small office and instructional equipment and vehicle.

Skills & Expertise: Ability to create engaging, inclusive learning environment, adapt teaching strategies to meet diverse learning needs, strong communication skills, classroom management, and collaboration skills.

ENVIRONMENTAL JOB FACTORS:

Job Location: You Thrive Elementary School of Brooksville, in Brooksville, FL

Work Environment: While performing the responsibilities of the position, these work environment characteristics are representative of the environment the employee will encounter. Office environment and working alone and with others frequently. Working with office equipment is frequent. Occasionally outdoors and operates a vehicle.

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Print Name: _____

By signing below, Employee acknowledges that he or she has read this Job Description and the requirements contained herein. Employee certifies that he or she has the qualifications and skills required and has the ability to complete the physical requirements of their job duties.

Reasonable accommodation will be made for otherwise qualified individuals with a disability.

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

☐ REVIEWED ☐ REVISED	ON: 00/00/0000 BY:
W/C CODE: 8810	FLSA STATUS: Non-Exempt

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Attachment P

Print Name: _____

POSITION TITLE:	Enivronmental Services Technician
DEPARTMENT:	Charter Schools
SUPERVISED BY:	Principal

JOB DESCRIPTION

POSITION SUMMARY: The Environmental Services Technician is responsible for supporting a safe, clean, and healthy school environment through routine monitoring, maintenance, and environmental safety practices.

ESSENTIAL JOB FUNCTIONS:

- Restrooms: Clean and disinfect walls, toilets, sinks, countertops, light switches, stalls, urinals, door handles and floors daily; fill paper products and hand soap as needed
- Outside of Buildings: (daylight hours only) Pick up trash; make sure all doors and windows are locked daily; sweep sidewalks and clean outside windows and knock down cobwebs as needed
- Staff Lounges: Clean tables, counters and floors daily; empty refrigerator as directed
- Classrooms and Offices: Disinfect contact areas including desks. Horizontal dusting (tops of clocks, screens, sills, etc.); clean doors, marker boards and trays, windows, pencil sharpeners, spot clean walls and counter tops daily; empty wastebaskets and trash daily; vacuum and spot clean carpets daily; mop and/or dust resilient floors daily; clean blinds as needed; clean air conditioning vents as needed; change light bulbs as needed
- Halls, Cafeteria and PE: Clean carpet, floors, walls, sanitize drinking fountain, clean walk off and mats daily; clean entrance glass as needed
- Storage and Equipment Rooms: Maintain in a clean, organized and efficient manner. Keep chemicals stored properly. Empty mop bucket. Clean floors, walls, shelves and sinks as needed
- Equipment: Empty vacuum cleaner/change bag and clean brushes as needed; maintain mops, buckets and all equipment daily; check supplies daily
- Install bulletin boards, marker boards, pencil sharpeners, ceiling tiles, school furniture and equipment
- Maintain carpets
- Resurface floors
- Repair furniture and equipment
- Assist with deliveries and unload trucks

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Brooksville, FL 34601
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Print Name: _____

- Make administrator aware of any problems
- Assume responsibilities for having site open and/or closed if needed
- Make minor maintenance repairs including painting of surfaces
- Attend training classes and workshops
- Uses and follows the policies/procedures of charter school, federal, state and local regulations/laws, and federal regulations/laws including applicable transmittal notices, and other administrative orders/directions.
- Uses and follows the policies/procedures of You Thrive Florida, including but not limited to Personnel Policies, Occupational Health and Safety policies, payroll policies/practices, etc.

NON-ESSENTIAL/SECONDARY FUNCTIONS:

Performs any additional duties as directed or assigned by supervisor, management staff, program director or You Thrive Florida management staff. This description is intended to convey information essential to understanding the scope of the position and is not intended to be an exhaustive list of skills, efforts, duties, responsibilities, or working conditions associated with the position.

TERMS OF EMPLOYMENT:

10-, 11-, or 12-month employment

JOB STANDARDS:

Education: High School diploma or General Education Diploma (GED) required

Experience: 1-3 years experience minimum in custodial or janitorial work is preferred, especially in school or institutional settings. Must be reliable, detail-oriented, and able to work independently or as part of a team. Basic knowledge of cleaning equipment, supplies, and safety procedures required.

Licenses & Certifications: Must complete the first available forty (40) hour environmental service training/certification class after hire date. Florida driver's license and be insurable by Company's current insurance carrier. Subject to federal, state and local legal requirements/background checks.

CRITICAL SKILLS, ABILITIES, & EXPERTISE:

Physical Requirements: These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the position. Talking, standing, sitting, squatting, kneeling, use of fingers, arms, hands, legs, walking, stretching/reaching, handling, grasping, climbing, bending at the waist, turning, balancing, pushing, pulling, use of depth perception, carrying and lifting (up to 50 lbs.), and driving are constant. Good eyesight (correctable) and hearing (correctable) are essential. Exerting up to 100 lbs of force occasionally and/or up to 50 lbs of force frequently, and/or up to 20lbs of force regularly or as needed to move objects.

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Print Name: _____

Equipment: Uses and operates standard custodial and light maintenance equipment and tools, including but not limited to commercial vacuums, backpack vacuums, floor, scrubber/buffers, wet/dry vacuums, carpet extractors, mops, buckets, brooms, dust mops, floor signage, ladder/step stools, hand tools, and cleaning/disinfecting chemicals and dispensing systems. Uses standard office equipment as needed. (computer, phone, copier.). May operate a motor vehicle for job related duties.

Skills & Expertise: Ability to work and communicate effectively with other employees and the public, knowledge of environmental service operations, procedures and building and grounds maintenance, ability to follow oral and written instructions, knowledge of sanitation and safety standards as applicable to a school, knowledge of best cleaning practices.

ENVIRONMENTAL JOB FACTORS:

Job Location: You Thrive Elementary School of Brooksville, in Brooksville, FL

Work Environment: While performing the responsibilities of the position, these work environment characteristics are representative of the environment the employee will encounter. Office environment and working alone and with others frequently. Working with office equipment is frequent. Occasionally outdoors and operates a vehicle.

By signing below, Employee acknowledges that he or she has read this Job Description and the requirements contained herein. Employee certifies that he or she has the qualifications and skills required and has the ability to complete the physical requirements of their job duties.

Reasonable accommodation will be made for otherwise qualified individuals with a disability.

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

☐ REVIEWED ☐ REVISED	ON: 00/00/0000 BY:
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Attachment P

Print Name: _____

POSITION TITLE:	Office Manager
DEPARTMENT:	Charter Schools
SUPERVISED BY:	Principal

JOB DESCRIPTION

POSITION SUMMARY: The Office Manager oversees daily administrative operations, ensuring the smooth and efficient function of the school office. Responsibilities include managing records, coordinating schedules, supporting staff and parents. The roll is key to maintaining organized communication and a welcoming school environment.

ESSENTIAL JOB FUNCTIONS:

- Greet students, parents, staff and community members
- Maintain and support strict confidentiality of student and staff records and data
- Maintain office files, dispense information and perform other clerical duties
- Prepare draft documents as requested
- Compose correspondence in reply to inquiries
- Perform necessary secretarial and clerical duties for the Principal
- Maintain permanent files
- Provide exceptional customer service support
- Assist managerial employees in a confidential manner in matters relating to labor relations, collective bargaining and threatened or actual litigation or administrative proceedings involving employment-related matters
- Research and investigate to assist in compiling data in preparing reports and supporting records
- Meet and deal with the public in an effective and courteous manner – especially in pressure situations
- Develop effective working relationships with officials, department heads and employees
- Organize the Principal's calendar and schedule appointments
- Schedule meetings and secure locations as needed
- Answer phones and direct calls as needed
- Sustain focus and attention to detail
- Uses and follows the policies/procedures of charter school, federal, state and local regulations/laws, and federal regulations/laws including applicable transmittal notices, and other administrative orders/directions.
- Uses and follows the policies/procedures of You Thrive Florida, including but not limited to Personnel Policies, Occupational Health and Safety policies, payroll policies/practices, etc.

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Print Name: _____

NON-ESSENTIAL/SECONDARY FUNCTIONS:

Performs any additional duties as directed or assigned by supervisor, management staff, program director or You Thrive Florida management staff. This description is intended to convey information essential to understanding the scope of the position and is not intended to be an exhaustive list of skills, efforts, duties, responsibilities, or working conditions associated with the position.

TERMS OF EMPLOYMENT:

12-month employment

JOB STANDARDS:

Education: High School Diploma required, Associates degree preferred.

Experience: Minimum of five (5) years of administrative support experience, including providing office support to management-level personnel.

Licenses & Certifications: Valid Florida driver's license and be insurable by Company's current insurance carrier. Subject to federal, state and local legal requirements/background checks.

CRITICAL SKILLS, ABILITIES, & EXPERTISE:

Physical Requirements: These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the position. Talking, standing, sitting, squatting, kneeling, use of fingers, arms, hands, legs, walking, stretching/reaching, handling, grasping, climbing, bending at the waist, turning, balancing, pushing, pulling, use of depth perception, carrying and lifting (up to 50 lbs.), and driving are constant. Good eyesight (correctable) and hearing (correctable) are essential. Exerting up to 50 lbs of force occasionally and/or up to 20 lbs of force frequently, and/or up to 10lbs of force regularly or as needed to move objects.

Equipment: Computer, facsimile, copy machine, calculator, multi-line phone and other small office and instructional equipment and vehicle.

Skills & Expertise: Knowledge of office practices, procedures and equipment, strong organization, communication, and leadership skills with the ability to manage daily operations, coordinate administrative procedures, and support cross-functional teams, proficiency in office software, ability to managing budgets, vendor relationships, scheduling, and facilities, must have the ability to use sound judgment and maintain confidentiality.

ENVIRONMENTAL JOB FACTORS:

Job Location: You Thrive Elementary School of Brooksville, in Brooksville, FL

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Phone: 352-796-1425 Fax: 352-796-7500

Print Name: _____

Work Environment: While performing the responsibilities of the position, these work environment characteristics are representative of the environment the employee will encounter. Office environment and working alone and with others frequently. Working with office equipment is frequent. Occasionally outdoors and operates a vehicle.

By signing below, Employee acknowledges that he or she has read this Job Description and the requirements contained herein. Employee certifies that he or she has the qualifications and skills required and has the ability to complete the physical requirements of their job duties.

Reasonable accommodation will be made for otherwise qualified individuals with a disability.

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

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Attachment P

Print Name: _____

POSITION TITLE:	School Safety Guardian
DEPARTMENT:	Charter Schools
SUPERVISED BY:	Principal

JOB DESCRIPTION

POSITION SUMMARY: The School Safety Guardian helps to ensure the safety and security of all students, staff, and school property. Responsibilities include monitoring school grounds, responding to incidents, assisting with emergency procedures and promoting and safe and respectful environment.

ESSENTIAL JOB FUNCTIONS:

- Use whatever force is necessary to prevent or abate an active assailant incident.
- Respond immediately to and appropriately engage to stop the threat of an active assailant.
- Conduct perimeter, door, and inner school checks to ensure premises are secure.
- Manage school access by monitoring gates and other entry points throughout the school, ensure that the students possess appropriate permission when leaving campus, and observe and question potentially unauthorized persons on campus.
- Make recommendations to ensure safety of students, staff, and visitors for the purpose of providing necessary information and ensuring understanding of the potential consequences of a violation.
- Monitor students within a variety of school environments (i.e. hallways, grounds, cafeteria, parking lots, restrooms) for the purpose of ensuring the safety and welfare of students and staff.
- Participate in security risk assessment meetings with school and local law enforcement/fire safety agencies.
- Refer observations and incidents (i.e. altercations, suspicious activities, inappropriate behavior, violation of rules) to the appropriate instructional or administrative personnel.
- Utilize and monitor surveillance technology.
- Suppress disturbances and security incidents according to established guidelines and procedures.
- Deescalate confrontations between students, parents, visitors, and others.
- Assist school administration with threat assessments as appropriate.
- Conduct appropriate searches when directed to do so.
- Build relationships with students and stakeholders.
- Communicate effectively and work collaboratively with administrators and law enforcement personnel.
- Prepare incident reports as needed.
- Provide support in school emergency situations and participate in school emergency drills.

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- Interact professionally with all law enforcement/fire rescue with the ability to calmly assess solutions and/or implement processes during critical events.
- Serve as the security personnel for school functions as needed which may include after school and extra-curricular activities.
- Perform other duties as assigned by the Principal and/or designee.
- Uses and follows the policies/procedures of charter school, federal, state and local regulations/laws, and federal regulations/laws including applicable transmittal notices, and other administrative orders/directions.
- Uses and follows the policies/procedures of You Thrive Florida, including but not limited to Personnel Policies, Occupational Health and Safety policies, payroll policies/practices, etc.

NON-ESSENTIAL/SECONDARY FUNCTIONS:

Performs any additional duties as directed or assigned by supervisor, management staff, program director or You Thrive Florida management staff. This description is intended to convey information essential to understanding the scope of the position and is not intended to be an exhaustive list of skills, efforts, duties, responsibilities, or working conditions associated with the position.

TERMS OF EMPLOYMENT:

12-month employment

JOB STANDARDS:

Education: High school diploma or General Education Diploma (GED)

Experience: Successful law enforcement, security, or military experience or training.

Licenses & Certifications: Must hold a State of Florida concealed weapons permit under F.S. 790.06 and maintain the permit throughout employment in this position.
Must meet all law enforcement requirements to attain a School Safety Guardian appointment pursuant to state statute and maintain such throughout employment in this position. Current requirements are listed below and are subject to change by statute or Marjorie Stoneman Douglas High School Public Safety Act.

- Complete a 144-hour training program, consisting of 12 hours of a certified nationally recognized diversity training and 132 total hours of comprehensive firearm safety and proficiency training conducted by Criminal Justice Standards and Training Commissioned certified instructors, which must include:
    - 80 hours of firearms instruction based on the Criminate Justice Standards and Training Commission's Law Enforcement Academy training model, which must include at least 10 percent but no more than 20 percent more rounds fired than associated with academy training. Participants must achieve an 85 percent pass rate on the firearms training.

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- 16 hours of instruction in precision pistol
- 8 hours of discretionary shooting instruction using state-of-the-art simulator exercises
- 8 hours of instruction in active shooter or assailant scenarios
- 8 hours of instruction in defensive tactics
- 12 hours of instruction in legal issues

- Must successfully pass a psychological evaluation administered by a psychologist licensed under chapter 490 and designated by the Department of Law Enforcement
- Must submit to and pass an initial drug test and subsequent random drug tests in accordance with the requirements of F.S. 112.0455 and the sheriff's office.

Must be able to successfully complete, on at least an annual basis, ongoing training, weapon inspection, and firearm qualification at an acceptable performance level. Must have First Aide and CPR/AED certification. If not currently certified, must obtain certification within the first 90 calendar days of employment. Valid Florida driver's license and be insurable by Company's current insurance carrier. Subject to federal, state and local legal requirements/background checks.

Required qualifications to maintain continued employment in this position, and failure to meet these requirements will constitute grounds for termination of employment:

- A State of Florida concealed weapons permit under F.S. 790.06 must be maintained throughout employment in this position
- Must continue to meet all requirements of and maintain a School Safety Guardian certification/appointment
- Must be able to successfully complete ongoing training requirements, including firearms proficiency, at an acceptable performance level

CRITICAL SKILLS, ABILITIES, & EXPERTISE:

Physical Requirements: **Must be 21 years or older.** These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the position. Must have the physical and mental ability to respond in an emergency or potentially dangerous situation. Talking, standing, sitting, squatting, kneeling, use of fingers, arms, hands, legs, walking, stretching/reaching, handling, grasping, climbing, bending at the waist, turning, balancing, pushing, pulling, use of depth perception, carrying and lifting (up to 65 lbs.), and driving are constant. Exerting up to 100 pounds of force occasionally and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force regularly or as needed to move objects. Employees in this position work in a safe and secure work environment that may periodically have unpredicted requirements or demands. Good eyesight (correctable) and hearing (correctable) are essential.

Equipment: Computer, facsimile, copy machine, calculator, multi-line phone and other small office and instructional equipment and vehicle.

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Skills & Expertise: Knowledge of standard security procedures and best practices, willingness to use force when circumstances and established protocols dictate, up to and including deadly force, ability to establish and maintain collaborative working relationships with all stakeholders, ability to work independently and work cooperatively in a team

ENVIRONMENTAL JOB FACTORS:

Job Location: You Thrive Elementary School of Brooksville, in Brooksville, FL

Work Environment: While performing the responsibilities of the position, these work environment characteristics are representative of the environment the employee will encounter. Office environment and working alone and with others frequently. Working with office equipment is frequent. Occasionally outdoors and operates a vehicle.

By signing below, Employee acknowledges that he or she has read this Job Description and the requirements contained herein. Employee certifies that he or she has the qualifications and skills required and has the ability to complete the physical requirements of their job duties.

Reasonable accommodation will be made for otherwise qualified individuals with a disability.

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

☐ REVIEWED ☐ REVISED	ON: 00/00/0000 BY:
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Attachment Q

Print Name: _____

POSITION TITLE:	Education Beyond the Classroom (EBC) Teacher
DEPARTMENT:	Charter Schools
SUPERVISED BY:	Principal

JOB DESCRIPTION

POSITION SUMMARY: The Education Beyond the Classroom Teacher is responsible for coordinating learning opportunities with subject area teachers and the EBC Coordinator to connect the learning in the classroom through field trips and community experiences.

ESSENTIAL JOB FUNCTIONS:

- Planning and implementing the daily, integrated, outdoor activity program
- Establishing and maintaining relationships with volunteers, outside instructors, and contracted service providers
- Management of student conduct in all aspects of the Experiential Activity Program
- Management organization and maintenance of the EAP equipment and gear
- Management of student movement including transitioning, staffing, and participation in given activity
- Implementation of a daily character education program, including life-skills
- Integrate physical education, team building, and personal fitness activities within the EBC program
- Implementing EBC activities that support core curriculum
- Transporting student to and from activity locations
- Responsible handling of teaching materials and gear equipment
- Assessment of student knowledge and skills taught through this program
- Uses and follows the policies/procedures of charter school, federal, state and local regulations/laws, and federal regulations/laws including applicable transmittal notices, and other administrative orders/directions.
- Uses and follows the policies/procedures of You Thrive Florida, including but not limited to Personnel Policies, Occupational Health and Safety policies, payroll policies/practices, etc.
- Provide student grades every 9 weeks to Critical Thinking Classroom Teacher.

NON-ESSENTIAL/SECONDARY FUNCTIONS:

Performs any additional duties as directed or assigned by supervisor, management staff, program director or You Thrive Florida management staff. This description is intended to convey information essential to understanding the scope of the position and is not intended to be an exhaustive list of

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Print Name: _____

skills, efforts, duties, responsibilities, or working conditions associated with the position.

TERMS OF EMPLOYMENT:

10-month employment

JOB STANDARDS:

Education: Bachelor of Arts degree

Experience: No experience required, however experience in classroom instruction, lesson planning, and student assessment within a school or education setting preferred. Subject area expertise preferred.

Licenses & Certifications: Valid Teachers Certification. **MUST** Obtain CDL Class B with School Bus Endorsement, First aid, CPT & Lifeguarding from a Nationally Recognized Organization (ARC, BSA, YMCA), Hernando County Health Department Epi-Pen certification and medication distribution, Florida driver's license and be insurable by Company's current insurance carrier. Subject to federal, state and local legal requirements/background checks.

CRITICAL SKILLS, ABILITIES, & EXPERTISE:

Physical Requirements: These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the position. Talking, standing, sitting, squatting, kneeling, use of fingers, arms, hands, legs, walking, stretching/reaching, handling, grasping, climbing, bending at the waist, turning, balancing, pushing, pulling, use of depth perception, carrying and lifting (up to 50 lbs.), and driving are constant. Good eyesight (correctable) and hearing (correctable) are essential. Exerting up to 50 lbs of force occasionally and/or up to 20 lbs of force frequently, and/or up to 10lbs of force regularly or as needed to move objects.

Equipment: Computer, facsimile, copy machine, calculator, multi-line phone and other small office and instructional equipment and vehicle.

Skills & Expertise: Ability to create engaging, inclusive environments, adapt teaching strategies to meet diverse learning needs, strong communication skills, classroom management, collaboration skills, familiarity with curriculum standards, educational technology and student performance tracking.

ENVIRONMENTAL JOB FACTORS:

Job Location: You Thrive Elementary School of Brooksville, in Brooksville, FL

Work Environment: While performing the responsibilities of the position, these work environment characteristics are representative of the environment the employee will encounter. Office environment and working alone and with others frequently. Working with office equipment is frequent. Occasionally

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Print Name: _____

outdoors and operates a vehicle.

By signing below, Employee acknowledges that he or she has read this Job Description and the requirements contained herein. Employee certifies that he or she has the qualifications and skills required and has the ability to complete the physical requirements of their job duties.

Reasonable accommodation will be made for otherwise qualified individuals with a disability.

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

☐ REVIEWED ☐ REVISED	ON: 00/00/0000 BY:
W/C CODE: 8810	FLSA STATUS: Exempt

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Attachment Q

Print Name: _____

POSITION TITLE:	Teacher
DEPARTMENT:	Charter Schools
SUPERVISED BY:	Principal

JOB DESCRIPTION

POSITION SUMMARY: The Teacher is responsible for delivering instruction in basic skills, subject concepts, and social development to pupils through individualized and group-based strategies.

ESSENTIAL JOB FUNCTIONS:

- Teach basic skills, concepts, and social competencies.
- Identify long-range goals and specific objectives and plan a program for individualized and group instruction.
- Demonstrate and use audio-visual teaching aids to present subject matter to students.
- Prepare, administer, and correct tests and record results.
- Plan lessons, correct papers and hear oral presentations.
- Maintain order in classroom and in assigned duty areas.
- Hold conferences with pupils, parents, principal and/or support personnel regarding the pupil's academic and social development.
- Keep attendance and grade records as required by School Board Policy.
- Uses and follows the policies/procedures of charter school, federal, state and local regulations/laws, and federal regulations/laws including applicable transmittal notices, and other administrative orders/directions.
- Uses and follows the policies/procedures of You Thrive Florida, including but not limited to Personnel Policies, Occupational Health and Safety policies, payroll policies/practices, etc.

NON-ESSENTIAL/SECONDARY FUNCTIONS:

Performs any additional duties as directed or assigned by supervisor, management staff, program director or You Thrive Florida management staff. This description is intended to convey information essential to understanding the scope of the position and is not intended to be an exhaustive list of skills, efforts, duties, responsibilities, or working conditions associated with the position.

TERMS OF EMPLOYMENT:

10-month employment

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Print Name: _____

JOB STANDARDS:

Education: Bachelor's Degree from an accredited college or university.

Experience: Must be considered Highly Qualified if applicable to subject area.

Licenses & Certifications: Valid Florida Teaching Certificate for the level and subject area in which to serve. Valid Florida driver's license and be insurable by Company's current insurance carrier. Subject to federal, state and local legal requirements/background checks.

CRITICAL SKILLS, ABILITIES, & EXPERTISE:

Physical Requirements: These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the position. Talking, standing, sitting, squatting, kneeling, use of fingers, arms, hands, legs, walking, stretching/reaching, handling, grasping, climbing, bending at the waist, turning, balancing, pushing, pulling, use of depth perception, carrying and lifting (up to 50 lbs.), and driving are constant. Good eyesight (correctable) and hearing (correctable) are essential. Exerting up to 50 lbs of force occasionally and/or up to 20 lbs of force frequently, and/or up to 10lbs of force regularly or as needed to move objects.

Equipment: Computer, facsimile, copy machine, calculator, multi-line phone and other small office and instructional equipment and vehicle.

Skills & Expertise: Possess a general knowledge of child growth, development, interrelationships, etc. Possess a knowledge of subject area taught and current innovative trends in that area. Be familiar with resource materials and equipment. Be able to work with administrator, students, parents, other teachers and support staff. Be able to judge and evaluate student achievement. Be able to provide for individual differences in a stimulating learning situation. Be able to motivate students in an atmosphere of respect and freedom.

ENVIRONMENTAL JOB FACTORS:

Job Location: You Thrive Elementary School of Brooksville, in Brooksville, FL

Work Environment: While performing the responsibilities of the position, these work environment characteristics are representative of the environment the employee will encounter. Office environment and working alone and with others frequently. Working with office equipment is frequent. Occasionally outdoors and operates a vehicle.

By signing below, Employee acknowledges that he or she has read this Job Description and the requirements contained herein. Employee certifies that he or she has the qualifications and skills required and has the ability to complete the physical requirements of their job duties.

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Print Name: _____

Reasonable accommodation will be made for otherwise qualified individuals with a disability.

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

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W/C CODE: 8810	FLSA STATUS: Exempt

You Thrive Florida
Personnel Manual

Updated January 2026

This policy manual is an overview and summary of You Thrive Florida's personnel policies and procedures. As policies and benefits are revised, changes will be communicated through standard communication channels. Advance notice may not always be possible.

The policies and procedures contained in this manual are guidelines only. They do not constitute part of an employment contract, nor are they intended to make any commitment to any employee concerning how individual employment action can, should, or will be handled.

You Thrive Florida offers no employment contract or guarantee of a minimum length of employment. You Thrive Florida reserves the right to terminate any employee at any time "at will", with or without cause. A supervisor or manager of the company has no authority whatsoever to make any contrary representations to any employee. **This section does not apply to Charter School employees.**

Charter School Employees
Employees assigned to a Charter School operated by You Thrive Florida are employed under annual employment contracts, as required by applicable state law and charter school regulations. These employees are not-at-will, and their employment is governed by the terms and conditions outlined in their individual employment contracts.

If you have any questions or wish to have further information about any particular guideline in this manual, please contact your immediate supervisor, first, and then if unresolved, contact the next level of management in the chain of command.

This policy manual supersedes all previous manuals, letters, memoranda, and understandings.

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SECTION I.

YOU THRIVE FLORIDA ORGANIZATION

Section I. A.
VISION & MISSION STATEMENT

VISION STATEMENT

You Thrive Florida envisions a future where communities are working together to solve local challenges; where all individuals and families are empowered and equipped with the tools and resources to improve their overall quality of life, wellbeing, and opportunities to thrive.

MISSION STATEMENT

You Thrive Florida provides life changing services and opportunities to individuals and families, in an effort to improve their ability to thrive.

Section I. B.
ORGANIZATION SUMMARY

GENERAL INFORMATION

I. Creation & Summary

Community Action Agencies (CAAs) are not-for-profit, private or public organizations originally established under the Economic Opportunity Act of 1964 to fight America's War on Poverty. Today, there are nearly 1,000 CAAs across the United States, in fact CAAs can be found in 98 percent of our cities and counties. CAAs are a primary source of support for the more than 38 million Americans who are living in poverty in both rural and urban areas. Through their innovative programs, these CAAs are able to help thousands of people achieve self-sufficiency each year.

II. Governance

CAAs are governed by uniquely structured tripartite board of directors whose members come from three diverse segments of each community. Specifically, at least one-third of the board's members must be from the low-income community, up to one-third must be from the private sector, and exactly one-third must be public officials.

Specific grant funded programs operated by the CAA may be required to have a separate committee or policy board related to the individual program area. One such case is the Head Start Policy Council. Compliance with requirements is essential; however, ultimate authority lies with the Board of Directors of the CAA.

III. You Thrive Florida Organizational Structure

You Thrive Florida is a private, not-for-profit 501(c)(3) operating numerous facilities and programs in the central Florida area. You Thrive Florida provides services primarily in four community-oriented program areas: children services, weatherization, senior services, support services and transportation. You Thrive Florida also maintains administrative offices (the Chief Executive Officer's office, finance, and grant administration) that coordinate the different program areas.

You Thrive Florida currently operates many programs through the following departments:

Head Start and Early Head Start

Head Start/Early Head Start provides multiple services to infants, toddlers, pre-school-aged children, pregnant women, and their families including:

- Giving quality, early childhood education to children ages 0-5 in family friendly centers
- Working with families to encourage school readiness and self-sufficiency
- Providing Head Start/Early Head Start children and their families with health education
- The Head Start/Early Head Start Program operates in Hernando, Sumter and Volusia Counties.

Community Assistance Program

The Community Assistance Program assists low-income individuals/families by assisting with education, training, testing, energy payments, rent/mortgage assistance, and reducing energy costs by improving energy efficiency in the home. This assistance is through our:

Community Services Block Grant (CSBG), Family Self-Sufficiency Program, Emergency Services, Employment Support, Low-Income Home Emergency Assistance Program (LIHEAP) and Weatherization Assistance Program. Priority for various programs depends on different factors such as income, age, disabilities and families with children under twelve. The Community Assistance Program operates in Hernando, Sumter, Pasco, Volusia, Hillsborough and Citrus Counties.

Transportation Services

Our Transportation Services is Hernando County's designated Community Transportation Coordinator. We provide safe, efficient cost-effective, quality transportation services to veterans, and transportation disadvantaged citizens of Hernando County.

Our Transportation Services is a shared-ride system that provides door- to-door transportation services, primarily to meet medical and nutritional needs.

Senior Services Program

The Senior Services Program offers a wide array of services designed to support seniors in their efforts to live independently in their own homes, improving their ability to function, and avoiding costly placement in long- term care facilities.

The Senior Services Program operates in Hernando, Lake, Sumter and Polk Counties.

House to Home

Our House to Home Program is a homeownership program that seeks applicants who have a demonstrated need for housing and have the financial ability to own a home, even if they would not qualify for a traditional mortgage.

Children's Advocacy Center

The Children's Advocacy Center of Hernando County (CAC) provides a child-friendly, safe, supportive environment for assisting abused and neglected children and the non-offending family members. The CAC brings together the Department of Children and Families, the Hernando County Sheriff's Office, the State Attorney's Office, the University of Florida Child Protection Team, mental health providers, and victim advocates. Together, with these partnerships, the CAC coordinates the investigations and services of this multidisciplinary team. The CAC also provides free counseling to child victims who have been sexually or physically abused. Therapists are committed to helping these victims heal and help restore childhoods.

Charter Schools

BEST Academy is a high-performing, STEAM-focused middle school (grades 6-8) located in Brooksville, Hernando County. We enhance core academics through hands-on experiences and learning opportunities that extend beyond the classroom. With a strong emphasis on community involvement, a highly qualified staff, and active parent participation, we have proudly achieved academic excellence.

SECTION II.

EMPLOYMENT

Section II. A.
EQUAL EMPLOYMENT OPPORTUNITY

I. POLICY

You Thrive Florida maintains a policy of nondiscrimination with employees and applicants for employment. No aspect of employment, including hiring, compensation, terms and conditions, and other privileges of employment, within the Company will be influenced in any manner by any Protected Characteristic or any other basis prohibited by law.

It is the policy of You Thrive Florida to provide reasonable accommodations to otherwise qualified individuals with a legally recognized disability as required by law.

II. DEFINITIONS

Protected Characteristics shall mean those classes or characteristics defined by local, state or federal law, including race, color, national origin, religion, sex, age, disability, pregnancy, genetic information, marital status, military service, veteran status, or legally recognized disability.

Section II. B.
EMPLOYMENT OF RELATIVES

I . POLICY

Applications for employment from a Relative will be considered with other qualified applicants when personnel vacancies occur. Some restrictions in job placement will apply, however, to prevent problems of supervision, safety, security and morale.

II. DEFINITION

Relative includes current spouse, former spouse children, parents, grandparents, brothers, sisters, half-brothers, half-sisters, uncle, aunt, first cousins, nephew, niece, father-in-law, mother-in-law, son-in-law, daughter-in-law, sister-in-law, brother-in-law, stepfather, stepmother, stepson, stepdaughter, stepsister, stepbrother or any legally recognized ward. For the purpose of this policy "spouse" means those employees having a legal marital relationship, as well as employee's involvement in the relationship, which in the Company's judgment are characterized by the permanence, duration and stability normally associated with marriage.

II. PROCEDURE

A Relative will not be hired by the Company without the prior approval of the Chief Executive Officer or designee.

A Relative will not be hired into a department/facility where they directly or indirectly supervise or are supervised by another Relative.

Relative will not be placed in positions where they work with or have access to sensitive or confidential information regarding other Relatives, or if there is an actual or apparent conflict of interest.

If employees, after employment, fit the definition of Relative and a conflict of interest or management problems of supervision, safety, security or morale results, or, if reorganization creates such a conflict, reasonable time may be provided to resolve the matter. If resolution is not possible, the Company may require one or both employees to transfer or resign.

Section II. C.
PERSONNEL RECORDS & PRIVACY

I. GENERAL POLICY STATEMENT

You Thrive Florida is a not-for-profit, private corporation. While it receives federal and state grant funds, it is not an instrumentality of the federal or state government and, therefore is not necessarily subject to all aspects of federal and state statutes governing public accessibility of records. You Thrive Florida reserves the right to deny accessibility to the general public of its corporate records when it determines that the records are not subject to federal and/or state freedom of information statutes. You Thrive Florida will comply with federal and state regulations governing restrictions on public access to the Company's records.

II. POLICY

1. Personnel File Contents: The following information will be maintained in the employee's personnel file:

   Contact Information: Home address, telephone number (home, cell or other), personal email address and emergency contact information.

   Background Documentation: employment application, resume(s), other material provided at time of application, background reference checks (personal and prior employment), certificates, diplomas, transcripts, other educational records, criminal background records (if any), driver's license information, and employment by You Thrive Florida of other Relatives.

   Employment-related Documentation: Commendations, written disciplinary documents, job description, payroll documents (wage increases, w-4, wage garnishments, etc.), Personnel Manual receipt, drug-free workplace statement and conflict of interest acknowledgment forms, drug-testing notices, Fair Labor Standards Act Tests/Notices, Insurance Enrollment Forms and other related documents.

2. Employee Responsibilities:

   Each employee is responsible for and required to be familiar with the Personnel Manual, and all other policies and procedures that affect and govern his or her employment with You Thrive Florida and his or her relationship with fellow employees, supervisors, program directors, management/administration and the public.

   Employees are expected to be familiar with all updates and revisions to the You Thrive Florida Personnel Manual, and other policies and procedures. An Employee's continued employment with You Thrive Florida constitutes acceptance of any changes that may be made in content or application of You Thrive Florida's policies and procedures, including those in this manual.

Employees must provide and maintain current, and accurate information in his or her personnel file, such as: current legal name, address (current physical residence and mailing address, if different), home phone number, emergency contact, beneficiary designations, dependents eligible for family coverage of insurance, copies of certificates, diplomas, transcripts, other educational records, criminal background records, driver's license status, employment by You Thrive Florida of Relatives, and any other information previously provided to You Thrive Florida (e.g., information in job application). This includes providing documents/copies of certifications, drivers' licenses, and all other required documents for the position that the employee must maintain and hold to assure continued employment.

Employees are required to notify their Supervisor within 24 hours if they are arrested for any offense during their period of employment. Failure to report the arrest within the specified time frame will result in disciplinary action, up to and including termination. This requirement applies regardless of whether the arrest occurred on or off duty and regardless of whether the charge is related to the employee's job duties. If at any time, due to an arrest, the employee's Level II eligibility status changes to "Not Eligible", this will result in the employee's immediate termination of employment.

Employees should make themselves aware of the Company's posting and promotional process for filling positions.

3. Liability for Accurate Personnel Records/Files Information

   You Thrive Florida will not be liable for incorrect withholding, erroneous beneficiary designations, and/or loss of employee benefits or promotional opportunity resulting from an employee's failure to keep personnel records/files current.

4. Access and Examination of an Employee's Personnel File:

   Access to and inspection of an employee's personnel file is restricted to the supervisor, program director, HR personnel and Chief Executive Officer, except at specific times during office hours under the following conditions:

   Employee Upon written request by the employee to the Chief Executive Officer, the employee may inspect his or her personnel file in the presence of the Chief Executive Officer, or designee. Employment references and notes of legal or disciplinary investigations in progress, if any, will be protected/removed before the employee views the file. Employees do not have the right to obtain copies of documents in the file, except for those signed by the employee as a condition of obtaining or retaining employment.

   Government or Grantor Company Inquiries The Company will cooperate with federal, state and local government agencies or any agency with the legal right investigating an employee if the investigators furnish proper identification and proof of legal authority to investigate. The Chief Executive Officer may permit a government investigator to review a personnel file on Company premises, but the investigator will not be allowed to remove or reproduce this information without consent from legal counsel.

5. Information and Employment Reference Requests:

   Program directors, supervisors and other employees are prohibited from providing personal or employment references on former employees or current employees. All reference information will be provided by the Chief Executive Officer's Office, or designee, or in the following manner as outlined:

   Telephone Inquiries Information will be verified by Human Resources via the telephone but will be limited to the following:
   - Dates of hire and separation
   - Most recent job title

   Written Inquires If the request for information is in writing, salary information will be verified in addition to the above. This verification will be in writing and a copy retained in the employee's personnel file. Written request for verification should be directed to Human Resources.

   References with Written Approval Salary history, job chronology and performance information may be released in writing only with prior, written approval of the employee or former employee. This verification will be in writing and a copy retained in the employee's personnel file.

6. Confidential Records/Medical Files:

   In addition to the employee's personnel file a separate confidential/medical file(s) will be maintained.

   Contents Contents of the confidential/medical file will include Protected Health Information, drug testing results, medical insurance forms, disability information, accommodation information, family and medical leave documentation, physicals, post-job offer/pre-employment medical questionnaire, consumer reports or investigative consumer reports, active grievance process documentation and other confidential or protected information.

   Access Access to the confidential, medical files is restricted to the Chief Executive Officer or designee.

   Release of Confidential/Medical Information The Company complies with the disclosure limitations requirements of the Health Insurance Portability and Accountability Act with regard to access to and release of any Protected Health Information. Other confidential or medical information will be released upon written authorization from the Employee or upon proper request from persons or agencies that have a legal right to the information.

SECTION III.

SALARY ADMINISTRATION
COMPENSATION

Section III. A.
EMPLOYMENT STATUS

I. POLICY

You Thrive Florida maintains standard definitions of employment status and classifies employees for purposes of personnel administration and related payroll transactions.

II. DEFINITIONS

1. Full-time Employee A full-time Employee is an employee that is regularly scheduled to work 30 hours or more per week.

2. Part-time Employee A part-time Employee is an employee that is regularly scheduled to work less than 30 hours per week.

3. New Employee A New Employee is an employee that has not completed a period of three (3) months of continuous service with You Thrive Florida

4. Regular Full- Time Employee A Regular full-time Employee is an employee that has worked for You Thrive Florida for a continuous period of employment of three (3) months. The status of Regular Full-Time Employee is utilized for the determination of benefits with the Company.

5. Temporary Employee A Temporary Employee is an employee that is hired for a pre-established period (usually a period less than six months) usually during peak workloads or for vacation relief. They may work a full-time or part-time work schedule. They are ineligible for Company benefits, including paid leave, holiday pay, medical/life/disability insurance and retirement plan participation.

6. Pool/Reserve Employee A Pool/Reserve Employee is an employee that can work either full or part time to fill in for a Regular Employee or to cover sporadic operational needs on an as needed basis. They are ineligible for Company benefits, including paid leave, holiday pay, medical/life/disability insurance and retirement plan participation.

III. PROCEDURE

Positions will be classified according to established definitions as to part or full-time status, FLSA status, benefit eligibility, etc. Questions regarding a particular classification or status should be directed to Human Resources. Any review or recommendation for a change in classification or status is conducted by Human Resources with input from the immediate supervisor, and subject to the approval of the Chief Executive Officer, or designee.

Section III. B.
EXEMPT/NONEXEMPT EMPLOYEE STATUS

I. POLICY

All positions with You Thrive Florida are classified as either exempt or nonexempt for salary administration and compensation purposes.

III. DEFINITIONS

Definitions of exempt and nonexempt status are based on provisions of the Fair Labor Standards Act (FLSA). You Thrive Florida will classify employees for the purposes of compensation and salary administration into two (2) status categories: exempt and nonexempt.

1. Exempt Exempt employees are in positions where the job duties and functions allow for an exemption as provided within the standards and tests established by the FLSA. Exempt employees are compensated on a salary basis and are exempt from overtime pay provisions.

2. Nonexempt Nonexempt employees are in positions where the job duties and functions do not meet FLSA exemption tests and are generally compensated on an hourly basis for "Hours Worked". Nonexempt employees are compensated at a regular rate of pay for all Hours Worked up to and including forty (40) hours per workweek. Nonexempt employees are compensated at an "Overtime" rate of pay for Hours Worked in excess of forty (40) per workweek. (Refer to Section III D. – Compensation for further details.)

IVII. FLSA EXEMPTION CHECKLIST & TEST

The FLSA Exemptions Checklists and FLSA Exemption Tests are standardized forms used by You Thrive Florida for determining exempt/non-exempt status of positions.

IV. IMPROPER CLASSIFICATION

Employees that believe that their position is improperly classified within an exempt or nonexempt position should bring it to the attention of their immediate supervisor for review.

Section III. C.
POSITION TITLE

I. POLICY

Position titles are assigned for the convenience of You Thrive Florida and its organizational structure. They do not in any manner imply duties and responsibilities of a position. Employees should refer to the job description for their position for duties, functions and responsibilities.

II. POSITION TITLE ASSIGNMENT

All position titles are assigned and approved by the Chief Executive Officer, or designee. Position titles may be revised and changed, as needed within the overall organization.

Section III. D.
COMPENSATION

I. DEFINITIONS

1. HOURS OF WORK

(a) Hours of Operation

- The Company follows a normal work schedule of forty (40) hours per workweek. Generally, operations are eight (8) hours per day, for five (5) consecutive days per workweek. Typically, You Thrive Florida is in operation Monday through Friday. Work schedules may vary according to program needs and requirements.

(b) Breaks

- Employees may be allowed to take a break of 15 minutes or less, as work permits and in conjunction with departmental rules, in the morning or in the afternoon. Employees will remain on premises during any allowed break time. Breaks will be considered Hours Worked and employees are compensated for them. Breaks greater than 15 minutes are not compensable time.
- Employee break privileges may be revoked by the supervisor, if the employee abuses and/or misuses the privilege of break periods.

(c) Meal Periods

- Employees are provided a regular Meal Period of at least thirty (30) minutes within their eight (8) hour workday, when work permits and does not interfere with program requirements. Meal Periods are scheduled by each program director and/or the Chief Executive Officer. Meal Periods should be observed away from the employee's normal work area. Meal Periods are not considered Hours Worked and employees are not compensated for Meal Periods.

- If the Employee's work schedule/responsibilities require that the employee be "on-duty" during the Meal Period, the time is considered Hours Worked and the Employee will be compensated for the Meal Period.

(d) Workweek

The workweek for You Thrive Florida begins at 12:00 A.M. on Saturday and continues through Friday at 11:59 P.M.

(e) Pay Period

You Thrive Florida employees are compensated on a bi-weekly basis. The pay period begins at 12:00 A.M. on Saturday of one workweek and continues through 11:59 P.M. on Friday of the next workweek. Pay periods are inclusive of two workweeks.

2. HOURS WORKED

(a) Hours Worked.

- Hours Worked that an employee is necessarily required to be on the Company's premises, on duty or at prescribed work place, as required or permitted. Hours Worked are not inclusive of time-off periods such as non-compensatory meal

periods, holidays, vacation days, sick days, etc.

- Hours Worked include hours that are compensated as Regular Hours and Overtime hours.

(b) Regular Hours.

Regular Hours are Hours Worked up to and including forty (40) hours per workweek. Regular Hours will be compensated at a regular rate of pay.

(c) Overtime

- Overtime Hours are Hours Worked by a Nonexempt Employee more than 40 hours per workweek. Overtime hours will be compensated at a rate of time-and-one-half the regular rate of pay. Overtime compensation is provided to Nonexempt employees only.
- Overtime pay policy for Nonexempt Employees includes the following principal elements:

(1) Nonexempt Employees are paid at a regular rate of pay for all Hours Worked through forty (40) hours per workweek.
(2) Nonexempt Employees are paid for Hours Worked at a rate of time and one-half the regular rate of pay for Hours Worked in excess of forty (40) per workweek.
(3) Only Hours Worked are used to calculate Overtime pay. Paid time off for holidays, jury duty, vacation, sick leave or any leave of absence are not Hours Worked.
(4) Overtime Hours worked by Nonexempt Employees must be authorized in advance by the supervisor/program director.
(5) Compensatory time off in lieu of receiving payment for Overtime Hours will not be granted.

II. PAYROLL RECORDKEEPING

1. Payroll/Compensation Information.

Compensation records are maintained by You Thrive Florida for employees in accordance with the Fair Labor Standards Act. Records include a regular hourly rate of pay or salary, total wages, regular wages, overtime compensation, and any other information required by law.

2. Timekeeping.

Hourly/Salary employees are responsible for using the Company's timekeeping system to accurately record their time worked. Employees are solely responsible for the accuracy of the time recorded as Hours Worked, and must abide by the following:

(a) Employees are required to record all of their time; including hours worked using the Company's current payroll timekeeping system.
(b) Employees should not record their time before or after their shift ends. Exceptions are permitted only when an employee has received prior authorization from a supervisor to work Overtime.
(c) Employees are not paid for unauthorized overtime unless they were actually performing "Hours Worked" e.g. employee was observed recording time before or after their shift and not performing work. Employees who perform

unauthorized Overtime will be paid for this time, but may be subject to disciplinary action up to and including termination for failing to comply with Company policies.

III. DISCRETIONARY BONUS

1. You Thrive Florida may distribute an end of year Holiday Bonus to all Regular Full and Part time employees.
2. This discretionary bonus is dependent upon availability of funds. If funds are not available, no bonus will be distributed.

SECTION IV.

EMPLOYEE BENEFITS AND SERVICES

Section IV. A.
COMPENSATORY LEAVE

I. POLICY

The Company encourages and requires each employee to take an annual vacation as paid time off away from work. The Company does not provide vacation pay unless vacation time is actually taken as time off from work, or upon separation, in accordance with Company policy. The Company discourages the abuse and/or misuse of Compensatory Leave and will take proper disciplinary action for behavior not in accordance with policy. Unpaid leave is not allowed unless associated with FMLA, Workers Comp or qualifies under Personal Leave (See Section IV. B). Excessive absenteeism, non-approved leave without pay and absence without authority are unacceptable and will be subject to disciplinary action up to and including termination. Please refer to Section V. EMPLOYEE CODE OF CONDUCT.

II. VACATION LEAVE

1. ELIGIBILITY

(a) Regular Full-Time Employees, employed on a year-round basis, are eligible for Vacation Leave. Early Learning Program employees that are not employed year-round are not eligible for Vacation Leave.

(b) New Employees do not accrue Vacation Leave. However, once an employee becomes a Regular Full-Time Employee, Vacation Leave accrual is retroactive to the date of hire.

(c) Temporary & Pool/Reserve Employees are not eligible for Vacation Leave.

2. RATE OF ACCRUAL

(a) The following schedule specifies the amount of Vacation Leave accrued for Regular Full-Time employees for a corresponding period of continuous service:

EXAMPLE:

Length of Service Completed Of Accrual *(40 hours per week)*	Hourly Rate	*Hours Accrued Annually for Regular Full-time Employees*
Date of hire to end of 3rd year	0.04615	96
Start of 4th year to end of 10th year	0.05769	120
Start of 11th year to end of 14th year	0.07692	160
15+ year	0.09615	200

(b) Vacation Leave is not accrued during an unpaid leave of absence, unless

otherwise required by law. Eligibility for Vacation Leave accrual resumes upon return to active, paid status.

(c) Vacation Leave is not provided to teaching staff of the Early Learning Program, rather full-time classroom teaching staff will receive Teacher Break Pay. Teacher Break Pay is defined as compensation for classroom teaching staff during educational break periods. Break periods are identified as Thanksgiving Break, Winter Break and Spring Break. Teacher Break Pay is calculated into an "annualized" salary schedule. Should a financial urgency occur, this benefit may need to be suspended.

(d) Vacation Leave is not provided to Charter employees that are contracted for less than 12-months.

3. UTILIZATION OF LEAVE

(a) Vacation Leave may be taken by separate weeks or by days. The Company prefers, however, that Employees take one vacation period of at least five (5) consecutive workdays per year.

(b) Selection of dates for Vacation Leave is subject to the Employee's supervisor's approval. Preference in selection of dates will be granted based on first come, first serve, the length of employee service, and the supervisor's discretion.

(c) If a Company paid Holiday falls during an employee's schedule and approved Vacation Leave, the Holiday will not be counted against the employee's Vacation Leave balance.

(d) An employee must submit a written request for any Vacation Leave at least seven (7) workdays prior to the dates requested, when feasible.

(e) Each supervisor maintains a department schedule and record of the Vacation Leave taken by each Employee in a manner the supervisor deems appropriate.

(f) Vacation Leave must be requested, utilizing the current payroll timekeeping system and approvals must be obtained before becoming effective or prior to Vacation Leave being taken.

(g) Leave taken as Vacation Leave, but without appropriate supervisor approval, may not be compensated.

(h) Use of Vacation Leave hours over 200 in a calendar year (inclusive of sick, vacation, and PTO) require prior CEO or designee approval. This does not include Vacation Leave used for FMLA leave.

(i) CEO or designee approval is required for Vacation Leave requests over 80 consecutive hours.

4. CARRY-FORWARD VACATION LEAVE BALANCES (Revised January 2014)

Eligibility Requirements for payout of carry over vacation:

Moving forward, for the upcoming payout years, those employees who have carry over accrued Vacation Leave hours must have taken a minimum of two (2) weeks of Vacation Leave during the year in order to qualify for the reimbursement as set below.

The maximum amount of Vacation Leave which can be carried forward for Regular Full-time employees from one (1) calendar year to the next (ending December 31st of each year) is 240.

For Employees with Vacation Leave balances over the 240 hours at December 31, are eligible to request and receive reimbursement of Vacation Leave hours in excess of 240 hours up to a maximum of 50 hours. Vacation Leave hours subject to reimbursement will be paid out at 100% of the employee's current rate of pay as of December 31st. Vacation Leave in excess of the 240 hours maximum carry forward and in excess of the maximum of 50 hours eligible for reimbursement at calendar year end is forfeited and not subject to carry forward or reimbursement.

(a) Employees that have been unable to utilize Vacation Leave because of extenuating circumstances, including Family and Medical Leave that has precluded scheduling Vacation Leave; extreme demands in program workload due to additional/new requirements/duties that have precluded scheduling Vacation Leave; etc. may make a written request to the Chief Executive Officer, or designee, asking for total cash payment in lieu of losing Vacation Leave hours. Only in extenuating circumstances, as determined in the sole discretion of the Chief Executive Officer, or designee, will total payment be granted. Written requests must include the reason(s) why Vacation Leave could not be taken within the preceding year. The request must be received by the Chief Executive Officer's Office no later than December 10th of the calendar year for which reimbursement is being requested.

Please note that compensation for Vacation Leave benefits is contingent upon budgetary restrictions.

AS NOTED IN SECTION VIII A. EMPLOYEE SEPARATION, EMPLOYEES WHO VOLUNTARILY RESIGN IN GOOD STANDING, PROVIDE THE REQUIRED NOTICE AND WORK EACH DAY OF THE NOTICE PERIOD, ARE ELIGIBLE FOR CASHOUT OF ACCRUED, UNUSED **VACATION LEAVE** AT 100%

III SICK LEAVE

1. DEFINITION

Immediate Family is defined as spouse, parents, children or any relative living in same household as the employee.

2. ELIGIBILITY

A Regular Employee or a New Employee is first eligible to use Sick Leave benefits following thirty (30) calendar days after date of hire. New employees accrue Sick Leave benefits from the date of hire. Temporary and Pool/Reserve Employees are not eligible for Sick Leave benefits.

The Company may require an Employee to support a request for Sick Leave benefits with certification from a health care provider of illness or need for Sick Leave. Failure to provide a certification from a healthcare provider may lead to a denial of paid Sick Leave benefits and possible corrective action. Certification of a Health Care Provider is always required for FMLA leave (see Section IV. C. Family and Medical Leave).

Employees may use Sick Leave after thirty (30) days from the date of hire.

Regular Full-Time Employees accrue their Sick Leave at the rate set forth in this section.

3. RATE OF ACCRUAL

Employees accrue Sick Leave at the following hourly rate:

EXAMPLE:	Hourly Rate Of Accrual	*Hours Accrued Annually for Regular Full-time (40 hours per week) Employees*
	.03077	64

Sick Leave eligibility, accrual rates, and approval of use of benefits are not a guideline for acceptable attendance and should not be construed as an endorsement or approval of a particular pattern of attendance.

Sick Leave does not accrue during an unpaid leave of absence, unless otherwise required by law. Eligibility for accruing Sick Leave benefits resumes upon return to active, paid status.

4. UTILIZATION OF LEAVE

Sick leave may be granted for the following purposes:

Personal illness, injury or disability not connected to work. Medical, dental, optical or any other medically related examination or treatment of the employee.

Illness or injury in an employee's Immediate Family.

To supplement an employee's worker's compensation wage benefits. In no instance will

the combination of worker's compensation benefits and payment for Sick Leave exceed one hundred percent (100%) of the employee's regular base rate of pay.

Maternity or paternity leave.

To supplement income for time loss due to disability not work related where the employee is receiving disability insurance benefits/payments. In no instance will this combination exceed one hundred percent (100%) of the employee's regular base rate of pay.
For use with approved Family and Medical Leave.

5. CARRY-FORWARD LEAVE BALANCES

The maximum amount of Sick Leave that can be carried forward for Regular, Full-Time Employees from one calendar year to the next (ending December 31st of each year) is 400 hours. Any Sick Leave in excess of 400 hours at calendar year end is forfeited and not subject to carry forward or cash out.

6. PAYMENT OF ACCRUED, UNUSED SICK AND VACATION LEAVE UPON SEPARATION

   a. No payout to employees terminated for cause.

   b. No payout to employees who do not give a two-week notice in the event of a voluntary resignation; or who do not work and record hours worked each day of the two-week notice period.

IF AN EMPLOYEE SEPARATES IN GOOD STANDING (AS NOTED ABOVE), ACCRUED **SICK LEAVE**, UP TO A MAXIMUM OF 400 HOURS TOTAL, WILL BE PAID IN ACCORDANCE WITH THE FOLLOWING YEARS OF SERVICE SCHEDULE:

Years of Service	Percent upon Separation
Date of hire to end of 9th year	0%
Start of 10th year to end of 19th year	50%
Start of 20th year and beyond	100%

NOTE: All cash out of sick leave balances is based on the availability of funds.

7. UTILIZATION OF SICK LEAVE WITH WORKERS' COMPENSATION/DISABILITY PAYMENT

Employees may utilize their accrued Sick Leave to supplement compensation received through workers' compensation and/or disability payments. Once an employee is absent from work for a period of two (2) work weeks the employee must utilize accrued sick leave (or vacation, upon the exhaustion of all sick leave accrual) balances to supplement compensation received through workers' compensation or disability payments. In no instance will the combination of worker's compensation or disability payments and Sick Leave exceed one hundred (100%) of the employee's regular rate of pay for each work week.

8. SCHEDULING AND LEAVE

These guidelines should be followed by supervisors in administering Sick Leave:

a. Minimum Unit Sick Leave benefits may be taken in increments of not less than one hour per occasion.

b. Maintenance of Contact During Sick Leave, an Employee must maintain daily contact with his or her supervisor (or make other suitable arrangements) in order for the supervisor to know the Employee's estimated date of return to work. Payment of Sick Leave benefits are contingent upon maintenance of regular contact. (See Attendance & Punctuality Policy for further details)

   An Employee who fails to maintain contact/notify supervisor of absence or leave as required is considered to have voluntarily resigned from employment; resignation is effective immediately as of when the employee fails to maintain required contact/notify supervisor.

c. Utilization of Payroll Timekeeping System When an Employee has knowledge in advance that Sick Leave is required/will be scheduled, the Employee must request the use of Sick Leave using the Company's current electronic timekeeping system. The Sick Leave period must be scheduled and approved before becoming effective/prior to Sick Leave being taken.

   When an Employee does not have advance knowledge of Sick Leave (due to accident, emergency, illness, etc.), the Employee must call and maintain contact with the immediate supervisor upon knowledge and utilize the current electronic timekeeping system for approval as soon as possible.

d. Physician's Release Upon Return Depending on the length and circumstances of an employee's absence, a written release from a healthcare provider may be required prior to the Employee being authorized to return to work.

e. Termination of Benefits If an employee's absence continues beyond the period covered by Sick Leave, the Employee will be placed on a leave of absence without pay. Accrued, unused Vacation Leave must be exhausted before transferring to an unpaid leave status. (See FMLA process/paperwork)

IV. PAID TIME OFF

1. DEFINITION

   Paid Time Off (PTO) is defined as a benefit that allows employees to take time away from work while still receiving regular pay.

2. ELIGIBILITY

Regular Full-time Employees, Regular Part-time Employees, and New Employees are first eligible to use PTO benefits after ninety (90) calendar days from date of hire. PTO will be credited to those employees who are actively working when the leave time is credited. Temporary and Pool/Reserve Employees are not eligible for PTO.

3. RATE OF ACCRUAL

Regular Full-Time Employees accrue PTO at a rate of thirty-two (32) hours annually. The thirty-two (32) hours of PTO will be credited to a PTO account for each Employee that is actively working when the leave time is credited. The thirty-two (32) hours of PTO will be credited annually in the following manner:

First day in the month of July or ninety (90) calendar days from a New Employee's date of hire.

Regular Part-Time Employees accrue PTO at a rate of forty-five (45) hours annually. The forty-five (45) hours of PTO will be credited to a PTO account for each employee that is actively working when the leave time is credited. The forty-five (45) hours of PTO will be credited annually in the following manner:

First day in the month of July or ninety (90) calendar days from a New Employee's date of hire.

PTO eligibility, accrual rates, and approval of use of benefits are not a guideline for acceptable attendance and should not be construed as an endorsement or approval of a particular pattern of attendance.

Paid Time Off benefits are ***not*** calculated into an "annualized" salary schedule for the Early Learning Program's teaching staff.

4. UTILIZATION OF LEAVE

Paid Time Off may be granted in the following manner:

PTO may only be used for days on which an employee is regularly scheduled to work.

Use of Paid Time Off is subject to the approval of the employee's supervisor. Selection of dates for taking PTO is granted at the supervisor's sole discretion.

An Employee must submit a request for Paid Time Off at least seven (7) workdays prior to the requested dates for PTO when feasible.

Each supervisor maintains a department schedule and record of the Paid Time Off taken by each employee.

Paid Time Off must be requested through the Company's current electronic timekeeping system by the Employee and then scheduled and approved by the Employee's supervisor

prior to being taken.

5. CARRY-FORWARD LEAVE BALANCES

Paid Time Off (PTO) is not carried forward from one credit period to the next (ending June 30th of each year). PTO is not carried forward past June 30th; PTO is on a "use it or lose it" basis.

6. PAYMENT OF ACCRUED LEAVE UPON SEPARATION

Accrued, unused Paid Time Off is not paid upon separation.

Note: The CEO reserves the right to require employees to utilize Vacation, Sick or PTO leave if an employee is unable to attend an all-staff event.

V. HOLIDAYS

You Thrive Florida provides a competitive paid time off benefit to employees in recognition of company-designated holidays.

Note: The CEO reserves the right to declare additional holidays as deemed appropriate.

1. ELIGIBILITY

Regular Full-time employees, Regular Part-time employees and New Employees are eligible for holiday pay. Temporary and Pool/Reserve Employees are not eligible for Holiday Pay.

To be eligible for Holiday Pay, an employee must work the last regularly scheduled workday preceding the holiday and the first regularly scheduled workday following the holiday, unless the absence is approved in advance by the supervisor.

An employee who separates or commences an unpaid leave of absence on the last scheduled workday preceding a holiday will not receive holiday pay. An employee that is in a "no pay" or unpaid leave status is not eligible for holiday pay.

2. RECOGNIZED HOLIDAYS

The following days are recognized as Company paid holidays:

Holiday	Date Observed
New Year's Day**	January 1
Martin Luther King, Jr. Day	Third Monday in January
President's Day*	Third Monday in February
Good Friday**	The Friday prior to Easter Sunday
Memorial Day*	Last Monday in May
Juneteenth***	June 19

Independence Day***	July 4
Labor Day	First Monday in September
Veteran's Day	November 11
Thanksgiving Day	Fourth Thursday in November
Day After Thanksgiving**	Fourth Friday in November
Christmas Eve**	December 24
Christmas Day*	December 25
New Years Eve**	December 31

The following employees **do not** receive holiday pay for the days associated with the colored asterisk.

Red – Head Start Education Staff
Blue – Charter Teacher
Orange – Charter Guardian

Company paid holidays that fall on Saturday are observed on the preceding Friday. Company paid holidays that fall on a Sunday are observed on the following Monday.

3. HOLIDAY PAY

If a Company paid holiday falls during the employee's scheduled vacation, the holiday will not be counted against the employee's accrued Vacation Leave.

Nonexempt Employees required to work on a scheduled holiday will be paid one- and one-half times their regular rate for Hours Worked, in addition to their Holiday Pay. A paid holiday not worked will not be credited as a regular workday for computation of Overtime. An Exempt Employee required to work on a holiday will be given another day off at a time mutually convenient to the employee and the Company, within the next pay period

Employees receive holiday pay only for the hours that they are normally and regularly scheduled to work. Full-time Employees receive holiday pay for a full normal workday, while Part-time Employees receive holiday pay only for the hours that they would be regularly scheduled to work on the day of the workweek in which the holiday occurs.

VI. DISABILITY

Long-term Disability benefits are provided to You Thrive Florida's Regular Full-time Employees.

1. POLICY

Long-term Disability benefits may be utilized by eligible employees for qualifying personal illness, injury or disability.

Notice of claim should be filed with the designated Carrier, within twenty (20) calendar days after the loss happens or starts.

Disability compensation is paid to employees at a rate of 60% of the employee's rate of pay. An employee may utilize accrued leave balances to supplement disability payments. After two (2) weeks on disability leave, the employee must, unless otherwise prohibited by law, utilize accrued sick leave (or vacation leave, upon the exhaustion of all sick leave accrual) balances up to 40% to supplement compensation received through disability. In no instance will this combination exceed one hundred percent (100%) of the employee's regular base pay.

VII. WORKERS' COMPENSATION

1. ELIGIBILITY

Workers' compensation leave benefits are provided to employees in accordance with the laws of the State of Florida.

2. REPORTING

An employee must immediately report any work-related illness, injury, or disability to his or her supervisor and assist the supervisor in completing the required documentation; coordinated in accordance with the policy of You Thrive Florida and the laws of the State of Florida.

3. COMPENSATION

Employees are provided workers' compensation leave in accordance with the Company's insurance carrier/provider and the laws of the State of Florida. Compensation is provided in accordance with the law. Unless otherwise prohibited by law, an employee must utilize Sick Leave, Vacation Leave, and Paid Time Off to supplement workers' compensation payments. In no instance will this combination exceed one hundred percent (100%) of the employee's regular base pay.

VIII. CIVIL LEAVE/JURY DUTY

1. DEFINITION

Civil Leave Civil Leave is time off with pay for actual time spent on jury duty; or on court appearance in relation to the employee's position or upon request of the Company.

2. ELIGIBILITY

Employees summoned to jury duty or who are subpoenaed to appear in court as a witness in relation to their position or employment with the Company are granted Civil Leave upon providing any required documentation.

Employees subpoenaed to court as a witness for reasons not connected to their official positions with the Company are not eligible for Civil Leave. Time off for non-work-related purposes is charged to the employee's Paid Time Off or Vacation Leave or granted without

pay.

3. NOTIFICATION AND COMPENSATION

Employees must notify their supervisor immediately upon receiving summons or subpoena.

Requests for Civil Leave are submitted to the employee's supervisor in writing accompanied by a copy of the summons or subpoena.

Employees are paid in full their base rate of pay without loss of vacation leave/paid time off or benefits, when Civil Leave has been granted for up to a 2-week period of time.

Employees must submit any payment received from jury duty or witness fees, etc., to the Company when the Company has compensated them for Civil Leave.

The time a Nonexempt Employee is on approved Civil Leave for jury duty, not otherwise connected with their official position, is not Hours Worked; however, approved Civil Leave in connection with the Employee's official position or at the request of the Company is Hours Worked.

If an employee is released or excused, they are required to report immediately to their supervisor for the remainder of the work shift.

IX. BEREAVEMENT LEAVE

1. DEFINITION

Bereavement Leave Bereavement Leave is provided by the Company, for the arrangement of a funeral or memorial service, attendance at a funeral or memorial service, and personal mourning for a member of the employee's Immediate Family.

2. Eligibility

All employees are eligible upon date of hire.

Immediate Family is defined as spouse, parents, children, aunt, uncle, niece and nephew, first cousin, grandparents, grandchildren, sister, brother, legal guardian, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, stepparents, stepchildren or any relative living in same household as employee.

3. POLICY

Employees must notify their supervisor immediately upon having knowledge of Immediate Family death.

Bereavement Leave should be submitted in writing to the employee's supervisor. Employee is required to provide the funeral announcement, obituary or death notice. The supervisor will utilize the payroll timekeeping system and code appropriately.

Employees will be paid in full their base rate of pay without loss of Vacation Leave or benefits, when Bereavement Leave has been granted. Employees will be granted a maximum of three (3) paid workdays per qualified bereavement incident. Bereavement leave will be calculated and paid in the same manner as other Paid Time off benefits as described in the Personnel Manual.

X. DOMESTIC VIOLENCE LEAVE

1. POLICY

It is the policy of You Thrive Florida to provide employees with up to three (3) days of leave from work in any 12-month period if the Employee or a Family or Household Member of an Employee is the victim of Domestic Violence.

2. DEFINITIONS

Domestic Violence means any assault, aggravated assault, battery, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment, or any criminal offense resulting in physical injury or death of one family or household member by another family or household member; or any crime the underlying factual basis of which has been found by a court to include an act of domestic violence.

Family or Household Member means spouses, former spouses, persons related by blood or marriage, persons who are presently residing together as if a family or who have resided together in the past as if a family, and persons who are parents of a child in common regardless of whether they have been married. With the exception of persons who have a child in common, the family or household members must be currently residing or have in the past resided together in the same single dwelling unit.

Sexual Violence means sexual violence, as defined in Fla. Statutes. §784.046, or any crime the underlying factual basis of which has been found by a court to include an act of sexual violence.

Victim means an individual who has been subjected to domestic violence or sexual violence.

3. PROCEDURE

Eligibility: All Employees who have worked at least three (3) consecutive months or more.

Use: Domestic Violence Leave may be requested for one of the following reasons:

To seek an injunction for protection against domestic violence or injunction for protection in cases of repeat violence, dating violence or sexual violence;

To obtain medical care or mental health counseling or both for the Employee or a Family or Household Member to address physical or psychological injuries resulting from the act of domestic violence;

To obtain services from a victim services organization, including, but not limited to, a domestic violence shelter or program or a rape crisis center as a result of the act of domestic violence;

To make the Employee's home secure from the perpetrator of the domestic violence or to seek new housing to escape the perpetrator; or

To seek legal assistance in addressing issues arising from the act of domestic violence or to attend and prepare for court-related proceedings arising from the act of domestic violence.

Requesting Leave: Except in cases of imminent danger to the health or safety of the Employee, or to the health or safety of a Family or Household Member, an Employee seeking leave under this policy must provide at least seven (7) days advance written notice along with supporting documentation evidencing eligibility for use of leave.

Use of Paid Leave Benefits Required: If an Employee has any paid leave available, the Employee must use any paid leave benefits concurrent with his or her request for Domestic Violence Leave under this policy.

Confidentiality: All information relating to the employee's leave under this policy is confidential.

Section IV. B.
PERSONAL LEAVE

I. DEFINITION

Personal Leave is defined as an excused absence without pay beyond ten (10) continuous workdays. An absence involving compensated time off (i.e., jury duty, vacation or sick leave, paid time off or bereavement leave) is not considered personal leave.

II. POLICY

Personal Leave may be granted to Regular Full-Time Employees, after six (6) months of continuous service, to maintain continuity of service for one of the reasons listed below:

- The Serious Health Condition of the Employee that makes the Employee unable to perform the functions of the Employee's position; or
- After the employee gives birth to a child when the employee is not eligible for FMLA.

Requests for Personal Leave are evaluated based on a number of factors, including reason for leave, other leave options, such as FMLA, anticipated workload requirements and staffing considerations during the proposed period of absence.

No loss of service credit with the Company will occur as a result of an approved Personal Leave, but all paid leave benefits including but not limited to Vacation Leave accrual, Sick Leave accrual, and PTO accrual, are suspended for the duration of the Personal Leave.

Subject to the terms, conditions and limitations of the applicable plans, health insurance benefits are provided by the Company until the end of the month in which the approved Personal Leave begins. At that time, employees become responsible for the full cost of group insurance benefits if they wish to continue coverage. When the employee returns from Personal Leave, benefits will again be provided by the Company according to the applicable plans or policy.

(NOTE: Personal Leave does not include workers' compensation or Family Medical Leave (FMLA). In the case of FMLA or a workers' compensation leave of absence, You Thrive Florida will continue payment of premiums for the employee's coverage.)

III. PROCEDURES

Application and Commencement Requests for Personal Leave or an extension thereof must be submitted in writing to the supervisor at least two weeks prior to the commencement date, except in circumstances when advance notice is impossible. Personal Leave requests must have the approval of the Chief Administrative Officer or HR designee.

Return to Work Unless otherwise required by law, an employee on an approved Personal Leave has no right to reinstatement and the Company is under no obligation to return the

employee to work, to either the same, similar or other position; however, when Personal Leave ends, every possible effort will be made to return the employee to the same position, if it is available, or to a similar available position for which the employee is qualified. The Company cannot and does not guarantee reinstatement.

Failure to return to work as scheduled upon the conclusion of an approved Personal Leave is a voluntary resignation on the part of the employee and the resignation is effective as of the last date of the approved Personal Leave.

Under no circumstances will Personal Leave be approved beyond 6 weeks.

Section IV. C.
FAMILY AND MEDICAL LEAVE

I. POLICY

The Company grants up to 12-weeks of family and medical leave during any 12-month period to eligible Employees, and up to 26-weeks of family and medical leave during any 12-month period to eligible employees of Covered Service Members, in accordance with the Family and Medical Leave Act of 1993 (FMLA), as amended. The leave may be paid, unpaid or a combination of paid and unpaid leave, depending on the status of the employee and circumstances of the leave and as specified in this policy and procedure.

II. DEFINITIONS

1. Covered Active Duty or Call to Covered Active Duty Status means, for Regular Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and, for Reserve Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a federal call or order to active duty (not a State call to active duty unless by order of the President of the United States) under a provision of law referred to in Section 101 (a)(13)B) of Title 10, United States Code.

2. Child means a biological, adopted or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is under 18 years of age; or 18 years of age or older and incapable of self-care because of a mental or physical disability.

3. Covered Service Member means a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; and a veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces, including National Guard or Reserves) at any time during the five (5) years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

4. Health Care Provider means a Doctor of Medicine or osteopathy who is authorized to practice medicine or surgery by the State in which the doctor practices; or any other person determined by the State to be capable of providing health care services.

5. Parent means the biological parent of an employee or an individual who stood in loco parentis to an Employee when the employee was a son or daughter.

6. Qualifying Exigency means a non-medical activity that is directly related to the Covered Service Member's Covered Active Duty or Call to Covered Active-Duty status. For an activity to qualify as an exigency, it must fall within one of seven categories of activities: (1) short notice deployment (leave permitted up to seven days if the military member receives seven or less days' notice of a call to active duty); (2) military events and related

activities; (3) certain temporary child care arrangements and school activities (but not ongoing childcare); (4) financial and legal arrangements; (5) counseling by a non-medical counselor (such as a member of the clergy); (6) rest and recuperation (leave permitted up to five days when the military member is on temporary rest and recuperation leave); and (7) post-deployment military activities. An Employee who is a member of the Regular Armed Forces may not take exigency leave under this policy.

7. Serious Injury or Illness means, in the case of a member of the Armed Forces, an injury or illness incurred by the member in the line of duty on Covered Active Duty in the Armed Forces that may render the member medically unfit to perform the duties of the member's office, grade, rank or rating.

8. Serious Health Condition means an injury, illness, impairment, or physical/mental condition that involves:

    - Inpatient care in a hospital, hospice or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or

    - Continuing treatment by a Health Care Provider that includes:

    - a period of incapacity of more than three consecutive calendar days and any subsequent treatment period of incapacity relating to the same condition, as further defined within the Family and Medical Leave Act of 1993 and its regulations;

    - a period of incapacity due to pregnancy, or for prenatal care;

    - a period of incapacity or treatment for a chronic Serious Health Condition which is a condition that (a) requires visits for treatment by a Health Care Provider at least twice a year; (b) continues over an extended period of time; and (c) may cause episodic incapacity rather than a continuing period of incapacity;

    - a period of incapacity which is permanent and long-term due to a condition for which treatment may not be effective;

    - a period of absence to receive multiple treatments for an injury or condition which would result in incapacitation of more than three days if not treated; and

    - any other provision of the FMLA or its regulations.

9. Spouse means a legally recognized husband or wife.

III. PROCEDURE

1. Eligibility.

   To qualify for family or medical leave under this policy, the Employee must meet all of the following conditions:

   The Employee must have worked for the Company for 12 months or 52 weeks within the seven years prior to the date leave is to begin; the 12 months or 52 weeks need not be consecutive. For eligibility purposes, an Employee will be considered to have been employed for an entire week even if the Employee was on the payroll for only part of a week or if the Employee is on approved or authorized leave during the week; and

   The Employee must have worked at least 1250 hours during the twelve-month period immediately before the date when the leave is requested to commence. The principles established under the Fair Labor Standards Act (FLSA) determine the number of hours worked by an Employee. The FLSA does not include time spent on paid or unpaid leave as hours worked. Consequently, these hours of leave should not be counted in determining the 1250 hours worked; and

   The Employee must work in an office or worksite where 50 or more Employees are employed by the Company within 75 miles of that office or worksite. The distance is to be calculated by using available transportation by the most direct route.

2. Type of Leave Covered

   - To qualify as FMLA leave under this policy, the Employee must be taking leave for one of the reasons listed below:

   - The birth of a child and to care for that child;

   - The placement of a child for adoption or foster care and to care for the newly place child;

   - To care for a spouse, child or parent, with a Serious Health Condition;

   - The Serious Health Condition of the Employee that makes the Employee unable to perform the functions of the Employee's position; or

   - For any Qualifying Exigency arising out of the fact that the spouse, child or parent of the employee is on Active Duty (or has been notified of impending call or order to Active Duty) in the Armed Forces in support of a contingency operation.

   - Employees with questions about what illnesses are covered under this FMLA policy or under the Company's other leave policies are encouraged to consult with the Company designee.

3. Retroactively Effective. If an Employee takes Paid Leave for a condition that progresses into a Serious Health Condition that meets the criteria for FMLA leave and the Employee requests unpaid leave under this FMLA policy, the Company may in its sole discretion designate all or some portion of the Paid Leave as FMLA leave under this policy.

4. Amount of Leave Available

   An eligible Employee may take up to 12 weeks of leave under this policy during any 12-month period.

   An eligible Employee who is the spouse, child, parent or next of kin of a Covered Service Member may take up to 26 weeks of leave during a 12-month period to care for the Covered Service Member.

5. Calculating Leave Amount.

   The Company will calculate the leave period as a rolling 12-month period measured backward from the date an Employee uses any leave under this policy. Each time an Employee takes leave, the Company will compute the amount of leave the Employee has taken under this policy and subtract it from the weeks of available leave, and the balance remaining is the amount the Employee is entitled to take at that time.

   Entitlement to leave for the birth, adoption, or placement of a child in foster care expires twelve months after the date of the birth, adoption, or placement, and must, therefore, be completed prior to that day.

6. When Spouses are Both Employed By Company.

   If a husband and wife both work for the Company there are some restrictions on use and the amount of leave.

   If the husband and wife each wish to take leave for the birth of a child, adoption or placement of a child in foster care, or to care for a parent (but not a parent "in-law") with a Serious Health Condition, the husband and wife may only take a combined total of 12 weeks of leave.

   If both Spouses are Employees of the Company, their combined leaves of absence will not exceed 12 weeks if leave is for reasons other than their own serious health condition, a serious health condition of their spouse or a serious health condition of their child.

   If the husband and wife both use a portion of the total 12-week FMLA leave for one of the above FMLA purposes, they would each be entitled to leave for other FMLA purposes. For example, if each spouse took six weeks of leave for the birth of a child, each could later use an additional six weeks due to a personal illness or to care for a sick child or spouse.

If both Spouses are Employees of the Company, and if leave is granted for a Covered Service Member, their combined leaves of absence will not exceed 26 weeks, inclusive of any other FMLA leave granted during the previous 12-month period.

7. Intermittent Leave or a Reduced Work Schedule

   The Employee may take FMLA leave in consecutive weeks, may use the leave intermittently (take a day periodically when needed over the year to be used for such purposes as periodic medical treatments, chemotherapy, dialysis, etc.) or under certain circumstances may use the leave to reduce the work week or workday, resulting in a reduced hour schedule. In all cases, the leave may not exceed a total of 12 or 26 workweeks over a 12-month period, whichever applies.

   For Intermittent Leave that is foreseeable based on a planned medical treatment, including recovery from a Serious Health Condition or to care for a child after birth, or placement for adoption or foster care, the Company may temporarily transfer an Employee to an available alternative position with equivalent pay and benefits if the alternative position would better accommodate the intermittent or reduced schedule.

   For the birth, adoption or foster care of a child, the Company and the Employee must mutually agree to the schedule before the Employee may take the leave intermittently or work a reduced hour schedule. If the Employee is taking leave for a Serious Health Condition or because of the Serious Health Condition of a family member, the Employee should try to reach agreement with the Company before taking intermittent leave or working a reduced hour schedule. If this is not possible, then the Employee must prove that the use of the leave is medically necessary. The Company may require certification of medical necessity as discussed in Section G of this policy.

   For Exempt Employees taking FMLA leave on an intermittent or reduced schedule basis, salary adjustments may be made in accordance with the law.

8. Concurrent Use of Paid and Unpaid Leave Banks and Other Leave Benefits May Be Required

   Leave authorized under this policy is unpaid; however, if the Employee has accrued paid leave banks available, Employee will be required to use those banks concurrent with leave taken under this policy, unless otherwise prohibited by law.

   Paid leave banks will be used in the following order: First any available accrued sick leave, then any available accrued vacation leave balances. The combination of paid leave and unpaid leave is not to exceed 12 or 26 weeks, whichever applies.

   Disability leave for the birth of the child and for an Employee's Serious Health Condition, including workers' compensation leave (to the extent that it qualifies), will be designated as FMLA leave and will run concurrently with FMLA leave.

   Example. If an employer provides six weeks of pregnancy disability leave, the six weeks can be designated as FMLA leave and counted toward the Employee's 12-week

entitlement. The Employee may then be required to substitute accrued (or earned) paid leave as appropriate before being eligible for unpaid leave for what remains of the 12-week entitlement.

9. Procedure for Requesting Leave and Approval of Leave

   All Employees requesting leave under this policy must request leave using the "Request for FMLA Leave" form. At a minimum, verbal notice with an explanation of the reason(s) for the need for leave is to be provided to the Employee's immediate supervisor, who will advise the Company designee.

   If the leave is planned or foreseeable, thirty (30) days advanced notice is to be provided in writing by the Employee on the "Request or FMLA Leave" Form.

   Employees must give the Company 30 days' notice when the need for leave is planned or foreseeable. If an Employee fails to provide 30 days' notice for foreseeable leave with no reasonable excuse for the delay, the leave request may be denied until at least 30 days from the date the Company receives notice.

   If it is not possible to give 30 days' notice, the Employee must give as much notice as is practicable.

   An Employee who is to undergo planned medical treatment is required to make a reasonable effort to schedule the treatment in order to minimize disruptions to the Company's operations.

   If the leave is taken under the Qualifying Exigency provision, whether because the spouse, child, or parent of the Employee is on Active Duty or because of notification of impending call or order to Active Duty in support of a contingency operation, the Employee shall provide such notice as soon as possible upon receiving notice or call or order to Active Duty.

   In instances, when Family and Medical Leave is needed due to unforeseen Serious Health Conditions, as much advanced notice as is possible is required when requesting such leave. For leave extending beyond 30 calendar days, the Employee must notify the Company every 30 days as to the Employee's status and intent to return to work or to continue with available leave time.

   While on approved leave, Employees are required to report periodically, but no less than every 30 days, to the Company regarding the status of the Serious Health Condition and their intent to return to work.

   The Company will provide individual notice of rights and obligations to each Employee requesting leave within the time prescribed by statute or as soon as practicable.

10. Certification of the Serious Health Condition

    The Company requires certification of the Serious Health Condition, Active Duty or

Covered Service Member status upon requesting leave under this policy.

The Employee is to respond to such a request within 15 calendar days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of authorization or continuation of leave. Using the U.S. Department of Labor Form WH 380 - Certification of Health Care Provider, provides medical certification.

All certifications of the serious health condition shall include the following:

- the date when the condition began,
- its expected duration; and
- A brief statement of treatment.

For medical leave for the Employee's own medical condition, the certification must also include the following:

- a statement that the Employee is unable to perform work of any kind; or
- A statement that the Employee is unable to perform the essential functions of the Employee's position.

For a family member who is seriously ill, the certification must include the following:

- a statement that the patient, the family member, requires assistance; and
- That the Employee's presence would be beneficial or desirable.

If the Employee plans to take intermittent leave or work a reduced schedule, the certification must also include the following:

- dates and the duration of treatment; and
- A statement of medical necessity for taking intermittent leave or working a reduced schedule.

The Company has the right to ask for a second opinion if it has reason to doubt the certification. The Company will pay for the Employee to get a certification from a second Health Care Provider, which the Company will select. If necessary to resolve a conflict between the original certification and the second opinion, the Company will require the opinion of a third Health Care Provider. The Company and the Employee will mutually select the third Health Care Provider and the Company will pay for the opinion. This third opinion will be considered final. The Employee will be provisionally entitled to leave and benefits under the FMLA pending the second and/or third opinion.

11. Employee Status and Benefits During Leave

Continuation of Group Health Insurance Benefits. While an Employee is on leave, the Company will continue the Employee's health benefits during the leave period at the same level and under the same conditions as if the Employee had continued to work.

During the approved leave, the Company will continue to pay its contribution of the health insurance premiums up to a maximum of 12 weeks.

The Employee must continue to pay his/her contribution to the premiums, regardless of whether the leave is paid or unpaid; failure to do so may result in loss of coverage and under certain circumstances, the Company may recover from the Employee any insurance premiums paid on the Employee's behalf.

While on paid leave, the Employer will continue to make payroll deductions to collect the Employee's share of the premium.

While on unpaid leave, the Employee must continue to make this payment, either in person or by mail. The payment must be received in the appropriate office by the first (1st) day of each month. If the payment is more than 30 days late, the Employee's health care coverage may be dropped for the duration of the leave. The Company will provide the statutory required notification prior to the Employee's loss of coverage.

The Employee may volunteer to prepay premiums through increased payroll deduction when the need for FMLA is planned or foreseeable.

If the Employee chooses not to return to work for reasons other than a continued Serious Health Condition of the Employee or the Employee's family member or a circumstance beyond the Employee's control, the Company will require the Employee to reimburse the Company the amount it paid for the Employee's health insurance premium during the leave period.

12. Outside Employment During Medical Leave

Employees on FMLA leave remain subject to all generally applicable Company policies including the policy on outside employment while on leave. This restriction is intended to ensure that employees use leave for its intended purpose and to support recovery or the care of covered family members, as applicable.

13. Continuation of Other Group Insurance Benefits

If the Employee contributes to a life insurance or disability plan, the Employer will continue making payroll deductions while the Employee is on paid leave.

While the Employee is on unpaid leave, the Employee may request continuation of such benefits, and pay their portion of the premiums; or the employer may elect to maintain such benefits during the leave and pay the Employee's share of the premium payments. If the Employee does not continue these payments, the employer may discontinue coverage during the leave. If the employer maintains coverage, the employer may recover the costs incurred for paying the Employee's share of any premiums whether or not the Employee returns to work.

Continuation of Other Employee Benefits. Benefits accrued up to the day on which the family or medical leave of absence begins will not be lost except to the extent used by the Employee to pay for such leave. During any portion of an unpaid family or medical leave, Employees shall not accrue employment benefits such as annual leave or sick

leave.

14. Employee Status after Leave

An Employee who takes leave under this policy will be returned/reinstated to the same position or a position with equivalent status, pay, benefits and other employment terms, upon conclusion of the leave and upon provision of a Fitness for Duty Certification from the Health Care Provider identifying whether or not the Employee is able to perform the essential functions of the job he or she held at the time leave began.

The Company may choose to exempt certain highly compensated or key Employees from this requirement and not return them to the same or similar position. Under the FMLA, "key" Employees, or Employees who are salaried and whose earnings place the Employee in the top 10 percent of those Employees employed by a Company within a 75 mile area, must be provided the same 12 weeks of leave as other Employees; however, these "key" Employees may be denied the right to return to the same or equivalent job if the Company demonstrates that returning the Employee to the same or similar position if doing so causes a "substantial and grievous economic injury" to the Company.

An Employee must give prior written notice to the Company of his or her intent to return to work and the date the Employee is available to return to active status.

Section IV. D.
INSURANCE AND RETIREMENT PROGRAMS

I. INSURANCE COVERAGE/PROGRAMS

1. ELIGIBILITY

Employees that are Regular, Full-time Employees of You Thrive Florida and who are regularly scheduled for minimum of 30 hours per week are eligible for group medical and supplemental insurance coverage, the first of the month following the completion of an initial two (2) month waiting period for all eligible employees.

Under the Patient Protection and Affordable Care Act, and its implementing regulations, certain employees, not otherwise eligible for insurance or other benefits may, from time to time, be eligible for employee group health insurance. The Company monitors employees' hours worked and will provide notice as required to those certain employees who have earned eligibility for group health insurance.

Eligible employees may participate in the Company's group medical plan and supplemental coverages, subject to all terms and conditions of the agreement between the Company and the insurance carrier/provider.

2. DETAILS OF BENEFITS

The following is a list of other insurance programs that may be provided for the employees of You Thrive Florida:
Group Medical Coverage
Group Life & Accidental Death & Disability Benefits
Supplemental Insurance Programs

Details of the Company's insurance programs are described within the Company's Summary of Benefits. A Summary of Benefits and information of premium costs for coverage will be provided in advance of enrollment to eligible employees.

II. RETIREMENT PROGRAM

1. ELIGIBILITY

You Thrive Florida offers pension benefits through a 403(b) program under various annuities. Pension benefits are provided to Regular, Full-Time Employees, after one (1) year of continuous employment.

Eligible employees may participate in the Company's pension plan subject to all terms and conditions of the Company's defined pension plan/program.

2. DETAILS OF BENEFITS

Details of the Company's retirement plan are described within the Company's Summary of Benefits. A Summary of Benefits and information about contributions rates and requirements are provided in advance of enrollment to eligible employees.

III. STATE AND FEDERAL MANDATED EMPLOYER CONTRIBUTORY PROGRAMS

Social Security All employees are covered by the Federal Social Security Act. A required percentage of an employee's salary is deducted to pay the employee's portion of this protection, and the Company matches this deduction dollar for dollar.
State & Federal Unemployment Insurance This program is funded entirely by employers in the State of Florida. This is an employer paid contribution to a state unemployment fund.

IV. COVERAGE/PROVISION OF INSURANCE BENEFITS

All employer insurance and retirement contributions are offered subject to budget considerations, amendment, modification and termination at any time in the sole discretion of You Thrive Florida

Section IV. E.
CONSOLIDATED OMNIBUS BUDGET RECONCILIATION ACT

CONTINUATION OF GROUP MEDICAL COVERAGE

I. POLICY

The Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) requires that You Thrive Florida offer employees and their families the opportunity for a temporary extension of current group medical coverage (continuation of coverage). In compliance with the law as of the date of this Manual, the COBRA law is essentially as follows:

Employees' Rights: If you are an employee of You Thrive Florida, covered by the Group Medical and/or Dental Insurance Plan, you have a right to choose this continuation coverage if you lose your group health or dental coverage because of a reduction in your hours or employment, or the termination of your employment (for reasons other than gross misconduct). If the employee's loss of coverage is the result of separation due to gross misconduct, continuation of coverage will not be offered to the employee.

Covered Spouse's Rights: If a spouse of an employee is covered by the Group Medical and/or Dental Insurance Plan, they have the right to choose continuation coverage if they lose group medical or dental coverage for any of the following reasons: (1) death of a spouse (employee); (2) termination of spouses' employment (for reasons other than gross misconduct) or reduction in spouses hours of employment that makes them ineligible for Company provided coverage; (3) divorce or legal separation from a spouse; or (4) spouse first becomes entitled to Medicare.

Covered Dependent Rights: In the case of a covered dependent child of an employee, he or she has the right to continuation coverage if group medical coverage is lost for any of the following reasons: (1) death of a parent; (2) termination of a parent's employment (for reasons other than gross misconduct) or a reduction in a parent's hours of employment; (3) a parent's divorce or legal separation; (4) a parent first becomes entitled to Medicare; or (5) the dependent ceases to be a "dependent child" under the terms of the contract. Dependents may be covered to the end of the calendar year in which they reach the limiting age.

Employee's Responsibility: Under the law, the employee or covered spouse or dependent is responsible for informing You Thrive Florida of a divorce, legal separation or a child losing dependent status under the plan. This notification must be made within sixty (60) calendar days of the date of the qualifying event causing a loss of coverage.

If you have changed marital status, or you, your spouse, or any eligible-covered dependents have changed addresses, or if any covered dependent is at a different address, you must notify You Thrive Florida – attention Human Resources in writing at: 820 Kennedy Boulevard, Brooksville, Florida 34601, or facsimile (352) 796-7500.

II. CONTINUATION OF COVERAGE GUIDELINES:

When You Thrive Florida is notified that one of these events has happened, it will in turn notify the affected persons that they have the right to choose continuation coverage. Under the current law, the eligible party has at least sixty (60) calendar days from the date that coverage would be lost because of one of the events described above to elect continuation of coverage. If and when the election is made, coverage will become effective on the day after coverage would otherwise be terminated.

If continuation coverage is not elected, group health or dental insurance coverage will terminate in accordance with the provisions outlined in the employee's certificate of coverage.

If continuation coverage is elected, coverage will be identical to the coverage provided under the Company's plan to similarly situated employees and family members. Continuation coverage is extended for the period of time required by law, between 18 months and three years, depending on the reason for loss of coverage. An extension is available under particular circumstances to persons with a disability.

Continuation of coverage may be terminated for any of the following reasons:
The Company no longer provides medical coverage to any of its employees;
The premium for continuation coverage is not paid in a timely manner;
The eligible party first becomes covered under another group medical plan (as an employee or otherwise) that does not contain a pre-existing condition limitation; or
The eligible party first becomes entitled to Medicare.

It is not necessary to prove insurability to choose continuation coverage. However, all of the premium plus up to a 2% administrative fee must be paid for the continuation of coverage. Total administrative fees vary according to coverage selected. At the conclusion of the continuation coverage period, the eligible party is allowed to enroll in an individual conversion plan provided under the current group medical plan, if the plan provides a conversion privilege.

Continuation of Group Medical Coverage Notice: All employees must complete the Continuation of Group Medical Coverage Notice upon enrollment in the insurance plan, a spouse signature may be required if applicable. A copy of this receipt will be placed in the employee's personnel file.

SECTION V

EMPLOYEE CODE OF CONDUCT

Section V. A.
EMPLOYMENT CONDUCT - STANDARDS

I. CODE OF CONDUCT POLICY

General Conduct Statement

All employees are expected to remember that they are employees that serve the public and conduct themselves accordingly. Employees will not act in a manner that may discredit You Thrive Florida, its Governing Board, management, fellow employees, or themselves.

Employees will direct and coordinate their efforts to establish and maintain the highest level of efficiency, morale and achievement.

Employees will conduct themselves in a manner that promotes the greatest degree of harmony between departments and program areas within the Company.

Head Start Program Employees will conduct themselves in concurrence with the performance standards of the Federal "Head Start Program Performance Standards, 45 CFR Part 1302.90 (c) (1)." These rules are provided on the Head Start Performance Standards Conduct Form. Head Start Program employees are required to sign and comply with the standards.

II. UNACCEPTABLE CONDUCT (Partial List)

The Company's standards of conduct are established for the guidance of all employees. The following is a partial list of unacceptable behavior and conduct that is a breach of the Code of Conduct Policy of You Thrive Florida.

Employees will not engage in falsifying the employment application or omission of relevant job-related information, time sheet, personnel, or other Company documents or records.

Employees will not engage in the unauthorized possession of Company or employee property, gambling, carrying unauthorized weapons or explosives, or violating criminal laws, on Company premises, while on duty, or on Company time.

Employees will not engage in fighting, throwing things, horseplay, practical jokes, or other disorderly conduct, which may endanger the well-being of any employee or Company operations.

Employees will not engage in acts of dishonesty, fraud, theft or sabotage.

Employees will not engage in threatening, intimidating, coercing, using abusive or vulgar language, or interfering with the performance of other employees.

Employees will not engage in insubordination or refusal to comply with instructions or failure to perform reasonable duties, which are assigned.

Employees will not engage in conduct and speech, which may undermine the efficiency and/or reputation of fellow employees, program areas, offices/facilities, policies, and actions of You Thrive Florida; or that interferes with the reasonable supervision or proper discipline of You Thrive Florida

Employees will not make any false statement or certification of these policies, or in any manner, commit or attempt to commit any fraud preventing the impartial execution of the provisions of these policies regarding employment, promotion or any other terms or conditions of employment.

Employees will not engage in unauthorized use of Company material, time, equipment or property.

Employees will not engage in damaging or destroying Company property through careless or willful acts.

Employees will not engage in conduct which the Company feels reflects adversely on the employee, the Company or its reputation.

Employees will not perform in a manner which, in the Company's opinion, does not meet the requirements of the position.

Employees will not engage in practices as the Company determines may be inconsistent with the ordinary and reasonable rules of conduct necessary to the welfare of the Company, its employees or clients. Employees are expected to show professionalism and respect toward others.

Employees will not engage in inappropriate or disrespectful behavior toward a supervisor. Insolent, disrespectful behavior will not be tolerated.

No employee will solicit or accept, directly or through any member of the employee's immediately family, anything of value, including but not limited to a gift; real property or the use of; tangible or intangible property or the use of; a loan; transportation, lodging, or parking; food or beverage (other than consumed at a single sitting or event); membership dues; entrance fees, admission fees, or tickets to events, performances, or facilities; plants, flowers or floral arrangements; services provided by persons pursuant to a professional license or certificate; other personal services; promise of future employment; or any other similar service or thing having an attributable value, when the employee knows, or should have known, that it was given to influence a decision or vote, or an official action or judgment of the employee in his or her official capacity with You Thrive Florida.

No employee, employee's spouse or minor child will at any time, accept any compensation,

payment, or thing of value when the employee knows, or should have known, that it was given to influence a vote, official action or judgment of the employee in his/her official capacity with You Thrive Florida.

A non-monetary gift, including meals or entertainment, when offered gratuitously and carrying a total value of less than twenty-five dollars ($25) may be accepted if the employee can ensure that it was not offered to influence his/her judgment, action or vote. It is the employee's responsibility to avoid the appearance of conflict of interest and discretion should be used in accepting gifts valued under the amount stated. If there is any doubt about the intent or the person giving the gift or its value is greater than twenty-five dollars, then the employee must decline to accept it.

Employees that regulate, review project proposals, procurement, or bids under evaluation will not accept anything of value (meals included) from a person that currently has a project, proposal, procurement, or bid before the employee (in their function) or a committee which he or she serves. Discretion should be exercised by all employees for attendance of lunches, social events, etc. following a selection/decision.

Information that is obtained in the course of the official duties of an employee will not be released by any employee unless the employee is charged with the responsibility as a part of his or her official duties.

Employees may not, either directly or indirectly, use their official position with You Thrive Florida or information obtained in connection with their employment for private gain or personal benefit.

Employees will not engage in partisan political activity, of any kind, during working hours, on the premises/facilities/property of You Thrive Florida, or while representing the Company, or in the name of the Company.

Employees will not participate in, or intervene in (including distribution of statements), any political campaign on behalf of any candidate for public office during working hours, while representing You Thrive Florida, or in the name of You Thrive Florida.

Alcoholic beverages will not be consumed while in uniforms provided by You Thrive Florida, while on duty, inclusive of mealtime, and/or during off-duty hours while in uniform.

Employees are prohibited from wearing You Thrive Florida uniforms in the performance of non-You Thrive Florida activities, for example, mowing a friend's lawn while in uniform.

Employees will not use, possess, manufacture, distribute, dispense, purchase, transfer or be under the influence of controlled substance, alcoholic beverages or other intoxicants at any time on You Thrive Florida premises or while conducting You Thrive Florida business.

Employees will not use or be under the influence of legally prescribed drugs which will

adversely affect or impair their ability to perform the functions of their position on the premises of the Company, and/or while conducting business on behalf of the Company.

Employees will not refuse to submit to a drug or an alcohol test required by You Thrive Florida.

Employees are prohibited from promoting or conducting personal or private business for gain or personal benefit within any facility or on property of You Thrive Florida or on Company time.

Employees will maintain a personal appearance that is clean and appropriate for their position, which is determined by the supervisor (i.e., office attire or uniforms). Whatever the attire, the employee will conduct himself or herself accordingly while performing duties as assigned by You Thrive Florida.

Employees will maintain contact/notify supervisor of absence or leave. If contact is not maintained or supervisor is not notified, the Company will consider that the employee has voluntarily resigned from their position. Resignation will be considered effective immediately when the employee does not maintain contact/notify supervisor.

Employees will not utilize Company property or materials for personal business.

Employees will not utilize Company computers, including Internet access, for conducting personal business, i.e., doing personal banking, checking personal email, doing personal Internet searching/surfing, etc.

Employees are prohibited from downloading Internet software, shareware, photos, screensavers, clipart, etc. on Company computers. If downloads are needed for Company business, employees must receive authorization/approval of required downloads through the Company's Finance Director or appointed designee, ***prior to any downloading***.

Employees are ***strictly prohibited*** from utilizing any format of "instant messaging" on Company computers or while on Company time. Only authorized/approved "chat room" or "social networking" sites may be used for Company business in accordance with the Company's social networking policy, and must be authorized, by the Finance Director or designee, prior to use.

Employees are ***strictly prohibited*** from accessing, viewing, uploading, downloading, receiving, sending, etc. any computer files/internet sites that contain, either explicitly or implicitly, materials that are pornographic or contain "adult content" as determined by the Company.

Employees will not participate in verbal, physical or visual conduct of a racial, ethnic or other protected characteristic type, which impairs other employees from their ability to perform the job. (See the policy section on Harassment.)

Employees will not make or participate in unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. (See the policy section on Harassment.)

Employees will not conduct themselves in a manner that creates a Conflict of Interest with their employment with You Thrive Florida. (See the policy section of Conflict of Interest.)

Employees will not be negligent in observing fire prevention and safety rules.

Employees are not authorized to possess or carry a firearm, even those with a concealed carry permit, on their person while inside any agency building or vehicle. Employees licensed to carry a concealed firearm may keep a firearm secured, out of plain sight, in a locked personal vehicle while on agency premises. All unauthorized weapons are banned from the premises. The agency reserves the right to enter and inspect any staff member's work area.

Any and all other circumstances in which the Company deems corrective action may be or is warranted.

III. Termination and Disciplinary Action

Employees found in violation of this policy may be subject to disciplinary action up to and including termination.

Section V. B.
CONFLICT OF INTEREST

I. POLICY

Employees who are in a position to influence You Thrive Florida decisions must refrain from relationships that may adversely affect their judgment in dealing with the Company's clients, vendors, suppliers or funders.

No employee will have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature, which is in substantial conflict with proper discharge of his or her duties for You Thrive Florida

II. DEFINITION

Conflict of Interest means a situation in which regard for a private interest tends to lead to disregard of the Company's interest or responsibilities. This policy is inclusive of all outside personal or business relationships that affords present or future financial benefits to an employee, an employee's family, or to individuals that the employee has financial or business ties which may be determined by the Chief Executive Officer or designee as a Conflict of Interest.

III. EXAMPLES OF CONFLICTS OF INTEREST

The following situations are considered potential areas of conflict and may be considered a Conflict of Interest for You Thrive Florida. This list is intended to provide some examples of what constitutes a Conflict of Interest. It is not an all-inclusive list of Conflicts of Interest that may arise that could be a violation of this policy.

For the employee to perform any services, either as an officer, director, agent, sole proprietor, partner, stockholder (if owning in excess of 10% of securities outstanding), employee, paid consultant or advisor, for another person or entity that is doing business with You Thrive Florida, without the knowledge and consent of the Company in written form signed/approved by the Chief Executive Officer.

For the employee to engage in a private business or financial obligation relationship that may secure advantages for goods, services or influence due to the employee's position with You Thrive Florida.

For an employee, or any member of the employee's immediate family, to own a financial interest in an entity that is doing or seeking to do business with You Thrive Florida, except when such an interest consists of ownership of widely held and traded securities in a corporation.

For an employee or his or her immediate family, acting in a private capacity, rent, lease, or sell any realty, goods or services to You Thrive Florida

For an employee to corruptly use or attempt to use his/her official position or any property or resource that may be within his/her trust, or to perform his/her duties, to secure a special privilege, benefit, or exemption for themselves or others.

For an employee to fraternize (form a social relationship) with service recipients.

Immediate Family is defined as spouse, parents, children, aunt, uncle, niece and nephew, first cousin, grandparents, grandchildren, sister, brother, legal guardian, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, stepparents, stepchildren or any relative living in same household as employee.

IV. REPORTING CONFLICTS OF INTERESTS

If a potential Conflict of Interest arises, the employee is obligated to advise his/her immediate supervisor and fill out the appropriate "Conflict of Interest Declaration Form" as soon as they have knowledge of a potential conflict.

If the Chief Executive Officer or designee is of the opinion that said conflict is of such a nature that it hinders the operations of You Thrive Florida, then a decision will be made, and appropriate action will be taken to correct the situation.

You Thrive Florida reserves the right to make an exception if the Chief Executive Officer determines that it is in the best interest of the Company. A decision for exception can only be made with the written approval of the Chief Executive Officer. If an exception is allowed, a "Conflict of Interest Declaration Form" will be placed within the employee's personnel file along with the written approval of the Chief Executive Officer.

Conflict of Interest Declaration

All employees, upon employment with You Thrive Florida are required to complete and sign a "Conflict of Interest Declaration Form". The Form requires that all employees identify situations that could possibly give the appearance of a conflict of interest.

If an employee's position/situation changes, the employee is required to disclose in writing a full description of any activity, interest or relationship that may create or appear to create a conflict of interest, as soon as practicable, but not longer than 30 days after the inception of the activity, interest, or relationship. Any/all subsequent disclosures must be reported on the "Conflict of Interest Declaration Form." Forms will be filed within the employee's personnel file.

V. OUTSIDE EMPLOYMENT

You Thrive Florida expects all employees to devote their efforts to fulfilling the duties of

their assigned positions. Employees are expected not to engage in activities outside of work, which will prevent them from doing their best when they are working for You Thrive Florida. Employees, full-time or part-time, must obtain written approval prior to engaging in any outside employment. Outside employment may not begin until the request has been reviewed and approved by the employee's Program Director and Human Resources. The outside employment agency's name, address, telephone number, type of employment and hours of employment must be provided on the written request in case of an emergency situation. The approved request will then be placed in the personnel file of the employee.

The Company maintains a no outside employment policy for employees who are on any form of approved leave of absence, including but not limited to Family and Medical Leave Act (FMLA) leave, medical leave, worker's compensation, vacation, and personal leave. Employees on such leave are prohibited from engaging in outside employment or supplemental employment, including self-employment, volunteer work substantially similar to their regular job duties, or work for another employer. This restriction is intended to ensure that employees use leave for its intended purpose and applies uniformly to all employees on comparable types of leave. Violation of this policy will result in disciplinary action, up to and including termination of employment, consistent with the Employee Code of Conduct.

Section V. C.
DRESS AND APPEARANCE

I. POLICY

Performance requirements vary from program to program; therefore, the determination of employee's specific dress and personal appearance standard is the responsibility of the individual program director in conjunction with the employee's direct supervisor.

All issued uniforms must be returned to You Thrive Florida upon separation of employment.

Section V. D.
DRUG-FREE WORKPLACE

I. POLICY

It is unlawful for an employee(s) to unlawfully use, possess, manufacture, distribute, dispense, purchase, transfer or be under the influence of controlled substances, alcoholic beverages, or other intoxicants at any time on You Thrive Florida premises and/or while conducting You Thrive Florida business.

II. DEFINITIONS

Prohibited Drug is defined as a controlled substance included in Schedule I or II, as defined by section 802 (6) of Title 21 of the United States Code, the possession of which is unlawful under chapter 13 of that Title and/or a controlled substance named or described in Schedules I through V of the Florida Statutes Section 893.03 or any other applicable section of the law. The term Prohibited Drug does not mean the use of a controlled substance pursuant to a valid prescription or other uses authorized by Federal law. Marijuana is considered a controlled substance under the Federal Controlled Substance Act. You Thrive Florida does not distinguish between marijuana and medical marijuana for its policies. Use of marijuana in any form is prohibited. If a drug test result is positive for marijuana, the employee will be subject to disciplinary action up to and including termination. If an applicant's drug test result is positive for marijuana, the applicant will not be approved for hire.

Legal Drug is defined as a controlled substance that is obtained through a valid prescription or uses that are otherwise authorized by law. A Legal Drug is inclusive of alcoholic beverages.

III. PROHIBITED DRUG USE

Employees are prohibited from using, possessing, manufacturing, distributing, dispensing, purchasing, transferring or be under the influence of Prohibited Drugs as defined herein (including cannabis products) at any time on You Thrive Florida premises and/or while conducting You Thrive Florida business.

IV. LEGAL DRUG USE

1. Use of any Legal Drug to the point where such use adversely affects the employee's job performance is prohibited, including related travel time, which could jeopardize the safety of another employee, the public or You Thrive Florida facilities/equipment is prohibited.

2. Employees are prohibited from using, possessing, manufacturing, distributing,

dispensing, purchasing, transferring or be under the influence of Legal Drugs or alcoholic products at any time on You Thrive Florida premises and/or while conducting You Thrive Florida business.

3. When an employee is required to take prescribed drugs that could possibly affect their job performance, s/he should report to their supervisor immediately and inform of drug use. Supervisors will coordinate a determination of effect on performance.

4. Determination of whether a valid Legal Drug will adversely affect the employee's job performance will be coordinated through the employee's supervisor and to the Chief Executive Officer and in the Company's sole determination.

V. PENALTIES FOR POLICY VIOLATION

Any employee found in violation of this policy is subject to disciplinary action, up to and including termination. Except as follows:

1. Voluntary Admission.

2. An employee that voluntarily admits to Prohibited Drug and/or alcohol use will not be disciplined under this policy. Voluntary admission will require that the employee meet the following conditions:
    a. An employee voluntarily identifies him/herself as a user of Prohibited drugs prior to being identified through other means;
    b. An employee obtains counseling, rehabilitation, and/or participation in an employee assistance program; and
    c. An employee thereafter refrains from using Prohibited drugs.

3. All three of the above conditions must be met and coordinated through the Program Director with the approval of the Chief Executive Officer before the employee is considered under voluntary admission. It is the responsibility of the employee to ensure that the requirements of voluntary referral/admission are met.

4. Rehabilitation.

Employees violating this policy may be required to participate satisfactorily in rehabilitation. Satisfactory participation for the purposes of this policy will be the successful completion of relevant counseling, rehabilitation and/or employee assistance programs, as determined by the Chief Executive Officer or designee. Rehabilitation will include an employee refraining from Prohibited drug use or the abuse of Legal Drugs after first finding or admittance of such.

You Thrive Florida will offer drug education as required by law.

VI. DRUG AND ALCOHOL TESTING POLICY

You Thrive Florida will conduct drug and alcohol testing as determined necessary by the Company or in compliance with law.

1. Types of Testing Conducted

Pre-employment Pre-employment testing to determine controlled substance use will be conducted on all applicants at the post-job offer/pre-employment stage of hire. Employees transferring to safety sensitive positions will also be required to take and pass an alcohol and controlled substance test before the transfer is official.

Post-Incident Post-incident testing may be conducted in situations in which employee drug use (whether Legal or Prohibited Drugs) is likely to have contributed to the incident, and for which the drug test can accurately identify impairment caused by drug use. Post–incident testing shall be conducted following any accident involving employees in positions where the Company is required to test by state or federal laws. Post-incident testing shall be conducted following any vehicular accident.

Reasonable Suspicion Reasonable suspicion testing will be conducted on employees when a supervisor or other Company official observes behavior or appearance that is characteristic of alcohol misuse and/or controlled substance use.

Random Random testing will be conducted in accordance with the law, particularly safety-sensitive functioning positions and those employees who regularly operate a company vehicle or their personal vehicle for business purposes.

2. Eligibility for Testing

a. Any applicant for employment.

b. Any employee whose job functions are safety sensitive and require the driver to operate a motor vehicle or who possess a Commercial Driver's License

c. Safety sensitive functions are those on-duty activities that include the following:

i. Operating, maintaining or controlling the movement of vehicles;

ii. First-line supervisors who are responsible for supervising the functions of anyone operating, maintaining or controlling the

movement of vehicles;

iii. Carrying a firearm for security purposes; and

iv. Operation of a vehicle by a commercial driver's license holder.

d. Any employee who under reasonable suspicion appears to be under the influence of alcohol or Legal or Prohibited Drugs.

3. Refusal to Submit to Testing

Refusal to take an alcohol or drug test is considered immediate resignation by the employee. Refusal to test is defined to include the following:

a. Refusal to sign the confirmation test certification is regarded as a refusal to take the test.

b. Any action on the part of the employee to circumvent the requirements for testing is refusal to take the test

c. Any action of adulteration, masking or substituting his/her sample for a test is refusal to test, not as a positive test.

Section V. E.
ANTI-HARASSMENT POLICY & COMPLAINT PROCEDURE

I. POLICY

Harassment, including sexual harassment, is contrary to basic standards of conduct between individuals and is prohibited by Title VII of the Civil Rights Act, and its implementing regulations and state law. It will therefore constitute a violation of Company Policy for any employee to engage in any acts or behavior that could constitute harassment, sexual or otherwise, and such misconduct will be subject to corrective action up to and including potentially immediate termination of employment.

Employees who believe they have been subjected to any form of harassment or discrimination, or who wish to report offensive conduct or situations they have observed, should immediately report such incidents to their immediate supervisor, their program director or Human Resources. If the immediate supervisor or program director is the person who is responsible for the discrimination or harassment, or if you have reported harassment/discrimination to the immediate supervisor or program director and no action was taken, then the Employee should report such conduct either to the Program Executive or to Human Resources. Any employee who wishes to file a formal complaint shall follow the Grievance/Complaint Procedure in Section VI. B of the Personnel Manual. Confidentiality will be maintained to the extent permitted by the circumstances.

II. DEFINITIONS

Harassment shall mean any unwelcome conduct, verbal, physical, or visual, that is based on a person's protected characteristics. Harassment may include, but is not limited to:

Verbal Comments which are derogatory in nature regarding a person's protected characteristics including epithets, slurs, negative stereotyping, jokes, threats, intimidation, hostile acts, denigrating or hostile written or graphic material posted or circulated in the workplace.

Non-verbal Distribution, display or discussion of any written or graphic material that ridicules, denigrates insults, belittles, or shows hostility or aversion toward an individual or group because of his or her protected characteristics.

Protected Characteristics shall mean those classes or characteristics defined by local, state or federal law, which include race, color, national origin, religion, sex, age, pregnancy, genetic information, marital status, legally recognized disability, or other

protected status.

Sexual Harassment shall mean unsolicited or unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of such conduct is used as the basis for employment decisions or such conduct has the purpose or effect of creating an intimidating, hostile or offensive working environment that unreasonably interferes with an Employee's work performance. Sexual Harassment may include, but is not limited to:

Verbal Sexual innuendoes, sexual propositions, suggestive comments, jokes of a sexual nature, lewd remarks, threats. Requests for any type of sexual favor (this includes repeated, unwelcome requests for dates). Verbal abuse or "kidding" which is oriented towards a prohibitive form of harassment, including that which is sex-oriented and considered unwelcome.

Non-verbal The distribution, display, or discussion of any written or graphic material, including calendars, posters, and cartoons that are sexually suggestive, or shows hostility toward an individual or group because of sex; suggestive or insulting sounds; leering; staring; whistling; obscene gestures; content in letters and notes, facsimiles, e-mail, that is sexual in nature.

Physical Unwelcome, unwanted physical contact, including but not limited to, touching, tickling, pinching, patting, brushing up against, hugging, cornering, kissing, fondling; forced sexual intercourse or assault.

Quid Pro Quo Harassment is a form of Sexual Harassment where submission to harassment is used as the basis for employment decisions, including employee benefits such as raises, promotions, better working hours, etc., and is directly linked to compliance with sexual advances. Only someone in a supervisory capacity (with the authority to grant such benefits) can engage in quid pro quo harassment.

Hostile Work Environment is a form of Harassment where the harassment creates an offensive and unpleasant working environment that unreasonably interferes with reasonable work performance. A Hostile Work Environment can be created by anyone in the work environment, whether it be supervisors, other employees, or third parties.

Hugging and other Non-Sexual Contact are important to the nurturing of most individuals. When a hug is appropriate, is should be given from the side, over the shoulders, not from the front. When hugging is a full-frontal embrace, there is a possibility that it will be misinterpreted in a sexualized context. Staff shall refrain from physical contact if any resistance is sensed. This applies to contact with staff as well as clients.

III. PROHIBITED CONDUCT UNDER THIS POLICY.

DISCRIMINATION It is a violation of this Policy to discriminate in the provision of

employment opportunities, benefits or privileges, to create discriminatory work conditions, or to use discriminatory evaluative standards in employment if the basis of that discriminatory treatment is, in whole or in part, an employee's Protected Characteristic.

HARASSMENT Harassment of any kind, including conduct rising to the level of creating a Hostile Work Environment, is strictly prohibited. The Company will take appropriate action to address any violations of this policy. Normal, courteous, mutually respectful, pleasant, non-coercive interactions between and among employees that are acceptable to and welcomed by all parties involved are not considered to be harassment, including sexual harassment.

SEXUAL HARASSMENT Sexual Harassment in any form, including Quid Pro Quo Harassment, is strictly prohibited.

CONSENSUAL RELATIONSHIPS The Company discourages romantic or sexual relationships between a management or supervisory Employee and other Employees, because such relationships tend to create compromising conflicts of interest or the appearance of such conflicts.

If such a relationship occurs, the parties need to be aware that one or both may be moved to a different department. If it is determined that one or both parties must be moved, but no other jobs are available for either party, the parties will be given the option of terminating their relationship or resigning.

Due to the possibility of Quid Pro Quo Harassment, no management or supervisory Employee is to engage in a consensual sexual relationship with an Employee that is a direct report, subordinate, or an employee within the supervisor's chain of command/scope of supervision. Should such a relationship be discovered, the parties will be subject to disciplinary action up to and including termination of employment.

RETALIATION IS PROHIBITED. No hardship, no loss or benefit, and no penalty may be imposed on an employee as punishment for:

Filing or responding to a bona fide complaint of discrimination or harassment: Appearing as a witness in the investigation of a complaint; or serving as an investigator.

Retaliation or attempted retaliation is a violation of this Policy and anyone who does so will be subject to disciplinary action up to an including termination.

THE COMPLAINT PROCESS Any person electing to utilize the complaint resolution set out in this procedure, or as set forth in Section VI. C Grievance/Compliant Procedure will be treated courteously, the problem handled timely and as confidentially as possible in light of the need to take appropriate action. The registering of a complaint will in no way be used against the employee making the complaint nor will it have an

adverse impact on the employee's employment status. While reporting such incidents would be a difficult personal experience, allowing harassment activities to continue will most certainly lead to less desirable outcomes. For that reason, employees are strongly urged to report all violations of this policy. (See Section VI. B of the Personnel Manual). Employees are not permitted to report allegations of violations of this policy to anyone other than those persons specifically designated in this policy to receive such complaints. The filing of malicious or false complaints is an abuse of this policy and is strictly prohibited.

EMPLOYEE RESPONSIBILITIES Employees must share the responsibility of understanding and preventing Discrimination, Harassment, Sexual Harassment, and Hostile Work Environments. But, ultimately, no satisfactory investigation or resolution of complaints can occur without the initiative and continued cooperation of the person being harassed. Individuals who believe they have been discriminated against or harassed have the primary obligation of informing their supervisor or appropriate member of management of the act of Discrimination, Harassment, Sexual Harassment, Hostile Work Environments or Retaliation, recounting specific actions or occurrences whenever possible.

CONFIDENTIALITY The Company wishes to create a safe environment in which individuals and Employees are not afraid to discuss concerns and complaints or to seek general information about Discrimination, Harassment, Sexual Harassment, Hostile Work Environments or Retaliation. The Company recognizes that individuals may be concerned about the confidentiality of information they share, and will strive to preserve confidentiality to the fullest extent possible; however, confidentiality cannot be guaranteed

Section V. F.
DISCIPLINARY/CORRECTIVE ACTION POLICY

I. POLICY

It is the policy of You Thrive Florida to handle disciplinary or corrective action based upon the details of the individual act or acts committed by the employee. You Thrive Florida will apply discipline in a nondiscriminatory way for all employees.

II. DISCIPLINARY MEASURES

Among the available disciplinary measures that may be taken against an improper act, conduct, etc. of an employee, are as follows:

verbal warning
verbal counseling
written counseling
written reprimand
written performance improvement plan
suspension
demotion
termination.

The delineated list of potential measures in no way implies a sequential or consecutive order with which discipline or corrective action may be taken. You Thrive Florida will determine appropriate disciplinary or corrective action on a case-by-case basis, taking into account the totality of the situation. Nothing in this policy provides any contractual rights regarding employee discipline or counseling, nor should anything in this policy be read or construed as modifying or altering the employment-at-will relationship between YTF and its employees.

Section V. G.
EMERGENCY CRISIS

I. POLICY

You Thrive Florida may operate during a declared state of emergency or other emergency situation, either alone as a Company or in conjunction with other entities, agencies or businesses. To this end, You Thrive Florida maintains plans and procedures to address operational concerns and employee responsibilities during emergency situations.

II. DEFINITIONS

Catastrophic Event A hurricane, tornado, storm, or any other natural, technological or human caused event which You Thrive Florida is operating in or involved in emergency situation. Additionally, a catastrophic event is a natural, technological or human caused event that may prevent the normal operations and work of You Thrive Florida

Declaration Any day(s) which is officially declared by the Chief Executive Officer as an emergency situation for which normal operations cannot be efficiently conducted.

III. PROCEDURES

All employees of You Thrive Florida are expected to perform assigned duties as directed when the Company is operating in an emergency crisis situation.

IV. CLOSING OF FACILITIES AND/OR NORMAL OPERATIONS

In the case of a Catastrophic Event where You Thrive Florida may determine the need to cease normal operations, close facilities, etc., employees may not be compensated for time other than Hours Worked for the Company; however, employees may use accrued Vacation Leave or PTO in order to be compensated for time they would be regularly scheduled to work but for normal operations being ceased or facilities being closed. In the event facilities are closed due to a Catastrophic Event and it is determined by the Executive Team employees will receive pay during the closure, only those employees not already on or scheduled for approved Leave on the closure days will receive pay.

Section V. I.
INTERNET AND COMPUTER USAGE POLICY

I. POLICY

You Thrive Florida is committed to protecting its employees, clients, partners, and the Company from illegal or damaging actions by individuals, either knowingly or unknowingly while transmitting Information through the Internet and Computer Systems. These systems, which remain the property of You Thrive Florida at all times, are to be used only for business purposes in serving the interests of the Company, and its clients and customers in the course of normal operations. Effective security of Internet and Computer Systems is a team effort involving the participation and support of every You Thrive Florida employee who deals with information and/or information systems. It is the responsibility of every computer user to know these guidelines, and to conduct their activities accordingly.

II. DEFINITION

Internet and Computer Systems: includes any and all Internet/Intranet/Extranet-related systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts providing electronic mail, internet browsing, and FTP.

Security Breaches: include, but are not limited to, accessing data of which the employee is not an intended recipient or logging into a server or account that the employee is not expressly authorized to access, unless these duties are within the scope of regular duties.

Disruptions: includes, but is not limited to, network sniffing (A program and/or device that monitors data traveling over a network. Sniffers can be used both for legitimate network management functions and for stealing information from a network); pinged floods (Flood attacks occur when a network or service becomes so weighed down with initiating incomplete connection requests that it can no longer process genuine connection requests. By flooding with connections that cannot be completed, the flood attack eventually fills the host's. Once this buffer is full no further connections can be made, and the result is a Denial of Service), packet spoofing (A technique used to gain unauthorized access to computers, whereby the intruder sends messages to a computer with an indication that the message is coming from a trusted host); denial of service(a type of attack on a network that is designed to bring the network to its knees by flooding it with useless traffic); and forged routing information for malicious purposes.

III. PROCEDURE

1. Use and Ownership

All data and e-mails that are composed, transmitted or received via the Company's Internet and Computer Systems is considered to be part of the official records of You Thrive Florida, and as such, is subject to disclosure to law enforcement and third parties in accordance with applicable law. The Company reserves the right to examine, monitor and regulate e-mail messages, directories and files, all data, and Internet usage at any time by any means and without notice Therefore, Employees have no expectation or right of privacy with regard to any information or data they transmit using the Company's Internet and Computer Systems, whether the information or data is business or personal.

You Thrive Florida Internet and e-mail access may not be used for transmitting, retrieving or storing of any communications of a defamatory, discriminatory or harassing nature or materials that are obscene or X-rated. No messages with derogatory or inflammatory remarks about an individual's protected characteristics shall be transmitted. Harassment of any kind is strictly prohibited. Disparaging, abusive, profane, or offensive language; materials that would adversely or negatively reflect upon the Company or be contrary to the Company's best interests; and any illegal activities are forbidden. The following behaviors are examples of actions and activities that are prohibited and can result in disciplinary action:

- Sending or posting discriminatory, harassing or threatening messages or images
- Using the organization's time and resources for personal gain
- Stealing, using or disclosing some else's code or password without authorization
- Copying, pirating or downloading software and electronic files without permission
- Sending or posting confidential material, trade secrets or proprietary information outside of the organization
- Violating copyright law
- Failing to observe licensing agreements
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services or transmissions
- Sending or posting messages or material that could damage the organization's image or reputation
- Participating in the viewing or exchange of pornography or obscene materials
- Sending or posting messages that defame or slander other individuals
- Attempting to break into the computer system of another organization or person
- Refusing to cooperate with a security investigation
- Sending or posting chain letters, solicitations or advertisements not related to business purposes or activities
- Using the Internet for political causes or activities, religious activities or any sort of gambling
- Jeopardizing the security of the organization's electronic communications systems

- Sending or posting messages that disparage another organization's products or services
- Passing off personal views as representing those of the organization
- Sending anonymous e-mail messages
- Engaging in any other illegal activities
- Introduction of malicious programs into the network or server (e.g., viruses, worms, Trojan horses, e-mail bombs, etc.).
- Revealing your account password to others or allowing use of your account by others. This includes family and other household members when work is being done at home.
- Making fraudulent offers of products, items, or services originating from any You Thrive Florida account.
- Effecting security breaches or disruptions of network communication.
- Port scanning or security scanning is expressly prohibited without prior notification to You Thrive Florida.
- Using Company Internet and Computer Systems to violate any Company Policy.
- Sending unsolicited email messages, including the sending of "junk mail" or other non-company advertising materials, "chain letters", "Ponzi" or other "pyramid" schemes of any type to individuals inside or outside the company.

2. Employee Responsibility

   a. The user interface for information contained on Internet/Intranet/Extranet-related systems should be classified as either confidential or not confidential, as defined by Company confidentiality guidelines, details of which can be found in Human Resources policies. Examples of confidential information include but are not limited to: Child information, client lists and personnel information. Employees should take all necessary steps to prevent unauthorized access to this information.
   b. Keep passwords secure and do not share accounts. Authorized users are responsible for the security of their passwords and accounts. System level passwords should be changed at least every 30 days.
   c. All PCs, laptops and workstations should be secured with a password-protected screensaver with the automatic activation feature set at 10 minutes or less, or by logging off (control-alt-delete for Win2K users) when the host will be unattended.
   d. Because information contained on portable computers is especially vulnerable, special care should be exercised.
   e. All hosts used by the employee that are connected to the You Thrive Florida Internet/Intranet/Extranet, whether owned by the employee or You Thrive Florida, shall be continually executing approved virus-scanning software with a current virus database. Unless overridden by departmental or group policy.
   f. Employees must use extreme caution when opening e-mail attachments received from unknown senders, which may contain viruses, e-mail bombs, or Trojan horse code.
   g. Employees are responsible for immediately reporting any Security breach, or suspected Security Breach, to the IT Director and CEO.

3. Enforcement
   Any employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

Section V. K.
ATTENDANCE AND PUNCTUALITY POLICY

I. POLICY

Employees are important to the overall success of the Company. Absences from work are disruptive and costly problems for both the employee and the Company. Therefore, Employees must notify the Company of any absence or late arrival for any scheduled shift according to the procedures set out in this policy

II. DEFINITION

Absence Occurrence: An employee's unexcused failure to (a) report for scheduled work on one or more consecutive workdays; or (b) complete a scheduled shift; or (c) report for approved scheduled overtime. The following types of time off, when approved in accordance with established procedures, will not be considered an Absence Occurrence: Vacation, PTO, Leave of Absence associated with FMLA, Military Service, Work-Related Disability Leave, Bereavement Leave, Civil Leave, Temporary Shut-Down of Company.

Tardiness Occurrence: Failure to be at the assigned workstation, ready to begin work, at the scheduled time. For example, reporting to work after the beginning of a scheduled shift or returning to work late following a break or meal period, may be considered an occurrence of tardiness.

Excused Occurrence: An Absence Occurrence or Tardiness Occurrence will not be charged against an employee if it was (a) scheduled in advance with prior authorization or (b) due to a compelling, verifiable reason and later authorized by the employee's supervisor.

No Call/No Show Occurrence: An employee who is absent from work when scheduled to be present and fails to contact his or her immediate supervisor within one (1) hour before the employee's shift start-time will be considered a No Call/No Show Occurrence.

III. PROCEDURE

1. Employee Call-out Procedure

Employees must notify the Company on any day they will be absent from or late to work for any reason. Whenever possible, that notification should be made at least one hour before the start of the scheduled shift so arrangements can be made to cover the absence.

The employee must either make direct contact with their immediate supervisor and receive a reply within 15 minutes. If there is no response within 15 minutes the employee must use the chain of command until the absence is acknowledged. The employee must give an explanation for the absence or tardiness and give the expected return to work date. Unsatisfactory attendance, reporting late, or leaving a job early may lead to disciplinary action, up to and including possible termination of employment

Employees who expect to be absent for more than 5 consecutive workdays should contact their supervisor to determine whether a leave of absence is warranted based on the Company's Leave Policies.

Regardless of how long an Employee is absent, the Company may require the employee to provide a release to return-to-work from his or her treating healthcare provider.

2. Disciplinary Action of Excessive Absence Occurrences

Chronic absences, unexcused absences, absences without paid leave, habitual tardiness or abuse of designated work hours are all considered neglect of duty and will result in disciplinary action up to and including dismissal.

3. Disciplinary Action for Excessive Tardiness Occurrences

An employee who has been tardy 4 times in a 120-day period may be subject to disciplinary action up to and including termination of employment.

On the first incident of a No Call/No Show by an employee, the employee is deemed to have voluntarily resigned from their employment without notice.

IV. WORK EXPECTATIONS

Employees are expected to report in person to their work site for their scheduled shift, unless they have been approved to be on leave per our leave policies outlined in Section IV. You Thrive Florida (YTF) does not offer flexible or remote work options. If an employee is unable to report to work, for any reason, they must request leave approval from their immediate supervisor – see "Call-out" procedure above.

If an employee is on leave due to a personal medical condition, they must have a return-to-work release from their Health Care Provider before returning to work. If an employee is not released to return to in-person work by their Health Care Provider, they will be required to remain on leave until they receive a return-to-work release from their medical practitioner. Working from home is not option. If an employee has exhausted their paid leave and/or Family Medical Leave, they may be eligible for additional leave time under Personal Leave; please refer to Section IV.B. for more information.

Section V. L
COMPANY EQUIPMENT, INFORMATION AND PROPERTY

A. GENERAL POLICY STATEMENT

You Thrive Florida is a nonprofit, private corporation. While it receives federal and state grant funds, it is not an instrumentality of the federal or state government and, therefore, is not necessarily subject to all aspects of federal and state statutes governing public accessibility of records. All Company Property (as defined herein) shall remain the private property of the Company. You Thrive Florida reserves the right to deny accessibility to its corporate records when it determines that such records are not subject to federal and/or state freedom of information statutes. You Thrive Florida will comply with federal and state regulations governing restrictions on public access to the Company's records.

B. DEFINITION. "Company Property" means and includes all property owned by the Company whether tangible, intangible, or mixed and includes but is not limited to uniforms, equipment, safety equipment, video and audio safety monitoring cameras, cell phones, vehicles, computers, laptops, printers, manuals, supplies, tools, office supplies, Secure HIPAA-compliant thumb drives and together with all "Company Information" which includes employee personnel files, client records, student records, information concerning the business affairs of the Company including but not limited to data stored on computer discs/other electronic media, systems software and hardware, documents containing, cost information, marketing plans and proposals, customer information, record-keeping practices, financial information; e-mail addresses, e-mail communications, passwords, and any information transmitted via the Company network.

C. PROCEDURE

1. Use Employees shall use Company Property only in the performance of their official duties. Access to and inspection of Company Property other than specific records used in the performance of one's job description is prohibited except as described herein. Employees shall not use Company Property for any personal or commercial business or for any illegal purpose or for any use not in accordance with its design. Employees shall not sub-let or permit use of any Company Property by any unauthorized person.

2. Care All Employees assigned equipment, tools, vehicles or other Company Property are expected to take excellent care in its use and to safeguard the

Property at all times as well as to take reasonable steps to preserve the Company Property in as good condition as when issued. Employees shall only use the Company Property in accordance with its design and purpose and will ensure that its use will conform to all applicable laws, policies and regulations. Employees shall not alter, disfigure, or cover up any numbering, lettering, or insignia displayed on the Company Property.

3. Release of Information Employees are not permitted to release Company Information, unless such a release is a normal part of their duties, or unless under subpoena. All inquiries for Company information shall be directed to the CEO or designee.

4. Indemnification The Employee shall immediately notify the Company if any Company Property is lost, damaged or inoperable. The Employee shall cooperate fully in filing a police report and shall cooperate in any ensuing investigation of loss. By accepting the Company Property the Employee acknowledges that s/he has been fully advised of and has actual knowledge and conscious appreciation of the particular risks associated with the use and operation of the subject Company Property and agrees to be responsible for any and all injury to persons or damage to property which may occur as a result of or in connection with its use. Employee will defend, indemnify and hold the Company, directors and officers, employees, agents, attorneys or assigns, harmless from and against any and all costs, damages, claims and expenses relating to any use of Company Property by Employee or by any person acting through Employee including any loss, damage or defacing of the Company Property at the full replacement value of the property so lost or damaged. The Employee shall immediately reimburse the Company for any Company Property that is lost, stolen, damaged, defaced or rendered unusable. The Company is under no obligation to replace the subject Property until the Employee has remitted the full replacement cost of same to the Company.

5. Return of Company Property Employee shall return all Company Property immediately upon request by the Company and shall surrender all Company Property upon termination, whether by reason of resignation or terminated by the Company, at the time of termination. Any Company Property not delivered to the Employee's Immediate Supervisor or designee within 24 hours after a surrender request or termination of employment or any Company Property surrendered which is damaged, defaced or otherwise not in good condition (in the Company Chief Executive Officer's sole discretion) shall be deemed "unsurrendered" by the Employee. By signing this Policy, the Employee agrees that the Company may deduct the full replacement value of any lost, damaged or "unsurrendered" property, together with the cost to recover the Information contained therein (if any), of all Company Property not timely returned in as good condition as when issued (reasonable wear and tear excepted) from any amounts due Employee

including final paychecks, leave balances or otherwise, except as prohibited by law. The Employee shall pay the Company for any amounts remaining due after such deductions are taken, which amount shall be paid within 10 days of receipt of notice of the amount owed.

6. Employee-owned Property Employees shall not use personal electronic devices (including cell phones, iPad, MP3 players, laptops, computers, or similar devices) for Company business during work hours without the express permission of the CEO or designee except in an emergency. Personal device use is limited to breaks, mealtime or an emergency. The Company shall not be responsible for any property owned by an Employee (including prescription eyeglasses, contact lenses, hearing aids, watches, cell phones, electronic devices, vehicles or any personal items) which are lost, damaged or destroyed while performing duties for the Company.

7. Responsibility and Discipline If any Company Property is lost, stolen, damaged or misused while in the custody or control of the Employee, the Employee may be subject to disciplinary action up to and including termination in addition to the requirement to reimburse the Company for the cost of same and legal action if warranted.

8. Access and Examination of Company Property: All access to and examination of Company information will be provided by/through the Chief Executive Officer's Office as outlined herein:

    a. Written Inquires All requests for information or access must be in writing.

    b. Inspection by the Company All Company Property used by Employees, and all personal electronic devices used for Company purposes and all websites which are available for access by the general public are subject to inspection by the Company at any time. Employees have no right to privacy with respect to the content of any video or electronic communications created via Company Property or during working hours. The Company reserves the right to make Company Property public; therefore, Employees should not put anything in an e-mail they do not want to be made public upon a proper request made in accordance with applicable law. No programs shall be installed on Company equipment without the express authorization of the Company. All information stored on Company issued property shall be the exclusive property of the Company. Inspections may be conducted without the Employee's presence by an Employee's Immediate Supervisor, the Company CEO or designee. No notice of such monitoring will be given. By signing the Policy Receipt, the Employee consents to these inspections and waives all rights to expectations of privacy which could be claimed by the Employee.

c. Access to and inspection of Company Property by others. You Thrive Florida reserves the right to grant or deny accessibility to the general public of its corporate records through the Office of the Chief Executive Officer. Employees are prohibited from providing Company Property (including incident reports, video surveillance, e-mail communications or otherwise) to any person who is not in need of the Property in the performance of his/her job description for the Company except as directed by the Chief Executive Officer or designee and without first obtaining appropriate executed releases, authorizations and/or subpoena. This includes requests for access by families of clients, head start students, former employees, and members of the public or media.

d. Government or Grantor Company Inquiries The Company will cooperate with federal, state and local government agencies or any agency with the legal right to such record if the investigators furnish proper identification and proof of legal authority to investigate through the Chief Executive Officer or designee who may permit a government investigator to review student files, e-mail communications, video surveillance and other Company records on Company premises in conjunction with legal counsel.

e. Access to employees' personnel files is as described in Section II. C.

9. Disputes Should any disputes arise involving any of the above procedures, the decision of the CEO or designee shall be considered final and binding.

SECTION VI.

EMPLOYEE COMMUNICATIONS

Section VI. A.
BULLETIN BOARDS & OTHER METHODS OF COMMUNICATION

I. POLICY

Employees are responsible for regularly checking and reading the bulletin board and for following the rules, regulations and instructions posted there.

Information posted on bulletin boards must be approved in advance by the Program Director in charge of that facility. Employees will not post anything on the Bulletin Boards without prior written approval by the Program Director. Any information posted without Director approval is subject to removal.

Email is an essential communication tool used in the workplace. Employees are responsible for checking their email regularly throughout the workday and responding appropriately in a timely manner. Non-exempt employees are prohibited from checking and responding to email outside of work hours.

Section VI. B.
WHISTLEBLOWER/COMPLAINT REPORTING POLICY

I. POLICY

You Thrive Florida (the "Company") is committed to facilitating open and honest communication relevant to its governance, finances, and compliance in accordance with applicable law and regulations. The Company requires employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the Company must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. This Whistleblower/Complaint Reporting Policy reflects the practices and principles of behavior that support this commitment.

II. DEFINITION

Complainant: Any employee, contractor, board member, volunteer, client or community member who has a reasonable suspicion about illegal practices, violations of adopted policies of the Company or any improper accounting or audit transaction ("Suspected Wrongdoings") and who reports the same under this Policy or to a governmental entity having regulatory or law enforcement jurisdiction over the subject matter.

III. REPORTING PROCEDURE

A Complainant reporting concerns under this policy must act in good faith and have reasonable grounds for believing that the information reported indicates that Suspected Wrongdoing has occurred. An employee who makes an allegation maliciously or with reason to believe that the allegation was false will be subject to disciplinary action, up to and including termination of employment.

A Complainant's concerns should be reported first to his/her immediate supervisor. If the concerns are with his/her supervisor they may report the concerns to the next leadership level. If the concerns are with the Program Director, the employee may report the concerns to the Program Executive (COO, CFO, or CAO). If the concerns are with the COO, CFO or CAO, the Complainant should report to the CEO.

The reports should contain the name(s) of the individuals involved, dates, and description of the actions believed to be Suspected Wrongdoing. At no time should an individual who has reported or is considering reporting Suspected Wrongdoing undertake an independent investigation into the matter to obtain additional information.

If the Suspected Wrongdoing concerns a board member or the CEO, the report should

be made to the Chairperson of the Board of Directors. If the Suspected Wrongdoing concerns the Chairperson of the Board of Directors, the report should be made to a similarly-situated board member or board officer.

Examples of Suspected Wrongdoings but is not limited to, the following:

- Theft;
- Financial reporting that is fraudulent, intentionally misleading, or negligent in any manner;
- Improper or undocumented financial transactions;
- Forgery or alteration of documents;
- Unauthorized alteration or manipulation of computer files;
- Improper destruction of records;
- Improper use of Company assets, including but not limited to its funds, supplies, intellectual property, and other assets;
- Authorizing or receiving compensation for goods not received or services not performed;
- Abuse or gross misconduct involving grants, contracts, or funding.
- Violation of the Company's conflict of interest policy;
- Any other improper occurrence regarding cash, financial procedures, or reporting; and
- Any abuse of or discrimination against a Company employee, officer, director, benefits recipient, vendor, or person connected with a Company member.

IV. INVESTIGATION AND ACTION

The Company will investigate any possible fraudulent or dishonest use or misuse of the Company's resources, or any abuse, discrimination, or failure to provide reasonable accommodation by Company management, employees, or volunteers. Confidentiality will be maintained to the extent permitted by the circumstances and the law. The Company encourages anyone reporting Suspected Wrongdoing to identity himself or herself when making a report to facilitate the investigation of the Suspected Wrongdoing. However, reports may be submitted anonymously by mailing a written statement to PO Box 896, Brooksville, Florida, 34601.

The Company will take appropriate action against anyone found to have engaged in fraudulent, dishonest, abusive, or discriminatory conduct, including disciplinary action by the Company or civil or criminal prosecution when warranted.

V. NO RETALIATION

No employee will be discharged, demoted, or otherwise discriminated against as a reprisal for reporting a Suspected Wrongdoing under this policy or to any governmental or law enforcement agency having jurisdiction over the subject matter of the disclosure. This policy is in addition to the Company's separate policies that prohibit harassment and employment discrimination.

Any employee who retaliates against a Complainant shall be subject to discipline up to and including termination. Complainants who believe they have been retaliated against may file a written complaint in accordance with the Company's Grievance Policy.

Protection from retaliation does not prohibit managers or supervisors from taking action, including disciplinary action and termination in the usual scope of their duties and based on valid job or performance-related factors.

Section VI. C.
GRIEVANCE PROCEDURE

I. POLICY

Employees of the Company are encouraged to discuss work-related decisions, work conditions and/or conditions of employment that they believe to be unfair or inequitable. This grievance procedure should be utilized to address any and all work-related complaints.

II. DEFINITION

Complaint is defined as a condition of employment or application of a policy that the employee thinks is unjust or inequitable.

Formal Complaint is a written complaint utilizing the You Thrive Florida Formal Complaint Form.

III. PROCEDURE

1. Employee presents complaint to his/her immediate supervisor.

2. The immediate supervisor will review and resolve the employee's complaint, when possible. If the employee believes that the complaint has not been resolved, he or she may appeal to the next higher level of management, until reaching the Program/Department Director. The Company expects supervisors to support this appeal process to help rectify any remaining dissatisfaction when possible.

3. Alternative Channels. Occasionally, an employee's complaint involves his other supervisor. Supervisors should realize their employees often do not feel free to express such concerns to them. Therefore, employees are encouraged to discuss complaints with the next higher level of management to avoid an awkward situation.

4. If the employee's complaint is not settled satisfactorily with the immediate supervisor or management, including the Program Director's level, the employee may file a Formal Complaint to appeal the complaint to the Program Executive Officer. Appeals to the Program Executive Officer must be in writing, utilizing the Formal Complaint Form, outlining the employee's complaint and requested remedy to the complaint.

5. If the employee's complaint is not settled satisfactorily with the Program Executive Officer, the employee may appeal the complaint, in writing, to the Chief Executive Officer. The CEO will render a final decision on the matter after appropriate review.

Section VI. D.
WORKPLACE SAFETY AND SECURITY REPORTING

I. POLICY

Safety is everyone's responsibility. You Thrive Florida is committed to maintaining a safe and secure workplace for its employees, and its clients. Every employee must take appropriate action if he or she witnesses a criminal act or unsafe condition on Company property or while on Company business.

II. PROCEDURE

A. Employees will observe all state and local building fire and safety rules and regulations and other safety policies enacted by the Company. Employees shall use all safety equipment issued by the Company as directed by his or her immediate supervisor. Employees will operate all motor vehicles on Company business in strict compliance with all laws which apply to motor vehicles in the State of Florida, including the Florida Seat Belt Law and drivers' license requirements. Violators will be responsible for any and all fines incurred and subject to disciplinary action for failing to comply with said laws.

B. Any Employee who witnesses a criminal act on any You Thrive Florida property or while on Company business should immediately find a safe location and shall immediately contact 911 for local law enforcement and immediate medical attention if needed.

C. After contacting 911, if medical attention is needed, the reporting employee or another employee that is present and witnessed the same act shall provide assistance and take emergency measures until aid arrives.

D. After contacting law enforcement, the employee, or another employee that is present and witnessed the same criminal act, must immediately contact his or her Program Director, and the Chief Executive Officer, and if the criminal act involves an employee, the reporting employee must additionally contact Human Resources.

E. Any Employee who witnesses another employee's violation of You Thrive Florida policies or procedures that does not involve a crime or require emergency medical treatment must immediately report such violation to the reporting employee's Program Director, Human Resources, or the Chief Executive Officer.

F. Employees are responsible for maintaining current Emergency Contact Information ready and available to them. As changes in personnel occur, the Company will provide information about changes to employees through regular communication channels. The following is the current contact information for reporting crimes and policy violations.

Program Directors

Early Learning Programs Director
(386) 736-1325, ext. 225 Volusia
(352) 754-2464, ext. 204
(386) 235-2495 (cellular)

Community Assistance Director
(352) 796-1427, ext. 109
(352) 279-2442 (cellular)

Senior Services Director
(352) 796- 1426, ext. 222
(352) 942-9927 (cellular)

Transportation Director
(352) 799-1510, ext. 17
(352) 200-0943 (cellular)

Children's Advocacy Center Director
(352) 754-8809
(352) 442-2000 (cellular)

House to Home Director
(888)802-7483,8 ext.6
(352) 573-8544 (cellular)

h. Employees must report all job-related injuries and illnesses regardless of severity and must complete the proper workers' compensation forms.

i. Any employee that violates this policy by failing to properly report a criminal incident or policy violation that occurs on You Thrive Florida property may be subject to discipline up to and including termination and as provided in the Company's Disciplinary/Corrective Action Policy.

Section VI. E
WORKPLACE VIOLENCE PREVENTION POLICY

Purpose:

You Thrive Florida, (YTF) maintains a zero-tolerance standard of violence in the workplace. The purpose of this policy is to provide employees guidance that will maintain an environment at and within YTF property and events that is free of violence and the threat of violence.

Policy:

Violent behavior of any kind or threats of violence, either implied or direct, are prohibited at YTF properties and at YTF sponsored events. Such conduct by an YTF employee will not be tolerated. An employee who exhibits violent behavior may be subject to criminal prosecution and shall be subject to disciplinary action up to and including termination. Violent threats or actions by a non-employee may result in criminal prosecution. YTF will investigate all complaints filed and will also investigate any possible violation of this policy of which we are made aware. Retaliation against a person who makes a complaint regarding violent behavior or threats of violence made to him/her is also prohibited.

Firearms or other Weapons:

Whether licensed to carry a weapon or not, employees and volunteers may not possess or carry firearms or other weapons on their person while inside any agency building or vehicle. Employees and volunteers licensed to carry a concealed firearm may keep a firearm secured, out of plain sight, in a locked personal vehicle while on agency premises. Law enforcement officers will be allowed to carry weapons as permitted by law.

All unauthorized weapons are banned from the premises. The agency reserves the right to enter and inspect any staff member's or volunteer's work area.

Employees and volunteers violating this policy will be subject to disciplinary action.

Definitions:

Workplace Violence: Behavior in which an employee, former employee or visitor to a workplace inflicts or threatens to inflict damage to property, serious harm, injury or death to others at the workplace.

Threat: The implication or expression of intent to inflict physical harm or actions that a reasonable person would interpret as a threat to physical safety or property.

Intimidation: Making others afraid or fearful through threatening behavior.

Zero-tolerance: A standard that establishes that any behavior, implied or actual, that violates the policy will not be tolerated.

Court Order: An order by a Court that specifies and/or restricts the behavior of an individual. Court Orders may be issued in matters involving domestic violence, stalking or harassment, among other types of protective orders, including Temporary Restraining Orders.

Prohibited Behavior: Violence in the workplace may include, but is not limited to the following list of prohibited behaviors directed at or by a co-worker, supervisor or member of the public:

1. Direct threats or physical intimidation
2. Implications or suggestions of violence
3. Stalking
4. Assault of any form.
5. Physical restraint, confinement.
6. Dangerous or threatening horseplay.
7. Loud, disruptive or angry behavior or language that is clearly not part of the typical work environment.
8. Blatant or intentional disregard for the safety or well-being of others.
9. Commission of a violent felony or misdemeanor on YTF property.
10. Any other act that a reasonable person would perceive as constituting a threat of violence.

Reporting Acts or Threats of Violence: An employee who:

1. is a victim of violence, or
2. believes they have been threatened with violence, or
3. witnesses an act or threat of violence towards anyone else shall take the following steps:

If an emergency exists and the situation is one of immediate danger, the employee shall contact the local police by dialing 911 and may take whatever emergency steps are available ad appropriate to protect himself/herself from immediate harm, such as leaving the area. If the situation is not one of immediate danger, the employee shall follow the Workplace Safety and Security Report Policy Section VI. D. in the Personnel Manual.

Procedures – Future Violence

Employees who have reason to believe they, or others, may be victimized by a violent act sometime in the future, at the workplace or as a direct result of their employment with You Thrive Florida, shall inform their supervisor by immediately completing an Incident Report so appropriate action may be taken. The supervisor shall follow the Workplace Safety and Security Report Policy Section VI. D. in the Personnel Manual.

Employees who have signed and filed a restraining order, temporary or permanent, against an individual due to a potential act of violence, who would be in violation of the order by coming near them at work, shall immediately supply a copy of the signed order to their supervisor. The supervisor shall provide copies to the Department Director, Human Resources and local police.

Incident Investigation

Acts of violence or threats will be investigated immediately in order to protect employees from danger, unnecessary anxiety concerning their welfare, and the loss of productivity. The employees' Department Director along with HR will cause to be initiated an investigation into potential violation of work rules/policies. Simultaneously the Department Director will contact Human Resources and the Chief Executive Officer of the matter and local police will be contacted for their review of potential violation of civil and/or criminal law.
Procedures for investigating incidents of workplace violence include:

- Visiting the scene of an incident as soon as possible
- Interviewing injured and threatened employees and witnesses
- Examining the workplace for security risk factors associated with the incident, including any reports of inappropriate behavior by the perpetrator
- Taking mitigating action to prevent the incident from recurring: recording the findings and mitigating actions taken.

In appropriate circumstances, YTF will inform the reporting individual of the results of the investigation. To the extent possible, YTF will maintain the confidentiality of the reporting employee and the investigation but may need to disclose results in appropriate circumstances; for example, in order to protect individual safety. YTF will not tolerate retaliation against any employee who reports workplace violence.

Mitigating Measures:

Incidents, which threaten the security of employees, shall be mitigated as soon as possible following their discovery. Mitigating actions include:

- Notification of law enforcement authorities when a potential criminal act has occurred.
- Provision of emergency medical care in the event of any violent act upon an employee.
- Post-event trauma counseling for those employees desiring such assistance.
- Assurance that incidents are handled in accordance with the Workplace Violence Prevention Policy.
- Requesting Agency's attorney file, a restraining order as appropriate.

Training and Instruction:

The Human Resources Department shall be responsible for ensuring that all employees, including managers and supervisors, are provided with training and instruction on general workplace security practices. Department Directors shall be responsible for ensuring that all employees, including managers and supervisors, are provided with training and instructions on job specific workplace security practices. Training and instruction shall be provided as follows:

- To all current employees when the policy is first implemented
- To all newly hired employees, supervisors and managers, or employees given new job assignments for which specific workplace security training for that job assignment has not previously been provided.

- To affected employees whenever management is made aware of a new or previously unrecognized hazard.

Workplace security training and instruction includes, but is not limited to, the following:

- Preventive measures to reduce the threat of workplace violence, including procedures for reporting workplace security hazards.
- Methods to diffuse hostile or threatening situations
- Escape routes
- Explanation of this Workplace Violence Prevention Policy

In addition, specific instructions shall be provided to all employees regarding workplace security hazards unique to their job assignment.

SECTION VI. F.
SOCIAL MEDIA POLICY

I. **Scope:**

Social media governance for employees of You Thrive Florida, programs, services, and staff including administrative staff, managers, directors, supervisors, etc.

II. **Introduction:**

You Thrive Florida recognizes that social media allows companies to engage with clients and stakeholders directly. You Thrive Florida encourages employees to use social media responsibly in an effort to proactively prevent public relations issues, and in accordance with You Thrive Florida policies. This Social Media Policy is not to be applied or interpreted in a manner that interferes with any rights employees may have under the National Labor Relations Act. For example, employees should feel at liberty to discuss wages, performance, status, discriminatory treatment, etc.

III. **Policy Elements:**

Internet Access: The internet must be used in an effective, ethical, and lawful manner. Internet access may not be used for personal gain or advancement of personal views. Use of the internet must not disrupt the operation of YTF business, nor cause employees to neglect or be inattentive to duty.

Social Media Platforms: Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal website, social networking or affinity web site, web bulletin board, or chat room whether or not associated or affiliated with YTF, as well as any other form of electronic communication.

YTF has authorized the use of the following social media platform for official purposes: Facebook.

Employee Access: Access to and engagement on any social media platform during work time is limited to the YTF employee(s) designated to maintain the agency's social media site(s) in compliance with this policy. Use of a YTF Official social media site by an employee unauthorized to maintain the site is prohibited.

Employees must conduct themselves in a professional and positive manner when discussing organizational matters on social media. Use of personal social media during work time or while otherwise on duty is not permitted. Personal social media may not be accessed using YTF technology or equipment.

The Information Technology Department is responsible for establishing security and monitoring measures that support this policy, and for providing access to approved users.

Definition

Employee-Generated Personal Social Media: Any Social Media or Social Networking site that is currently in existence, created, or maintained by the Employee for his or her personal use and non-Company purposes. For purposes of this policy, Employee includes statutory Employees and contract workers.

Company Information should never be shared in any social media exchange or entry. Employee-Generated Personal Social Media sites are never to use the Company's name in their identity (e.g., username, handle or screen name), or to speak as a representative of the Company on any Personal Social Media site. The Company's Confidential Material, intellectual property, logos, policy manual, trademarks, and copyrights may not be used in any manner without the Company's express written permission.

All Employees are responsible for acting in a manner that is consistent with the Company's core values at all times and on personal and Company Social Media sites. To that end, Employees are expected to be courteous, respectful, and thoughtful about how others may be affected by Social Media and Social Networking postings. Incomplete, inaccurate, inappropriate, threatening, harassing or poorly worded postings, including derogatory or inflammatory remarks about an individual's race, age, disability, religion, national origin, physical attributes, sexual preference, or health condition, may be harmful to other personnel, damage relationships, undermine efforts to encourage teamwork, reveal Confidential Material, or violate copyrighted or trademarked information, and violate the Company's policy.

Use of Official Account(s): Engagement on any social media platform during work time should be performed in adherence with the employee's direct scope of work and responsibilities, with the best interest of YTF paramount in their postings.

- As with other forms of communication, such as telephone and email, employees who engage in using social media for official purposes are personally responsible for the content they publish. Employees who use social media must be in compliance with YTF code of conduct and other policies, and Employees are to observe accepted protocols and proper decorum.
- Official social media use is for communicating organizational business and fulfilling job duties.
- Statements or comments about the status of any casework or the dissemination of confidential information is strictly prohibited.
- Employees shall not conduct political activities or private business on official YTF social media sites or while on work time.

- Employees must observe and abide by all copyright, trademark, and service mark restrictions in posting materials.
- Any agency social media page must include an introductory statement that clearly specifies the purpose and scope of the agency's presence on social media.
- Social media pages will clearly indicate they are maintained by the agency and will have agency contact information prominently displayed.
- Social media pages should state that the opinions expressed by visitors to the page(s) do not reflect the opinion of the agency.
- Pages should clearly indicate that posted comments will be monitored and that the agency reserves the right to remove material including but not limited to obscenities, off-topic comments, and personal attacks.

Any department that wishes to have an official YTF presence on social media must submit a written request to the Chief Executive Officer and/or Chief Operating Officer. Once approved, those departments are responsible for establishing, publishing, and updating their pages on social media sites. The department director shall designate a staff member to maintain the social media site in compliance with this policy. It is the department's responsibility to maintain and monitor the content and ensure adherence to this policy.

If you see something on social media that you feel could have a negative impact on YTF you can forward the information to HR@youthrivefl.org.

IV. Enforcement

Any employee found to have violated this policy may be subject to disciplinary action up to and including termination of employment.

SECTION VII.

EMPLOYEE DEVELOPMENT

Section VII. A.
TRAVEL/TRAINING ALLOWANCES

I. POLICY

1. Types of Authorized Travel

   a. Class A Travel: Continuous travel of twenty-four hours or more away from official headquarters (note: official headquarters will be defined as the city or town that the employee is assigned.) The travel day for Class A travel will be a calendar day (midnight to midnight). Class A travel will include any assignments on official business outside of the regular office hours and away from regular places of employment when it is considered reasonable and necessary to stay overnight and for which travel expenses are approved as provided within this policy.

   b. Class B Travel: Continuous travel of less than twenty-four hours which involves overnight absences from official headquarters. The travel day for Class B travel will begin at the same time as the travel period. Class B travel will include any assignments on official business outside of the regular office hours and away from regular places of employments when it is considered reasonable and necessary to stay overnight and for which travel expenses are approved as provided within this policy.

   c. Class C Travel: Travel for short or day trips where the traveler is not away from the official headquarters overnight. Class C travel will be paid through the payroll system, as reimbursement and is subject to federal withholding and social security taxes.

2. Travel Authorization

   Travel will be authorized for official business purposes only.

   All travel subject to reimbursement must be approved in advance by the program director of the program area to which the travel is to be charged; this will include Class A, Class B, and Class C Travel.

   Authorization for Class A and Class B Travel for Program Directors should be approved by the Chief Executive Officer in advance.

   Travel out of the State of Florida, for all employees, must be approved by the Chief Executive Officer. Request for out of State travel should be made by the employee's Program Director to the Chief Executive Officer, not less than two weeks prior to travel dates. Request should be made on the Travel Authorization Form. The request must include the name of the employee(s) to travel, purpose of travel, period of travel, cost

of travel and necessity of travel.

Class A and Class B travel overnight within the State of Florida will not normally be authorized for locations less than sixty miles (based on State of Florida Official Highway Mileage Map) from official headquarters. Under special circumstances, e.g., events/activities after 5:00 P.M., required preparation work after 5:00 P.M., when through normal travel employees cannot return to official headquarters by 7:00 P.M., etc. request must be made by the program director directly to the Chief Executive Officer, in writing in advance. Requests should be made on the Travel Authorization Form. The request must include the name of the employee (s) to travel, purpose of the travel, the period of travel, costs of travel, and necessity of travel, and need to stay overnight.

3. Reimbursement of Travel Expenses

Reimbursement of travel expenses will be made in accordance with You Thrive Florida's accounts payable procedures, the Florida Statutes and grant funding requirements. Travel expenses of travelers will be limited to those expenses necessarily incurred by them in the performance of authorized Company business. Reimbursement of travel expenses must be requested by the employee, as soon as possible, but not later than thirty (30) days after travel, in accordance with the accounts payable procedures.

4. Seminars/Conferences

Seminars/Conferences may be authorized by the Program Director of the employee (s) to attend. Seminars/Conferences to be attended must be directly related to the training/development of an employee's current position.

Expenditures for seminar/conference registration fees will be requested through established procedures of You Thrive Florida in advance, after proper authorization. Payment of required expenses will be made directly to the vendor. Costs for the registration will be paid by You Thrive Florida at 100%.

You Thrive Florida recognizes that there are times when seminar/conference fees cannot be paid in advance. When fees are paid at registration by the employee, expenditures can be reimbursed, with proper approval. An explanation of why fees could not be and were not paid in advance must accompany the request for reimbursement.

5. Hotel/Motel Accommodations/Lodging

Expenditures for accommodations/lodging should be requested through appropriate channels as established by You Thrive Florida procedures in advance, after proper authorization. Payment of required expenses will be made directly to the vendor.

Accommodation/lodging will be paid for actual expenses at a single occupancy rate to be substantiated by paid bills. The actual receipt/bill must be submitted with a request

for reimbursement. The difference in the rate for double occupancy or an upgrade can be paid by the employee.

When seminars/conferences provide a variety of hotels/motels that can be used, employees should choose the most economical for reservations. Any deviation will require prior approval by the Chief Executive Officer, with reasonable explanation. The difference in the rate for more elaborate accommodations/lodging can be paid by the employee.

6. Meals

Payment of meals will not be provided for Class C travel. Payment of meals for Class A or B travel will be paid in accordance with the Florida Statutes, and based on the following schedule:

(a) When travel begins before 6:00 A.M. and extends beyond 8:00 A.M., the allowance will be given for breakfast at the rate provided by the State of Florida.

(b)When travel begins before noon and extends beyond 2:00 P.M., the allowance will be given for lunch at the rate provided by the State of Florida.

(c) When travel begins before 6:00 P.M. and extends beyond 8:00 P.M., or when travel occurs during nighttime hours due to special assignment, the allowance will be given for dinner at the rate provided by the State of Florida.

The Chief Executive Officer may approve payment for meals, in excess of the allowance of the State of Florida, if such meals occur in out-of-state metropolitan areas. Approval for such payment must be obtained in advance.

No allowance will be made for meals when travel is confined to the You Thrive Florida service area; except assignments of official business outside the traveler's regular place of employment if travel expenses are approved.

No one, whether traveling out of State or in State, will be reimbursed for any meal that is included/provided in a convention, conference or seminar registration fee paid by You Thrive Florida or any other agency/organization.

No one, whether traveling out of State or in State, will be reimbursed for any meal that is included/provided in fees/expenses for transportation paid by You Thrive Florida or any other agency/organization, i.e., airline meals, meals on trains. Unless the employee has special dietary needs (due to medical reasons) which cannot be met through the other agency/organization.

7. Transportation

All travel must be a usually traveled route. When a person travels by an indirect route for their own convenience, any extra costs will be borne by the traveler. Reimbursement for expenses will be based only on the charges that would be incurred

by utilizing the shortest map distance.

When planning travel, the program director should designate the most economical method of travel. The following consideration should be given for all trips/travel:

a. The nature of the official business.

b. The most efficient and economical means of travel (considering time of the traveler, costs of the transportation, and per diem or subsistence required.

c. The number of people making the trip and the amount of equipment or material to be transported.

A commercial vehicle/carrier for travel will be made/approved in advance and payment made directly to a vendor.

When traveling by vehicle/driving, You Thrive Florida owned vehicles should be used in lieu of the use of a privately-owned vehicle, whenever possible. When travel is authorized for a privately-owned vehicle, the employee (driver of the private vehicle) will be entitled to a mileage allowance at a fixed rate established by the State of Florida; provided however, the employee traveler first provides the Company with proof of current auto insurance coverage. Other expenses of a privately-owned vehicle, e.g., operations, maintenance, ownership, will not be allowed.

(1) Mileage will be reimbursable from the employee's home base to the point of destination. Travel within the State of Florida will be based on the shortest map distance. Travel outside the State of Florida mileage figures should be obtained for each state of destination. Vicinity mileage is allowable if it is official business. Proper mileage should be verified that the appropriate map mileage has been used prior to approval of reimbursement.

(2) Whenever possible, car-pooling should be utilized to minimize the costs of travel to You Thrive Florida. When more than one You Thrive Florida employee is traveling to a conference, meeting, or any other official business directly related to the employee's job performance, transportation should be shared, and cost minimized.

Program directors, with the Chief Executive Officer's approval, may grant monthly allowances in fixed amounts for the use of privately-owned vehicles on official business in lieu of the mileage rate. Allowances will require a signed statement of the traveler, filed with the appropriate staff prior to the allowance being granted or charged, and at least annually thereafter. The statement will show the places and distances for an average typical month's travel on official business, and the amount that would be allowed under the approved mileage rate as provided by the State of Florida. Payments will be made through the payroll system and subject to federal withholding and social security taxes.

8. Other Expenses

The following incidental travel expenses may be reimbursed, with proper receipts and documentation:

- Taxi fare.
- Ferry fares; bridge, road, and tunnel tolls.
- Storage or parking fees.
- Official You Thrive Florida business communication, e.g., telephone or fax expenses.
- Convention/conference fees for attending events that are not included in the basic registration fee that directly enhances the purpose and official business of the attended, e.g., additional educational classes/sessions, conference meals. It will be the responsibility of the attendee to substantiate that the charges were proper and necessary.

Expenses that are not reimbursable include, but are not limited to:

- Tips, Bell Boy assistance.
- Movie rentals in hotel/motel rooms.
- Hotel/motel safes.
- Parking tickets or traffic fines.
- Communication/telephone charges that are not official business.

9. Compensable Travel Time

Travel time will be considered as compensable hours worked for nonexempt employees as outlined in the following.

10. Travel During the Workday

Travel by an employee from one job site to another job site during the workday is compensable working time.

Required travel from an outlying job at the end of a scheduled workday to the employer's premises is compensable working time.

When an employee must report to You Thrive Florida premises to receive instructions, perform work, or pick up tools or equipment and then travel to a job/work site, the travel time between is compensable working time.

11. Call-back or Emergency Calls

When an employee is in an official "on-call" status, travel time is compensable and considered Hours Worked from the time the employee leaves their home for an emergency call.

In general, if an employee is called from their home to an emergency job, where work is outside of the employee's normal/regular workplace and involves traveling a substantial distance to get there, all time spent in such travel is compensable working time. However, when the employee is called back to their normal/regular job site for emergency work, the travel time to and from the job site is not compensable working time.

12. Out-of-town Travel

Home-to-Work-on Special One Day Assignment in another city/county. When a nonexempt employee who regularly works at a specific location is required to travel out of town from their normally assigned work location on a special one-day assignment, i.e., training class, a seminar, performance of duties, etc., travel time is considered compensable. All of the hours that the employee spends traveling are considered hours worked. This is because under normal circumstances the employee would travel from his/her home to their normal worksite, however, because of the one-day assignment the employee must travel just as an employee would travel during the workday or the travel for an emergency call.

Home to Work travel, when an employee is required to report to a different work site of You Thrive Florida, is not considered compensable time. The travel time that the employee spends commuting from their home to the work site and from the work site is not considered as Hours Worked and will not be compensable time.

13. Overnight Travel

Travel away from home is travel that requires the employee to be away from home overnight. Travel time, in this provision, is compensable when the employee travels during his/her normal regular working hours (including time on their non-working days, i.e., Saturday, Sunday, holidays). When travel time is spent during non-working hours the travel time is not compensable, unless the employee is required to perform work while engaged in such travel. If the employee is required to drive a vehicle, the time will be considered compensable, even if performed during non-working hours. However, travel time is not considered compensable if the employee is a passenger on an airplane, a train, a boat, a bus, and an automobile, outside regular working hours. Of course, the usual meal period would not be compensable.

14. Rights to Refuse Reimbursement

You Thrive Florida reserves the right to refuse to pay reimbursement for travel until all federal and state reimbursement documents are provided by the employee. Where an employee has received payment or an advance on reimbursable travel expenses, and the employee fails to provide the requisite documentation to substantiate the travel expense, the Company may deduct the amount that remains undocumented from the employee's next paycheck.

Section VII. B.
EDUCATIONAL TUITION REIMBURSEMENT

I. POLICY

1. Eligibility

Only Regular Full-time Employees are eligible for educational tuition reimbursement.

When found in the best interest of the Company, You Thrive Florida may authorize employee reimbursement for educational expenses, including tuition, books, fees, etc.

Reimbursement can be paid in advance of the employee completing coursework. However, should the employee fail to receive a grade of C or better (alphabetic scale) or a grade of passing (pass/fail rating system) for undergraduate studies and a grade of B or better for graduate level courses, then the employee will repay You Thrive Florida of all monies previously reimbursed for the coursework. No further classes will be paid until repayment is made in full.

Only coursework taken through an accredited educational institution will be eligible for reimbursement.

To be eligible for reimbursement, an employee must have proof of the successful completion of the course(s), with a receipt for tuition paid. Successful completion is defined as the completion of coursework and having earned a grade of C or better (alphabetic scale) or a grade of passing (pass/fail rating system) for undergraduate studies and a grade of B or better for graduate level courses. A copy of the transcript or formally issued grades will be considered acceptable documentation.

At no time will reimbursement by You Thrive Florida and any other source(s) exceed 100% of tuition or other educational costs.

2. Reimbursement Authorization

All requests for educational tuition reimbursement must be completed on the Application for Tuition Reimbursement Form prior to class enrollment.

Application for Tuition Reimbursement requires the approval of the employee's Program Director and the Chief Executive Officer.

Upon approval or disapproval of the request, a copy will be returned to the employee, and the original placed within the employee's personnel file.

3. Reimbursement

Educational tuition expenses due to the school, college, or university will be paid by the

employee.

Upon successful completion of previously authorized class(es)/coursework, the employee must provide documentation (transcript or official grades) of successful completion, receipt of tuition paid by the employee, and a copy of their approved Application for Tuition Reimbursement Form, as soon as possible, but no later than 60 days following completion of the course.

Reimbursement for tuition and acceptable educational costs will be paid at a rate of 100% at the rate per credit hour customarily charged by a state college or university for a Bachelor's Degree. If the employee wishes to attend a private college, they will be responsible for the cost difference, if any.

Reimbursement for tuition for a Master's Degree will be paid as follows: $200.00 a credit hour up to 12 hours.

Reimbursement for tuition for a PHD will be paid as follows: $300.00 a credit hour up to 12 hours.

An employee who has received an advance on Reimbursement but fails to meet the course completion requirements the employee is obligated to repay the Company the full amount of the advance. In the event the employee does not repay the Company as required, the Company is authorized to take payroll deductions from the employee's paycheck to facilitate repayment.

II. Service Obligation

An employee who receives educational tuition reimbursement from You Thrive Florida must remain employed for a period of three (3) years. Separation from employment (including termination or non-voluntary separation) prior to the completion of three (3) years, after receiving reimbursement, will require that the employee repay You Thrive Florida all tuition/educational reimbursed by the Company during the employee's last three years of service.

Upon separation, the employee understands that the Company has the right to withhold all monies due to You Thrive Florida in conjunction with final check issuance.

When an employee is obligated/required to repay You Thrive Florida, the amount owed by the employee may be withheld from the final payment to the employee of any non-wage compensation. Wages due under the Fair Labor Standards Act will not be withheld under this policy.

You Thrive Florida reserves the right to amend or terminate this policy at any time. Reimbursement approval will always be subject to funding availability.

III. Use of Company Property

Employees are not permitted to utilize any space, personnel, equipment, or supplies of You Thrive Florida in the process of fulfilling any of the requirements imposed by coursework for which the employee is being reimbursed. This includes the utilization of Internet access, computer equipment, etc. Employees will not be allowed to work on homework at their desk or workspace, including breaks and meal periods.

Section VII. C.
PROFESSIONAL CREDENTIAL/CERTIFICATIONS

I. GENERAL POLICY

1. Eligibility

Only Regular Full-time Employees are eligible for funding for professional credential/certification training courses.

When found in the best interest of the Company, You Thrive Florida, may authorize training courses for professional credential/certifications to aid in the development of an employee's current position and increase the employee's contribution to the organization.

2. Authorization

All requests for funding to enroll in professional credential/certification courses must be submitted and approved by the Program Director and the program's Executive Officer. All required approvals must be obtained prior to enrollment, registration, or incurring any related costs.

3. One Time Funding Limitation

You Thrive Florida will provide funding for approved professional credential/certification training, coursework, and examination costs one (1) time only.

Any additional costs incurred beyond the initial approved training, including but not limited to retesting fees, exam rescheduling fees, repeat coursework, renewal fees, or supplemental study materials shall be the sole responsibility of the employee.

Approval of funding does not guarantee successful completion of the training or certification, and the Company is not responsible for costs associated with the unsuccessful attempts or failure to complete course requirements.

II. Service Obligation

An employee who receives funding to enroll in professional credential/certification courses/training from You Thrive Florida must remain employed a minimum of 3 years after completion of the training course.

Separation from employment, including termination or non-voluntary separation, prior

to the completion of three years will require the employee to repay You Thrive Florida all costs incurred by You Thrive Florida associated with the training.

Upon separation, the employee understands You Thrive Florida has the right to withhold all monies due to You Thrive Florida in conjunction with the final check issuance.

When an employee is obligated/required to repay You Thrive Florida, the amount owed by the employee may be withheld from the final payment to the employee of any non-wage compensation. Wages due under the Fair Labor Standards Act (FLSA) will not be withheld under this policy.

Only the discretion of the Chief Executive Officer may the service obligation be excused.

You Thrive Florida reserves the right to amend or terminate this policy at any time. Funding for professional credential training will always be subject to funding availability.

Section VII. D.
EMPLOYEE PERFORMANCE REVIEW/DEVELOPMENT PLAN

III. GENERAL POLICY

The New Performance Review/Development Plan is utilized to evaluate and develop You Thrive Florida employees. Each employee's performance and development is to reinforce desired behaviors, address obstacles and let employees build on their talents.

A Performance Review/Development Plan is prepared by the employee's immediate supervisor (rater) to establish a record of performance and development of the employee and to provide the employee with feedback and link goals to the specific department and organizational strategy. This plan is archived in the employee's personnel file.

IV. SCHEDULE OF PERFORMANCE REVIEW/DEVELOPMENT PLAN

New Employee Review A New Employee may receive performance reviews during the initial orientation period up to and including a six (6) month review, which will evaluate the job performance during the first six (6) months of employment.

Regular Annual Review Eligible employees will receive at a minimum an annual performance review.

Significant Review A significant performance review may be conducted at any time and at the discretion of the supervisor to document any significant increases or decreases in the job level performance.

No merit increase in pay is guaranteed with the Performance Review/Development Plan.

Section VII. E
Succession Planning

I. PURPOSE

Succession planning is an effort designed to ensure the continued effective performance of You Thrive Florida by making plans and provisions for the development and replacement of critical positions within the organization. You Thrive Florida's established succession plan aims to provide continuity in leadership, avoid extended and costly vacancies in critical leadership positions, and provide for continuity of operations when vacancies occur. You Thrive Florida's succession plan is designed to identify and prepare candidates for critical positions that become vacant either on a planned or unplanned basis.

II. POLICY

It is the policy of You Thrive Florida to identify and select talent to succeed incumbents in the company's critical roles and to assess the leadership needs of the company to ensure the selection of qualified leaders, with the necessary skills, that are diverse and a good fit for the organization's mission, values and goals. Succession plans are developed for four levels of the organization: Board leadership, CEO, senior management team, and critical roles within the company.

III. PROCEDURES

A. Succession Planning for the Board of Directors. The Board must be active stewards of succession management including assessing potential talent, mitigating risk and holding one another accountable for board leadership development.

B. Succession Planning for the CEO.

1. It is the responsibility of the Board of Directors, in collaboration with the current CEO, to develop, implement, and maintain a succession plan for the CEO position.

2. In the event that the CEO is no longer able to serve in this position, either through a planned or unplanned vacancy, the Executive Committee of the Board undertakes the following:
   a. Within five (5) days, the Board appoints an interim CEO according to the following line of succession:
      I. Chief Operating Officer
      ii. Chief Financial Officer
   b. Within thirty (30) calendar days, in the event that a long-term change in leadership is required, the Executive Committee of the Board of Directors appoints an executive transition committee. This committee is comprised of one member of the executive committee and two members of the board of directors. The Executive Transition

Committee is responsible for the following:

I. Communicating with key stakeholders regarding actions taken by the Board in naming an interim successor, appointing a transition committee, and implementing the succession policy.

ii. Considering the need for consulting assistance based on the circumstances of the transition.

iii. Reviewing You Thrive Florida's strategic plan and conducting a brief analysis of the organizations capabilities to identify priority issues that may need to be addressed and to identify attributes and characteristics that are important in selecting a new CEO.

iv. Establish a time frame and plan for the recruitment and selection process.

C. Succession Planning for Senior Management.

1. The CEO is responsible for You Thrive Florida's succession plan as it relates to the senior management team. The Senior Management Team includes the following positions:

   a. Chief Financial Officer
   b. Chief Operating Officer
   c. Chief Administrative Officer
   d. Director of Transportation Services
   e. Director of Early Learning Programs
   f. Director of Senior Services
   g. Director of Weatherization
   h. Director of CSBG/LIHEAP
   i. Director of Children's Advocacy Center
   j. Director of House to Home
   k. Director of IT
   l. Director of Facilities

2. Periodically, the CEO, in collaboration with members of the Senior Management Team and Human Resources, will:

   a. Identify key positions and incumbents targeted for succession planning including an analysis of planned retirements, potential turnover, etc.
   b. Identify individuals, targeted candidates, who show the potential needed for progression into the targeted positions and leadership within the Company.
   c. Outline the actions taken in the previous year to prepare identified individuals to assume a greater role of responsibility in the future.
   d. Outline actions that will be taken in the next year to prepare individuals to assume a greater role of responsibility in the future.
   e. Periodically request updates from the Senior Management Team on the development process for each targeted candidate.

D. Succession Planning for Critical Departmental Roles.

1. It is the responsibility of each Department/Program Director to ensure that each department within his or her span of control develops, implements, and maintains a succession plan for critical leadership and program roles within each department.

2. Annually, the Department/Program Director, in collaboration with Human Resources, will:

a. Review the department/programs strategic plans and goals.
b. Identify key positions and incumbents targeted for succession planning including an analysis of planned retirements, potential turnover, etc.
c. Identify individuals, targeted candidates, who show the potential needed for progression into the targeted positions and leadership within the department/program.
d. Outline the actions taken in the previous year to prepare the identified individuals to assume a greater role of responsibility in the future.
e. Outline actions that will be taken in the next year to prepare individuals to assume a greater role of responsibility in the future.
f. Periodically provide updates to the CEO and Human Resources on the development process for each targeted candidate.

E. Human Resources will keep documented succession plans submitted by each of the Departments and by the CEO; and Human Resources will maintain training and development records for targeted candidates in an effort to track achievement of succession plans goals.

SECTION VIII.

EMPLOYEE SEPARATION

Section VIII. A.
EMPLOYEE SEPARATION

I. DEFINITIONS

The categories of separation and their definitions are:

1. Resignation: A voluntary separation, including:

    a. Employees are required to give at least two weeks written notice. For those employees with supervisor responsibilities are required to give a one (1) month written notice.

    b. Failure to maintain contact/notify supervisor of absence or leave. If contact is not maintained or supervisor is not notified, the Company will consider that the employee has voluntarily resigned from their position. Resignation will be considered effective immediately when the employee does not maintain contact/notify supervisor.

    c. Failure to return to work from leave (including Family Medical Leave) as arranged with the Company.

    d. Refusal to submit to a drug test.

    e. Any other provision presented in this manual as constituting resignation.

2. Deceased The death of an employee.

3. Termination A separation in which the employee is removed from the payroll for violation of employee standards of conduct or safety regulation, unsatisfactory job performance, or any other reason deemed by the Company to warrant termination of employment.

4. Layoff or Reduction in Force

5. Temporary reduction Work is no longer available, but a recall is expected within 12 months.

6. Permanent reduction Work is no longer available. Recall is not expected (job eliminated, contract expired, a department closed, etc.).

7. Justification Whenever it becomes necessary because of lack of work, lack of funds, or changes in organization, the Chief Executive Officer will determine the organizational unit and/or classification in which reduction can best be accomplished.

8. Order of Layoff The order of layoff of all employees within a particular status of

employment (Regular, Temporary, Pool/Reserve, Full-time, Part-time) will be determined by the Chief Executive Officer after giving due consideration to all relevant factors including but not limited to performance and seniority.

9. PROCEDURES FOR EXITING

a) Pay in Lieu of Notice Where a future date is established for separation, immediate removal from duties may occasionally be desirable to minimize the adverse effect on other employees or to allow the separated employee to seek new employment. In such cases, up to two weeks' pay may be provided in lieu of notice with approval by the Chief Executive Officer or designee.

b) Return of Equipment and Keys Employee shall return all Company Equipment,

c) Keys, and other Company Property in accordance with the Company's COMPANY PROPERTY policy. (Section V.L.)

II. REHIRE ELIGIBILITY

Employees who voluntarily resign from employment are generally considered eligible for rehire at the discretion of the Company, provided they left in good standing and meet current job qualifications. "Good standing" generally means the employee:

1. Provide the required notice in accordance with Company policy;
2. Work each scheduled workday during the notice period; and
3. Was not under investigation for, or subject to, serious performance, conduct, or policy violations at the time of resignation.

Failure to meet these requirements may result in the employee being designated as not eligible for rehire.

Eligibility for rehire does not guarantee reemployment. All former employees must apply through the standard recruitment process, meet the posted qualifications for the role, and successfully complete all pre-employment checks in effect at the time of application. Hiring managers, and Human Resources will review the individual's previous performance, conduct, and exit documentation before making any rehire decision.

Former employees who resigned in lieu of termination, resigned while under investigation for misconduct, or who were previously terminated for cause are not eligible for rehire. In addition, former employees who resigned after previous rehire, are not eligible for rehire unless an exception is approved in writing by Human Resources.

SECTION IX.

SAFETY AND HEALTH

Section IX. A.
SAFETY AND HEALTH

I. HEALTH AND SAFETY

1. Safety Monitoring

You Thrive Florida provides for the continuous monitoring of the working conditions and equipment of its employees for observance of safety requirements.

2. Safety Rules and Regulations

Employees will observe all safety rules and regulations established within You Thrive Florida's Safety Manual, within each program area's policies and procedures, and otherwise provided by You Thrive Florida's Personnel Manual.

Employees will report all unsafe conditions or practices to their immediate supervisor.

Safety is everyone's responsibility. Employees should report any unsafe conditions or circumstances to their supervisor or safety coordinator in order to prevent accidents.

3. Safety Equipment

You Thrive Florida may provide certain required safety equipment items (e.g., safety glasses, hard hats, respirators, support belts, etc.). These issued items must be worn by employees to whom the safety equipment has been issued at all times during working hours unless otherwise directed by his/her immediate supervisor.

The Company reserves the right to require that employees equip/provide safety equipment items as a condition of employment.

4. Accident/Injury Reporting

Job-related injuries and illnesses, regardless of severity, should be reported immediately.

II. SAFETY COMMITTEES

Safety Committees may be created to conduct a review of safety infractions/incidents that have resulted in loss of productivity, property, efficiency, or other liability to You Thrive Florida operations. Committees may recommend corrective action as well as disciplinary action.

III. OPERATION OF COMPANY VEHICLES

All employees operating You Thrive Florida vehicles or utilizing personal vehicles for company business, must possess and maintain the appropriate Florida driver's license, as required by his or her job in performing the essential functions and be insurable

through the Company's insurance carrier. Periodic reviews will be conducted to verify compliance with this policy.

You Thrive Florida vehicles or personal vehicles utilized for company business will be operated in strict compliance with all laws which apply to motor vehicles in the State of Florida, including the Florida Seat Belt Law and applicable insurance requirements. Violators will be responsible for any and all fines incurred and subject to disciplinary action for failing to comply with said laws.

IV. DRIVING RECORDS

Any employee who is required as a condition of employment to possess and maintain a valid Florida driver's license, must inform his or her immediate supervisor in the event the driver's license is denied, expired, suspended or revoked.

A valid license is defined as an issued license, as required, which has not expired, nor been denied, restricted, revoked or suspended.

An employee may be denied employment or terminated if an employee fails to maintain a valid license or otherwise fails to meet the criteria set forth by the law or the Company's insurance carrier.

V. REPORTING REQUIREMENTS

It shall be the duty of employees operating You Thrive Florida vehicles or utilizing personal vehicles for company business to report the occurrence of any of the following events to their supervisor:

1. Any traffic related incident and/or accident in which the driver was involved as an operator of a company vehicle or personal vehicle on authorized company business
2. Any traffic citation received on the job regardless of the ownership of the vehicle or off the job if in a company owned vehicle.
3. Any traffic citation or arrest received on or off the job regardless of the ownership of the vehicle which might lead to the disqualification from insurability by our insurance carrier, or suspension or revocation of driver's license
4. Expiration, suspension, or revocation of driver's license
5. Any and all visible damage to an assigned vehicle
6. All CDL holders must report ALL traffic citations, on or off the job, regardless of the ownership of the vehicle

VI. VIOLATION OF POLICY

Any employee found in violation of this policy will be subject to disciplinary action up to and including termination of employment

SECTION X.

DEFINITIONS

Section X. A.
DEFINITIONS

Protected Characteristics shall mean those classes or characteristics defined by local, state or federal law, which include race, color, national origin, religion, sex, age, disability, genetic information, marital status, military service, veteran status, or disability.[1]

Attachment S

YOU THRIVE ELEMENTARY OF BROOKSVILLE

ENROLLMENT APPLICATION PACKET

STEAM-Focused Public Charter School

Operated by You Thrive Florida, Inc.

Authorized by Hernando County School District

835 School Street, Brooksville, FL 34601

Phone: 352-544-2373

EDUCATIONAL PROGRAM SUMMARY

You Thrive Elementary of Brooksville is a no-tuition public charter school serving students in grades Kindergarten through Grade 5. The school is operated by You Thrive Florida, Inc. and authorized by the Hernando County School District.

The school implements a rigorous, standards-aligned instructional program with a strong emphasis on Science, Technology, Engineering, the Arts, and Mathematics (STEAM). Instruction is hands-on, inquiry-based, and aligned to Florida B.E.S.T. Standards.

IMPORTANT INFORMATION FOR FAMILIES

1. The academic program is fast-paced and emphasizes hands-on, interdisciplinary STEAM learning.

2. Students are expected to actively participate in projects, collaborative learning, and inquiry-based instruction.

3. Student behavior, dress code, and technology use follow the Hernando County School District Student Code of Conduct.

4. Extended learning opportunities may be provided to support enrichment and academic growth.

5. Families should review program expectations carefully to determine whether this school is an appropriate fit.

6. Program-related fees, if applicable, will align with district charter guidelines.

7. Family involvement and volunteer participation are encouraged as part of the school community.

8. All students participate in Florida statewide and district-required assessments.

9. ESE and ELL services are provided in accordance with state and federal law.

10. Transportation services are subject to district availability and approval.

VOLUNTEER PARTICIPATION

Family engagement is an important component of the school community. Volunteer opportunities may include classroom support, school events, or campus activities. Volunteer expectations are implemented in accordance with Hernando County School District charter guidelines.

FAMILY ACKNOWLEDGEMENT

By signing below, I/we acknowledge that we have reviewed the Educational Program Summary and agree to support the mission and expectations of You Thrive Elementary of Brooksville.

Student Name: _____ Grade: _____

Parent/Guardian Name: _____

Signature: _____Date: _____

STUDENT INFORMATION

School Year Applying For:

Student Name: _____

Current Grade Level: _____

Parent/Guardian 1 Name: _____

Parent/Guardian 2 Name if applicable : _____

Primary Email Address:

Primary Phone Number: _____

Current School Name: _____

REQUIRED DOCUMENTATION CHECKLIST

☐ Most recent report card or academic records

☐ Recent assessment or test score information

☐ ESE / ELL documentation (if applicable)

Parent/Guardian Name: _____

Signature: _____ ate _____

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Submit by Email Print Form

THE SCHOOL BOARD OF HERNANDO COUNTY

STUDENT REGISTRATION FORM

Attachment S

Current Date | Grade | School: YOU THRIVE ELEMENTARY

Student LEGAL Name - Last | First | Middle

Nickname | Date of Birth MM/DD/YYYY | Gender

Birth City | Birth State | Birth Country

Active Military Family Student? | Student Social Security Number (Optional)

Hispanic/Latino Ethnicity?

Federal Race: Choose **ALL** that apply. **This is required.**

☐ American Indian or Alaskan Native ☐ Asian ☐ Black
☐ Hawaiian or Other Pacific Islander ☐ White

Permission to distribute student demographic information: Choose **ALL** that apply. **This is required.**

PUBLIC: ☐ Newspaper ☐ Social Media ☐ Interview **LOCAL (within school district):** ☐ Yearbook ☐ School Photo

Prior School | Prior School State | Prior School Country

Are you enrolling in our district due to either of these natural disasters? ☐ Earthquake ☐ Hurricane ☐ Neither

Has your child ever been retained: | If Yes, which grade(s)

Has your child ever been enrolled in a Special Education program?

Has your child ever been referred or received school-based mental health services?

Has your child ever been enrolled in Hernando County Schools? | If Yes, NAME of last school

Student Transportation

Are you or your spouse currently employed with:

☐ Law Enforcement ☐ the Courts ☐ DCF ☐ Firefighter
☐ Child Support Enforcement ☐ Not Applicable

List all school age siblings residing in the home who are enrolled in Hernando County Schools:

Sibling Name	School	Grade
Sibling Name	School	Grade
Sibling Name	School	Grade

FAMILY & EMERGENCY CONTACT INFORMATION

Student Name

Residence Address

City Zip Code Primary Phone

Mailing Address **if different from above**

City Zip Code

Parent/Guardian 1 Name Relation to student

Cell Phone Work Phone Email

Parent/Guardian 2 Name Relation to student

Cell Phone Work Phone Email

Does student live with parent(s)? If No, name relationship of guardian

If you do not wish the other parent/guardian to have access to your child, the enrolling parent/guardian **must provide** a certified court order indicating sole custody, or a restraining order.

For office use only: Order on file? Staff member verifying receipt

Emergency contacts: It is **mandatory** that an emergency number/contact be provided. To serve your child in case of accident or sudden illn s it is necessary that you list those individuals **other than** the parent(s)/guardian(s) who are authorized to pick up your child through the clinic/office. (Example: Stepparent, Neighbor, Other Relative, Etc.

Contact Name 1. Relation to student Phone

Contact Name 2. Relation to student Phone

Contact Name 3. Relation to student Phone

Contact Name 4. Relation to student Phone

HEALTH INFORMATION

Student Name

Does your child have any of the following health conditions? Check **ALL** that apply.

☐ Asthma (medication needed at school)	☐ Heart Condition	☐ Seizures/Epilepsy
☐ Asthma (No medication needed at school)	☐ Cystic Fibrosis	☐ Wears Contacts/Glasses
☐ Allergy (Epi-pen required)	☐ Cerebral Palsy	☐ Diabetes (Type 1)
☐ Allergy (No Epi-pen required)	☐ Hemophilia	☐ Diabetes (Type 2)
☐ Attention Deficit Disorder	☐ Cancer	☐ Sickle Cell Disease

Other

You must contact the health professional if the student has a health condition or requires care at school.

Does your child require regular or emergency medication at school?

If YES, a completed and signed Medication Authorization form must be submitted to the school if medication is required.

Doctor's Name Dr. Phone Number

Dentist's Name Dr. Phone Number

PARENT/GUARDIAN CONSENT FOR SCHOOL HEALTH SERVICES

*** Per F.S. 1014.04 and HB 1557, parent consent is required for healthcare services. If you agree to allow your student to receive school clinic services for care and treatment for illness and/or injury if/when they are needed, please check below.**

*** Emergency services will be provided to all students according to the standards found in the Florida Emergency Guidelines for Schools. https//www.floridahealth.gov/programs-and-services/childrens-health/school-health/reports-information.html**

*** This consent will remain in effect for one school year or you may indicate in writing that you wish to rescind this consent for school health services. As required by law, new consent is needed every school year.**

☐ I consent to school clinic services for care and treatment for illness and/or injury.

☐ I do NOT consent for my child to receive care and treatment for illness and/or injury in the school clinic.

Notice of Fraudulent Documentation: Fraudulent documentation as defined is any information provided by the parent or other entity that falsely represents the parent's place of residence for school of enrollment. Whoever knowingly makes a false statement in writing with intent to mislead a public servant in the performance of his or her official duties, shall be guilty of a misdemeanor of the second degree, punishable by law (F.S. 837.06) or guilty of perjury by false written declaration, a felony of the third degree (F.S. 92.525).

I understand the above notice and have not provided any false information to a public servant.

Parent/Guardian Name Signature

Relation to student Current Date

HERNANDO COUNTY SCHOOL BOARD
RELEASE OF STUDENT RECORDS

Student Name _____ Current Date 1/26/26

Date of Birth MM/DD/YYYY _____ Grade _____

Prior School Name _____

Address _____

City _____ State _____ Zip Code _____

Phone Number _____ Fax Number _____

THIS SECTION IS FOR SCHOOL USE ONLY

The above student has enrolled in Hernando County, Florida, at the school listed below:

Current School Name _____

Address _____

City _____ State _____ Zip Code _____

Phone Number _____ Fax Number _____

Please forward the following information **AS SOON AS POSSIBLE** to assist with the student's proper placement.

* Birth Certificate
* Physical and Immunizations
* Grades - Past and Current (Numerical if available)
* Explanation of your grading system
* Attendance
* Standardized Test Scores
* Special Education Records (IEP, Gifted, 504)
* Psychological Tests and Evaluations
* ELL/ESOL Records
* Documentation of multi-tiered systems of support interventions

Federal law 99.21 - No parent signature is required for educational records to be sent to another educational agency.

Thank you for your assistance.

Date Records Requested _____ By Whom _____ Date Records Received _____

THE SCHOOL DISTRICT OF HERNANDO COUNTY, FLORIDA

HOME LANGUAGE SURVEY

Date of Survey _____ Student Number _____

Student Name _____ Date of Birth MM/DD/YYYY _____

Country of Birth _____ Grade _____

NOTICE: if the answer to one or more of the following questions (2-4) is yes, your child's English proficiency will be evaluated in accordance with Florida statutes to determine eligibility for ESOL language services. Services are designed to assist students whose English language proficiency and/or academic performance is limited. It addresses the academic, linguistic, and cultural needs of the student. The primary objective of the program is to develop the student's English skills in listening, speaking, reading, writing and content area comprehension. Your signature below will indicate that you understand the above statement.

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. What date did your child first attend a United States school (KG-12)? MM/DD/YYYY _____

2. Is a language **other than English** spoken in your home? ☐ YES ☐ NO

If Yes, what language? _____ Who speaks this language? _____

3. Does the student have a first language **other than English?** ☐ YES ☐ NO

If Yes, what language? _____

4. Does the student most frequently speak a language **other than English?** ☐ YES ☐ NO

If Yes, what language? _____

Father's Birth Place _____ Mother's Birth Place _____

Name of person completing form _____ Relationship to student _____

Parent/Guardian Signature _____

HERNANDO COUNTY SCHOOLS

STUDENT HOUSING QUESTIONNAIRE

This questionnaire is intended to address the McKinney-Vento Assistance Act. The confidential answers to this residency questionnaire help determine if the student may be eligible to receive additional educational services.

School _____ Current Date _____

1. Where are you and your family currently staying? Choose ONE.

☐ Rent/Own my own home - IF YOU CHOOSE THIS, THEN **STOP** AND SIGN THE BOTTOM OF THIS FORM

☐ Temporarily with another family due to loss of housing, economic hardship, or similar reason

☐ In an emergency/transitional shelter

☐ In a vehicle of any kind, trailer park or campground, abandoned building or other substandard housing

☐ In a hotel/motel due to loss of housing, economic hardship, or similar reason

☐ None of the above apply Explain where if none of the above apply

Cause of temporary residence ▼

Are you alone without an adult or with an adult that is not a parent or legal guardian? ☐ YES ☐ NO

2. Student information, including **all siblings** living together in the above living situation.

Student Name	Student Name
Student ID # M/F DOB	Student ID # M/F DOB
Grade School	Grade School
Student Name	Student Name
Student ID # M/F DOB	Student ID # M/F DOB
Grade School	Grade School

3. Additional protective rights and services may be available for **eligible** families/unaccompanied youth, such as:

* Immediate enrollment into school
* School stability - continue in the school attended before loss of housing occurred
* Transportation - to remain at the "school of origin", if over 2 miles
* Free Meals
* Backpack and school supplies
* Assistance with required uniforms

School-based Services. Check if needed: ☐ Assistance with enrollment disputes or missing documents

☐ Assistance obtaining school records ☐ Assistance with obtaining school physicals

Parent/Guardian/Adult Caring for Student _____ Signature _____

Address _____ City _____ State _____ Zip _____ Phone _____

Distribution: MKV Liaison, Fax 352-797-7139

HERNANDO COUNTY SCHOOL DISTRICT
DISCLOSURE

Student Name | Date of Birth MM/DD/YYYY | School

Pursuant to Florida Statute 232.0205, I hereby disclose the following. **CHECK ONE:**

☐ I am **NOT** currently expelled, nor have I previously been expelled from any other school district private school lab school.

☐ I **AM** currently expelled, or was previously expelled from another school district/private school/lab school. If checked, complete the following:

District | Date | Reason

Pursuant to Florida Statute 232.0205, I hereby disclose the following. **CHECK ONE:**

☐ I have **NOT** been previously arrested in this state or any other state resulting in a charge being filed, and action being taken either in juvenile or adult court.

☐ I **HAVE** been arrested previously. If checked, complete the following:

Date of Arrest | Location | Offense | Disposition

I understand that Florida Statute 232.0205 requires that all persons enrolling in a public school must report any and all expulsions and arrests resulting in charges being filed, and Juvenile Justice action. School District policy prohibits a student currently under expulsion in another District form enrolling in school. The School District of Hernando County reserves the right to hold an Administrative hearing to determine the most appropriate placement for any student returning from a Juvenile Justice Commitment Facility, or charged with a felony that occurs off school property. These felony offenses involve violence, sale or distribution of drugs or sex offenses.

Pursuant to Florida Statute 23 .0205, I hereby disclose the following. **CHECK ONE:**

☐ I **HAVE** BEEN referred for m ntal h alth servi ☐ I have **NOT** been referred for mental health s rvice

Student Signature | Current Date

Parent/Guardian Signature | Current Date

HERNANDO COUNTY SCHOOL DISTRICT
PARENT AND STUDENT ACKNOWLEDGEMENT
Student Code of Conduct is available on-line at hernandoschools.org

The Code of Conduct has been written so students and family members know what behavior is expected and prohibited at school or at school activities. It is helpful if parents are aware of school rules so they can help support them from home. Failure to return this acknowledgement will not relieve a student or the parent(s) from the responsibility for knowledge of the contents of the Student Code of Conduct.

I have read/**viewed on-line** and acknowledge:

* Bullying/Harassment/Teen Dating Violence Policy & Procedures (Appendix A)
*Bus Expectations (Appendix B)
* Dress Code Policy (Appendix C)
* Annual notification of Family Educational Rights and Privacy Acts (FERPA) (Appendix D)
* Network/Internet acceptable use agreement (Appendix E)
* Opt Out Pledge of Allegiance (Appendix F)
* Participation in Interscholastic and Intrascholastic Extracurricular Activities (Appendix G)
* Student Code of Conduct

Parent/Guardian Signature _____ Current Date _____

Student's Signature _____ Current Date _____

Student Name _____ Student ID# _____

FAMILY VOLUNTEER AGREEMENT
YOU THRIVE ELEMENTARY

Student Name _____ Current Date 1/26/26

Parent/Guardian 1. Name _____ Phone Number _____

Parent/Guardian 2. Name _____ Phone Number _____

I agree to provide volunteer services to the school as a condition of my child's attendance for the current and subsequent school years. I will contact the school each month in order to make arrangements to fulfill my volunteer requirements. I understand that school volunteers who work with the students must be cleared through a background investigation and may be fingerprinted. I further understand that while working as a volunteer for the school, **i must follow the school's rules and policies including the dress code. i understand that volunteers are not authorized to discipline students. Students who misbehave must be referred to a school staff member if a disciplinary situation arises.**

MINIMUM MONTHLY VOLUNTEER REQUIREMENT: 2 HOURS

VOLUNTEER POLICY

* The local background check "Volunteers in Education" form through the Hernando County Sheriff's Office is required to be filled out and submitted to the Sheriff's Office.
* Those parents that fail the background check will have to find an alternative way to volunteer under the director's guidance or can follow the steps dictated to rebut that record and be able to volunteer or have another family member honor the volunteer commitment.
* Quarterly volunteer updates will be issued in writing and will be included in the the report card tracking form to be signed by the parent.
* Each family must earn one volunteer hour per week and a total aggregate of twenty volunteer hours per school year.
* Parents who fail to meet the minimum monthly requirement for volunteer hours will have their student dismissed from extra-curricular activities, including dances, and special events. These parents will also have to make up the hours before the end of the school year in order to have their child advance automatically to the next grade level.
*Sixth and Seventh grade parents who fail to satisfy the volunteer requirement will have their child dismissed from automatic enrollment the next school year.
* Eighth grade parents who fail to satisfy the volunteer requirement will have their child restricted from any extra school activities including the eighth grade field trip and graduation.

Parent/Guardian 1. Signature _____ Current Date _____

Parent/Guardian 2. Signature _____ Current Date _____

FEE AFFADAVIT & FEE SCHEDULE
YOU THRIVE ELEMENTARY

You Thrive Elementary offers a fascinating laboratory based science curriculum to every student. Your child will have the opportunity to use real-life experimentation techniques to learn logical procedure, problem solving skills, the scientific process and higher order thinking skills. Many of the science labs require supplies and equipment that are consumed during the experimentation. For this reason, we ask for an annual laboratory consumable fee.

The YOU THRIVE ELEMENTARY hands-on experiential learning is grounded in our Education Beyond the Classroom (EBC) program. Through this innovative program we can connect to the core middle school curriculum and bring the Sunshine State Standards and the Classroom Lessons to life. Learning is applied and takes place in the real world and our students experience that learning from the experts in the field.

Many activities are grade-level specific and include snorkeling, kayaking, boating, gardening, historical museums, archery, rocketry, caving, swimming, government center visits, library visits, sailing, state park visits, charters, self defense, kendo training, ropes course visit, climbing gym activities, mining, renaissance faire participation, historical reenactments, ceramics classes, yoga classes, street hockey activities, golf activities, drama classes, manatee encounter, nature preserve visits, environmental center visits, space center visit, aquarium visit, planetarium visit, athletic field activities, shore based beach activities, geocaching, and more.

Several of these trips have direct and indirect costs associated with them including admission, guides, contracted services, parking, tolls, etc. They also have several indirect costs including equipment, mileage, and wear on the bus. For this reason, we are requesting a quarterly activity fee.

I understand and accept these fee structures. I also understand and agree to pay these fees on time. I further understand that if a financial situation should arise that could delay my payment, I will immediately notify the school so that alternate payment arrangements can be made. NOTE: YOU THRIVE ELEMENTARY offers a payment plan option allowing you to pay a fixed amount throughout the school year, thus minimizing the financial impact in a given month.

Student Name _____ Current Date _____

Parent Name _____ Parent Signature _____

PARENT AGREEMENT FORM
YOU THRIVE ELEMENTARY

1. I understand that YOU THRIVE ELEMENTARY'S unique field activity and hands-on science program are supported in part by student fees. I further understand that these fees are necessary and cannot be waived. I also understand that these fees are fixed and predictable and must be paid in a timely fashion.

2. I understand that YOU THRIVE ELEMENTARY relies on its families to provide a consistent, predictable, weekly volunteer contribution to the school. I understand that this commitment cannot be waived regardless of family or work circumstances. I further understand that my child's enrollment is contingent upon my satisfaction of this volunteer commitment. I also understand it is my responsibility to contact the school's administration to establish a fixed volunteer role.

3. I understand that YOU THRIVE ELEMENTARY hosts many elective, non-instructional, fee-based activities that encompass a broad positive middle school experience and that these activities can be withheld from my child at the discretion of the school administration when he/she has incomplete or missing work, negative credits in the YOU THRIVE ELEMENTARY economy system, and negative balance in the student's financial account, or insufficient family volunteer contribution hours.

4. I understand that YOU THRIVE ELEMENTARY has a commitment to protect instructional time; therefore I will allow my child to attend the entire school day and without interruption. I also agree to adhere to the established school pickup time schedule and not attempt to pick up my child during the instructional day.

5. I understand that the YOU THRIVE ELEMENTARY Education Beyond the Classroom (EBC) and its associated trips are a required, graded, mandatory part of the school's instructional program. I will ensure that my child participates faithfully in all EBC activities. Missing EBC days are permitted only through illness and must be documented through a licensed physician note. I further understand that the EBC program day may be modified as a result of a failing grade in any course. This may result in my child staying back from the activity and participating in academic remediation at the discretion of the school's administration.

6. I understand that the YOU THRIVE ELEMENTARY Rules and Routines take priority over the Hernando County School Board's Code of Conduct. I further understand that YOU THRIVE ELEMENTARY does not permit student behavior that disrupts the learning environment and that my child will be removed immediately from the activity and may be suspended from school for one or more days. I also understand that if disruptive behavior becomes a pattern, then a step-wise disciplinary approach will be implemented that may result in multiple days of suspension and possible recommendation for removal from YOU THRIVE ELEMENTARY and placement in their zoned middle school.

My signature below indicates my willingness to comply with the school's rules, routines, procedures, and disciplinary practices summarized above. I will work corroboratively with the school's administration and teaching staff in their effort to provide my child with a quality middle school education.

Student Name

Parent/Guardian Name

Parent Signature

Current Date

PHYSICAL EDUCATION WAIVER
YOU THRIVE ELEMENTARY

The 2008 Legislature passed Senate Bill 610 which was signed into law by Governor Crist on June 2, 2008. It includes changes in statute as it relates to physical education requirements for Florida students. Senate Bill 610 requires the equivalent of one class period per day of physical education for one semester of each year for students in grades six through eight.

YOU THRIVE ELEMENTARYoffers a weekly Education Beyond the Classroom (EBC) program which includes physical education activities and meets for both the first and second semester of the school year. **Your child will automatically receive physical education through the EBC program.**

Please check the box below and sign this form. This indicates your acknowledgement that your child is enrolled in the YOU THRIVE ELEMENTARY EBC program in lieu of the physical education program as described above.

☐ My student is enrolled in the YOU THRIVE ELEMENTARY Education Beyond the Classroom Program; therefore waives the physical education requirement as described above.

Student Name

Grade

Parent/Guardian Name

Parent/Guardian Signature

Current Date

ATTENDANCE POLICY
YOU THRIVE ELEMENTARY

The school calendar provides for 180 days of educational activities. Students who are absent, leave early, or arrive late disrupt the educational process for everyone. By enrolling your child in YOU THRIVE ELEMENTARY, you are agreeing to the following provisions:

1. You will **ALWAYS** notify the school when your child is absent due to illness or other circumstance.
2. Barring emergencies, you will not keep your child home for non-medical reasons.
3. You will schedule family outings and vacations during a time when school is **NOT** in session.
4. You will make non-emergency appointments with physicians, orthodontists, etc., after school hours (whenever this option is afforded to you).
5. You will make a conscientious effort to have your child arrive on time for the beginning of the school day.
6. Barring emergencies, you will not interrupt the learning environment by picking your child up early from school.
7. You will not request early dismissal on HCSB 'half-days'.
8. You will maintain an open dialog with the front office regarding issues that may affect your child's attendance.
9. You will not keep your child home in order to avoid Comprehensive Assessment Tests mandated by either the HCSB or FLDOE.
10 You will give school attendance priority over participation in elective activities.

The HCSB Student Code of Conduct contains other provisions which address attendance. You are bound by these provisions as well.

Student Name

Student Signature

Parent Name

Parent Signature

Current Date

ASSUMPTION OF RISK & LIABILITY WAIVER AND
PERMISSION TO PARTICIPATE
YOU THRIVE ELEMENTARY

1. **RELEASE AND WAIVER OF LIABILITY/IMPLIED CONSENT**

In signing this form, I understand that I waive the right to sue YOU THRIVE ELEMENTARY or any affiliate thereof by both myself and my heirs, assigns or personal representatives.

I am aware that YOU THRIVE ELEMENTARY arranges activities involving snorkeling and swimming in the ocean, traveling by boat along with adventure activities including but not limited to: swimming, snorkeling, caving, boating, tubing, camping, climbing, white-water rafting, touring, kayaking, fishing, scalloping, sailing, hiking, biking, paint ball, and other physically strenuous activities. In participating or allowing my child to participate in these activities. **I acknowledge that during these activities, he/she may be exposed to certain risks which are inherent in the activity and cannot be eliminated without destroying the purpose and character of the activity, such as travel by boat, swimming in or near the ocean, snorkeling in the ocean, accident or illness in remote places without immediate access to medical facilities, and the forces of nature, including sun, wind, and rain. i understand the description of these risks are not complete and that these and other unknown or unanticipated inherent risks may result in injury or death.** I authorize the school representative, in the exercise of his/her judgement as to necessity, to obtain medical treatment in the event of injury or illness and the undersigned agrees to pay any expense incurred for this treatment.

In consideration for the right for myself or my child to participate in such activities, and the services arranges for me or him/her, I have and do hereby assume all risks and will forever indemnify, hold harmless, and covenant not to sue YOU THRIVE ELEMENTARY, including their employees, property owners, directors, officers, and members from any and all liabilities, actions, causes of actions, debts, claims, demands, or other liability of every kind and nature whatsoever, which may arise in connection with my or his/her trip to or participation in this program, whether caused by ordinary negligence or otherwise. This signed agreement serves as a release or assumption of risk for my heirs, executors, and administrators, assigns, next of kin, and members of my family. This agreement is meant to be broad and inclusive.

Student Name _____ Student Signature _____

Parent Name _____ Parent Signature _____

Current Date _____

RULES & ROUTINES
YOU THRIVE ELEMENTARY

Welcome to YOU THRIVE ELEMENTARY. Let the Adventure begin! Our staff has been working hard to prepare lessons that will capture your interest, inspire your learning, and satisfy your curiosity. In order to provide you with a quality hands-on education, we do need to create an orderly learning atmosphere and enlist your cooperation. Please read on...

SCHOOL RULES

YOU THRIVE ELEMENTARY has several common-sense classroom rules. These rules are similar to the rules used whenever groups of people are assembled. The rules are the same in each classroom and are as follows:

1. **Raise your hand** and wait to be recognized if you wish to speak, ask a question, answer a question, or leave your seat for any reason. Once you take your seat at the beginning of class, you are expected to stay in that seat unless given permission to move about. If the teacher has assigned your seat, you are expected to sit in that assigned seat whenever the class meets.
2. **Use silent hand signals** if you wish to use the restroom or get a drink of water. These silent signals will be explained to you during the first week of school.
3. **Respect the personal space and property of others.**
4. **Calling all artists.** Refrain from drawing, doodling or sketching when you are supposed to be learning, listening or working in class. Also, be sure not to doodle, draw or mark on school property unless you like cleaning, erasing, and sanding on your weekends.
5. **Be prepared for class!** As a middle school student, your 'tools' are the few items you are **REQUIRED** to bring to class each and every day; these include: pens, pencils, subject folders (one for each class), writing paper, homework and handouts from previous session, planner, check book, organizer binder, and a positive attitude.
6. **Keep food and beverages out of the classroom.**
7. **If you make a mess, clean it up.**
8. **Dress for success.** Dress conservatively, wear sensible closed toe, closed heel shoes, and you won't have to worry about this rule.
9. **Use appropriate language in all situations.**
10. **Practical jokes can be funny but....**Practical jokes often hurt other peoples' feelings and result in unintended, unpredictable and unnecessary results.
11. **Exercise self-control.** Incidents resulting in physical injury or damage to property will be immediate grounds for suspension.
12. **Do not retaliate!** Always involve a YOU THRIVE ELEMENTARY staff member before matters escalate to this point.
13. **Leave your gum at home.**
14. **Be organized.** Students who habitually ignore deadlines for weekly homework and project due dates will be required to make up their work on their Education Beyond the Classroom (EBC) day. In the event that a Educational Beyond the Classroom day is lost due to missing work, an alternative make-up assignment for the field program will be required.
15. **Homework** - You may not have homework in every class however, you will have homework every night. Homework is to be completed on time and should be checked by your parent to make sure it is done.
16. **if you are absent, your parents must notify the school.** Your parent must also send in a written note to our office, explaining the reason for your absence within 3 days of your return to school.
17. **Make-up work if you are absent**. If you miss a day of school or even a class, you will need to make up your missing work. You may not be allowed to make up work if you have an unexcused absence and any late work that is accepted could be subject to partial credit, or if outside of the allowed days granted by the District policy, could be required to be done and still earn a 'zero'. The teacher makes the final decision in these matters.
18. **Try not to be absent.** Too many absences or excessive tardiness will result in a referral to the Student Services department for Truancy.
19. **Respond to low progress report grades.** Failure warnings are distributed during the 4th week of each marking period. Any student who is earning a grade of "D or F" will receive a Failure Warning notice. Parents are required to sign and return the Failure Warning to the teacher the next day.
20. **Communication** - We try to keep parents in the loop when it comes to your academic and behavioral performance at school, in addition to school events, homework and projects. We have a variety of methods to communicate with your parents. Monthly volunteer and financial statements will be sent home with the student. Please make sure that your parents see all this information. Another method of importance communication is the weekly email. Every Friday night we will send out an important email detailing the EBC events, homework assignments, special events, and school activities for the following week. Please make sure your parents are receiving and reading these weekly announcements. Other forms that may need to be signed and returned may be attached to your report card. Please make sure parent signed forms are returned to us the next school day.

RULES & ROUTINES
YOU THRIVE ELEMENTARY

21. **Tardies** - If you are late, a parent **MUST** sign you in, and the front office staff will issue a tardy pass. Repeated tardiness will result in an unexcused absence.
22. **Education Beyond the Classroom (EBC)** - is a program with learning objectives, written work, and tests. In many cases the EBC is linked to your classroom learning and grades can even be shared. Furthermore, if you have a 'D or F' in any class, if you are missing work, or if you have excessive absences, your EBC day can be forfeited and you will remain at school for the entire day completing your make-up work. Any time a EBC day is missed you must complete the required alternative EBC program assignment. On EBC days, you will be required to bring all items needed for the specific activity.
23. **Cell Phones and other Electronic devices** - Students may bring cell phones to school as long as they are not visible to the classroom teacher. Teachers are authorized to confiscate cell phones that become 'visible' due to their use during class, ringing, buzzing, or used as a gaming device. Confiscated cell phones will be held in a secure location until a parent can claim them. In addition, any device which transmits a radio frequency or infrared signal that corresponds with or disrupts BEST Academy's communications is prohibited. This includes, but is not limited to: Walkie-Talkies, certain hand-held phones, RF adapters, Remote Controls, Wireless Components. **LASERS are not permitted.**
24. **Recording Devices** - are not permitted without advanced written approval from the school administrator. These devices include, but are not limited to: cameras, digital recorders, video cameras, camera phones, audio recorders or any other device capable of capturing audio, still pictures or video.
25. **Safety first (Science Lab)**- Proper attire, including safety goggles, may be required for certain experiments involving the use of liquid and flames. For this reason, students who do not wear the safety attire will not be allowed to participate and will be given an alternate assignment in an alternate educational setting. You will not be able to participate in labs without having a signed contract and a grade of 100 percent on the lab safety quiz. All lab safety rules must be followed. Do not enter the lab unless a teacher is present. No materials are to be removed from the lab. Living specimens kept in the lab are for observation only. Handling of the animals is a privilege extended only to the individuals who help care for them. Students wishing to handle the animals must demonstrate responsibility and take a test specific to the animal they wish to handle. All living specimens must remain in the lab while being handled. Never perform unauthorized experiments. Unauthorized use of chemicals can produce catastrophic results that may cause personal injury and/or damage to property. Failure to comply with lab rules, regulations, and verbal instructions given by the teacher will result in disciplinary action including, but not limited to, removal from the lab.
26. **Academic Contracts** - It may be necessary to communicate daily with your parents regarding your schoolwork, homework or grades. In this instance you will be placed on an Academic Contract, which will last until the next progress reporting period.
27. **School computers** - No storage devices of any kind are permitted in the computer lab. This includes, but is not limited to: zip drives, pen drives, USB drives, flash memory devices, hard drives, external drives, or any other device capable of extracting data from the school network. Do not install software on school computers. This includes software downloaded from the internet such as, songs, games, pictures, screen savers, etc. Do not send or receive emails from school computers. Use of the internet is restricted to approved research only. Students will face disciplinary action if they display or attempt to display material that is sexually explicit, vulgar, or otherwise inappropriate for a school setting. Students may not purchase or attempt to purchase merchandise using school computers. Do not enter the computer lab unless the teacher is present. Do not tamper with the network files. In addition, it is against school rules to use the account of another person. You are responsible for your account so safeguard your information and never give your user name or password to another person.
28. **Bus** - do not enter the bus unless a staff member is present. A seat belt, where available, must be worn at all times on the bus. Follow all posted bus rules.
29. **Payments** - Unless advanced arrangements have been made, all payments are due on time. The student's name and purpose of payment must be clear and evident on the check or payment envelope.
30. **Keep us informed** - If you have a changes to your address, phone, emergency contacts, transportation, or are withdrawing from our school, we must be made aware. If you are requesting your child to ride to/from school with another student, a bus pass must be requested by the parents of both students.

We acknowledge that we have read all of the Rules & Routines, and we agree to all terms and conditions.

Student Name _____ Student Signature _____

Parent Name _____ Parent Signature _____

Current Date _____

Attachment T

T. Evidence of demand for school and intended community partners

Out of 30 surveys completed, 29 respondents indicated interest in one or both schools, representing 96.7 percent positive interest in the initial SurveyMonkey results. These surveys were completed by families of kindergarten-ready students currently enrolled in You Thrive Florida Head Start programs in Brooksville and Spring Hill. In addition, a request has been submitted to the Hernando C Busch Gardens, Tampa Education classes (science)

Community Partners in Education
CEMEX
Florida RAMA Saint Pete art District (art)
Henry Plant Museum (history)
Salvador Dali Museum (art)
Chinsegut nature preserve (science/technology)
Young Chef's Academy (science, art)
Flamenco Ballet (Spanish, art)
Clearwater aquarium, education courses (science, tech)
MOSI museum (art)
River ventures (science)
Weeki Wachee Springs (science)
Escapology (technology)
Laser Ops (technology)
JG ranch
Local High School and Colleges
Bowl 360
Food Drive
Florida Cracker Kitchen
Mary's Fish Camp
Coney Island
Orlando Film Academy
Titanic Museum
Kennedy Space Center
Dade City Battlefield
Hernando County School District

Attachment V

LEASE

Kennedy Complex Cooperative, **the Lessor**, and Mid Florida Community Services, Inc DBA You Thrive Florida and You Thrive Elementary of Brookville, **the Lessee**, each in consideration of the agreements to be performed by the other hereby on this 1st day of August agree:

1. **PROPERTY AND TERM:** The Lessor, Kennedy Complex Cooperative hereby leases to the Lessee Mid Florida Community Services, Inc DBA You Thrive Florida and You Thrive Elementary of Brookville the buildings located at **835 School Street, Brooksville, FL 34601** , the real property in Hernando County, Florida for the term beginning at 12:01 A.M. on the 1st day of August 2026 and ending at 11:59PM on the 1st day of July 2031**.**

2. **RENT:** The Lessee, MID FLORIDA COMMUNITY SERVICES, INC DBA You Thrive Florida and You Thrive Elementary of Brookville will pay to the Lessor, Kennedy Complex Cooperative, as rent for the property leased during the term as follows:

Payment amount will be $2,500.00 per month the first payment being due and payable on the 1st day of August 2026 and continuing on the 1st day of every month there after until the payment due on the 1st day of July 2031, at which time the monthly rental shall be re-negotiated between Lessor and Lessee.

3. USE: The lessee, Mid Florida Community Services, Inc, DBA You Thrive Florida and You Thrive Elementary of Brooksville will use the leased property for charter school educational purposes only. The Lessees will make no unlawful or offensive use of leased property.

4. MAINTENCE: The Lessee agree to maintain both the interior and exterior of the facility located on the leased property during the term hereof and to make any and all repairs for any damages to the facility located on the real property so that upon termination of this lease the facility located on the leased property shall be in substantially good condition as it is at the time of the execution of this lease.

5. INSURANCE: The Lessee agree to insure the buildings at market value and carry worker's compensation and public liability insurance with a company approved by the Lessor and further shall show the Lessor as coinsured on any such public liability policy and aggress to furnish the Lessor with a true copy of said policy and any renewals thereof.

6. DEFAULT: In the event of a default of any of the terms and conditions set forth herein, this lease shall terminate, in the event that such default is not corrected within 30 days after written notice is given to the Lessee from the Lessor. In the event, any such default is not corrected within the time allowed herein, this lease shall be

terminated forthwith and the Lessee shall surrender possession of the property to the Lessor on demand.

7. TAXES: The Lessor shall pay all real taxes due on said property during the term here of.

8. TERMINATION: This lease shall be terminated immediately if the Lessee becomes insolvent or bankrupt. This lease may be terminated by 30 days written notification by either party.

9. OPTION: The Lessor shall give the Lessee the first option to renew this lease upon expiration of the term hereunder.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals this

1st day of _____.

KENNEDY COMPLEX COOPERATIVES, INC.

_____ By: _____
Witness (LESSORS)

MID FLORIDA COMMUNITY SERVICES, INC DBA You Thrive Florida and You Thrive Elementary of Brooksville

_____ By: _____
Witness (LESSEE)

Revenue Estimate Worksheet for Elementary School of Brooksville Charter School

Based on the 2025-26 FEFP Second Calculation

Attachment W

School District: Hernando

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0000

Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	16.00	1.108	17.7280	$ 95,245
111 Basic K-3 with ESE Services	2.00	1.108	2.2160	$ 11,906
102 Basic 4-8	20.00	1.000	20.0000	$ 107,452
112 Basic 4-8 with ESE Services	2.00	1.000	2.0000	$ 10,745
103 Basic 9-12		0.972	0.0000	$ -
113 Basic 9-12 with ESE Services		0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*		1.165	0.0000	$ -
130 ESOL *(Grade Level 9-12)*		1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	40.00		41.9440	$ 225,348

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.*	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	41.9440	Total Base Funding $ 225,348

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$	225,348	X	6.67%	$ 15,031
Growth Portion (0.54% of Conference Base Funding)	(a)	$	225,348	X	0.54%	$ 1,217
Total Salary Increase Allocation						$ 16,248

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	2.00	PK-3	251	$ 961	$ 1,922
		PK-3	252	$ 3,102	$ -
		PK-3	253	$ 6,330	$ -
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, less any 113 gifted FTE.	2.00	4-8	251	$ 1,077	$ 2,154
		4-8	252	$ 3,218	$ -
		4-8	253	$ 6,447	$ -
		9-12	251	$ 767	$ -
		9-12	252	$ 2,908	$ -
		9-12	253	$ 6,136	$ -
Total FTE with ESE Services	4.00			Total ESE Guarantee	$ 4,076

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 40.00 ÷ District's Total UFTE: 26,356.34 = 0.1518%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 41.94 ÷ District's Total WFTE: 28,298.70 = 0.1482%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's

UFTE share.	**Charter School UFTE:**	**40.00**	**÷**	**Scholarship UFTE:**	**23,141.84**
				=	**0.1728%**

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's

UFTE share.	**Charter School UFTE:**	**40.00**	**÷**	**District's Total Non-Virtual UFTE:**	**25,955.87**
				=	**0.1541%**

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's

UFTE share.	**Charter School UFTE:**	**40.00**	**÷**	**District's Total Non-Scholarship Non-Virtual UFTE:**	**22,741.37**
				=	**0.1759%**

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	6,103,523	x	0.1541%	$ 9,406
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	7,766,159	x	0.1518%	$ 11,789
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	2,306,367	x	0.1759%	$ 4,057
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	1,523,010	x	0.1728%	
8. Academic Acceleration Options Supplement (Value share)	(g)				

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	777.74

School Academic Acceleration Option Supplement		4,203,858	x	0.0000%	$ -
9. Discretionary Local Effort (WFTE share)	(c)	15,007,736	x	0.1482%	$ 22,241
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.1482%	$ -
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.1518%	$ -

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X CWF	X Allocation factors		
PK - 3	19.9440	1.0000	958.42	=	19,115
4-8	22.0000	1.0000	915.09	=	20,132
9-12	0.0000	1.0000	917.30	=	0
Total *	41.9440			Total Class Size Reduction Funds	$ 39,247

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)			
Enter All Adjusted Fundable Riders		x	649	$ -
Enter All Adjusted ESE Riders		x	1,967	$ -

14. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		$0.00	$0.00	$ -
Civilians on Federal Lands		$0.00	$0.00	$ -
Students with Disabilities			$0.00	$ -
Total				$ -

15. Food Service Allocation	(j)		
		Total	$ 316,164
16. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 299,916
17. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

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.

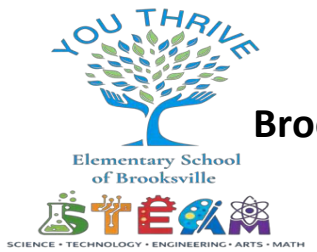
Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Attachment X

You Thrive Elementary School of Brooksville

Revenues	2026-27 Budget	2027-28 Budget	2028-29 Budget	2029-30 Budget	2030-31 Budget
Student Funding	$ 299,916	$ 603,669	$ 893,020	$ 946,601	$ 1,003,397
TSIA	$ 16,248	$ 32,495	$ 47,946	$ 50,823	$ 53,872
Teacher Classrooom Supply Asst Pgm	$ 600	$ 1,200	$ 2,100	$ 2,226	$ 2,360
Capital Outlay (PECO)	$ 11,000	$ 22,000	$ 31,900	$ 33,814	$ 35,843
Additional Millage	$ 35,082	$ 70,147	$ 101,713	$ 107,816	$ 114,285
Capital Millage	$ 8,367	$ 16,716	$ 24,238	$ 25,692	$ 27,234
Student Fees	$ 20,770	$ 30,102	$ 60,000	$ 60,000	$ 60,204
TOTAL REVENUE	**$ 391,983**	**$ 776,329**	**$ 1,160,917**	**$ 1,226,972**	**$ 1,297,194**

Expenses					
Academic Staff	$ 116,000	$ 232,780	$ 356,856	$ 367,562	$ 378,589
Non-Academic Staff	$ 30,000	$ 87,550	$ 158,000	$ 162,740	$ 167,622
Subtotal - Compensation	**$ 146,000**	**$ 320,330**	**$ 514,856**	**$ 530,302**	**$ 546,211**
Group Insurance	$ 21,500	$ 46,800	$ 60,726	$ 62,548	$ 64,424
FICA, Unemployment, WC	$ 17,100	$ 30,000	$ 68,362	$ 70,413	$ 72,525
Retirement	$ 12,000	$ 15,000	$ 24,189	$ 24,915	$ 25,662
Subtotal - Fringe & Benefits	**$ 50,600**	**$ 91,800**	**$ 153,277**	**$ 157,875**	**$ 162,612**
Rent	$ 30,000	$ 30,000	$ 35,000	$ 42,000	$ 52,000
Utilities	$ 5,200	$ 7,000	$ 8,000	$ 9,000	$ 15,000
Building Maintenance	$ 13,172	$ 25,000	$ 40,000	$ 60,000	$ 61,800
Subtotal - Facility	**$ 48,372**	**$ 62,000**	**$ 83,000**	**$ 111,000**	**$ 128,800**
Professional Services	$ 19,000	$ 38,000	$ 44,000	$ 45,320	$ 46,680
Supplies	$ 3,000	$ 4,000	$ 13,000	$ 13,390	$ 13,792
P&C Insurance	$ 4,000	$ 5,500	$ 9,000	$ 9,270	$ 9,548
Management Expenses	$ 27,000	$ 55,000	$ 80,000	$ 82,400	$ 84,872
Equipment Lease	$ 3,500	$ 6,000	$ 8,000	$ 8,240	$ 8,487
HCSD Admin Fee	$ 14,996	$ 30,183	$ 44,651	$ 47,330	$ 50,170
Subtotal - Admin	**$ 71,496**	**$ 138,683**	**$ 198,651**	**$ 205,950**	**$ 213,548**
Technology	$ 19,000	$ 40,000	$ 40,000	$ 41,200	$ 42,436
Program Supplies	$ 30,000	$ 53,000	$ 43,000	$ 44,290	$ 45,619
Education Engagement	$ 2,000	$ 10,000	$ 20,000	$ 20,600	$ 21,218
Instructional Materials	$ 20,000	$ 38,246	$ 62,000	$ 64,000	$ 72,000
Subtotal - Program	**$ 71,000**	**$ 141,246**	**$ 165,000**	**$ 170,090**	**$ 181,273**
TOTAL EXPENSES	**$ 387,468**	**$ 754,059**	**$ 1,114,784**	**$ 1,175,217**	**$ 1,232,443**
Net Income (Loss)	$ 4,515	$ 22,270	$ 46,133	$ 51,755	$ 64,751



Attachment Y

Brooksville Start-Up Budget

Students 40

	100%	75%	50%
Revenues	Amount	Amount	Amount
Student Funding	$ 299,916	$ 224,937	$ 149,958
TSIA	$ 16,248	$ 12,186	$ 8,124
Teacher Classroom Supply Asst Pgm	$ 600	$ 450	$ 300
Capital Outlay (PECO)	$ 11,000	$ 8,250	$ 5,500
Additional Millage	$ 35,082	$ 26,312	$ 17,541
Capital Millage	$ 8,367	$ 6,275	$ 4,184
Student Fees	$ 20,770	$ 15,578	$ 10,385
TOTAL REVENUE	**$ 391,983**	**$ 293,987**	**$ 195,992**

Expenses	Amount	Amount	Amount
Academic Staff	$ 116,000	$ 87,000	$ 58,000
Non-Academic Staff	$ 30,000	$ 22,500	$ 15,000
Subtotal - Compensation	**$ 146,000**	**$ 109,500**	**$ 73,000**
Group Insurance	$ 21,500	$ 16,125	$ 10,750
FICA, Unemployment, WC	$ 17,100	$ 12,825	$ 8,550
Retirement	$ 12,000	$ 9,000	$ 6,000
Subtotal - Fringe & Benefits	**$ 50,600**	**$ 37,950**	**$ 25,300**
Rent	$ 30,000	$ 22,500	$ 15,000
Utilities	$ 5,200	$ 3,900	$ 2,600
Building Maintenance	$ 13,172	$ 9,879	$ 6,586
Subtotal - Facility	**$ 48,372**	**$ 36,279**	**$ 24,186**
Professional Services	$ 19,000	$ 14,250	$ 9,500
Supplies	$ 3,000	$ 2,250	$ 1,500
P&C Insurance	$ 4,000	$ 4,000	$ 4,000
Management Expenses	$ 27,000	$ 20,250	$ 13,500
Equipment Lease	$ 3,500	$ 2,625	$ 1,750
HCSD Admin Fee	$ 14,996	$ 11,247	$ 7,498
Subtotal - Admin	**$ 71,496**	**$ 54,622**	**$ 37,748**
Technology	$ 19,000	$ 14,250	$ 9,500
Program Supplies	$ 30,000	$ 22,500	$ 15,000
Education Engagement	$ 2,000	$ 1,500	$ 1,000
Instructional Materials	$ 20,000	$ 15,000	$ 10,000
Subtotal - Program	**$ 71,000**	**$ 53,250**	**$ 35,500**
TOTAL EXPENSES	**$ 387,468**	**$ 291,601**	**$ 195,734**

Net Income (Loss)	$ 4,515	$ 2,386	$ 258

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Attachment DD

Form IEPC-M1A
Rule 6A-6.0786
August 2015

Mid Florida Community Services, Inc., dba You Thrive Florida Governing Board			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
				Year 0 (Most Recent Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Hernando	BEST Academty	4461	Active	85.68	A	145,689	16%	No

366

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Mid Florida Community Services, Inc., dba You Thrive Florida Governing Board			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -1				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Hernando	BEST Academty	4461					

N/A Governing board has only operated BEST Academy since July 2025

Brooksville Monthly Cash Flow Analysis
July 2026 - June 2027

Month	Fixed Revenue (BSA, TSIA, Class Size, Safe Schools)	Variable Revenue - Student Fees, Donations, etc.	Total Revenue	Payroll	Fringe	Facility	Admin	Program	Total Expense	Monthly Net	Cumulative Net
July	$ 26,347	$ 1,731	$ 28,078	$ 12,167	$ 4,217	$ 4,031	$ 5,958	$ 5,917	$ 32,289	$ (4,212)	$ (4,212)
August	$ 26,347	$ 1,731	$ 28,078	$ 12,167	$ 4,217	$ 4,031	$ 5,958	$ 5,917	$ 32,289	$ (4,212)	$ (8,423)
September	$ 29,655	$ 1,731	$ 31,386	$ 12,167	$ 4,217	$ 4,031	$ 5,958	$ 5,917	$ 32,289	$ (904)	$ (9,327)
October	$ 27,701	$ 1,731	$ 29,432	$ 12,167	$ 4,217	$ 4,031	$ 5,958	$ 5,917	$ 32,289	$ (2,858)	$ (12,184)
November	$ 27,701	$ 1,731	$ 29,432	$ 12,167	$ 4,217	$ 4,031	$ 5,958	$ 5,917	$ 32,289	$ (2,858)	$ (15,042)
December	$ 62,783	$ 1,731	$ 64,514	$ 12,167	$ 4,217	$ 4,031	$ 5,958	$ 5,917	$ 32,289	$ 32,224	$ 17,183
January	$ 27,701	$ 1,731	$ 29,432	$ 12,167	$ 4,217	$ 4,031	$ 5,958	$ 5,917	$ 32,289	$ (2,858)	$ 14,325
February	$ 36,068	$ 1,731	$ 37,799	$ 12,167	$ 4,217	$ 4,031	$ 5,958	$ 5,917	$ 32,289	$ 5,509	$ 19,835
March	$ 27,701	$ 1,731	$ 29,432	$ 12,167	$ 4,217	$ 4,031	$ 5,958	$ 5,917	$ 32,289	$ (2,858)	$ 16,977
April	$ 27,701	$ 1,731	$ 29,432	$ 12,167	$ 4,217	$ 4,031	$ 5,958	$ 5,917	$ 32,289	$ (2,858)	$ 14,120
May	$ 27,701	$ 1,731	$ 29,432	$ 12,167	$ 4,217	$ 4,031	$ 5,958	$ 5,917	$ 32,289	$ (2,858)	$ 11,262
June	$ 27,701	$ 1,731	$ 29,432	$ 12,167	$ 4,217	$ 4,031	$ 5,958	$ 5,917	$ 32,289	$ (2,858)	$ 8,405
ANNUAL TOTALS			$ 395,877	$ 146,004	$ 50,600	$ 48,372	$71,496	$ 71,000	$ 387,472	$ 8,405	$ 52,921

KEY METRICS	
Average Monthly Revenue	$ 32,990
Average Monthly Expense	$ 32,289
Average Monthly Net Cash	$ 4,410
Lowest Monthly Cash Flow	July
Highest Monthly Cash Flow	November

PERFORMANCE EVALUATION FORM

Employee Name: _____ **Position Title:** _____

Department/Service Area: _____ **Date of Evaluation:** _____

Supervisor: _____ **Supervisor Title:** _____

PERFORMANCE RATINGS:

EXCEEDS EXPECTATIONS
Work that is characterized by sustained exemplary accomplishments at the highest level throughout the rating period. Exhibiting performance that consistently exceeds and sometimes far exceeds the performance expectations and goals of the job. Typically demonstrates full mastery of the knowledge, skills, and abilities for the required work.
Any rating of exceeds expectations must be accompanied by a description of achievements.

MEETS EXPECTATIONS
Work that is characterized by achieving results at a level that generally meets and sometimes exceeds the performance goals of the job. Typically demonstrates fully proficient knowledge, skills, and abilities for the required work. Requires an appropriate amount of supervision and follow-up.

NEEDS IMPROVEMENT
Work that requires improvement to fully meet the performance goals in or more areas; provides basic support to contributions of the organization. Typically demonstrates beginner knowledge, skills, and abilities for the required work.

UNSATISFACTORY
Work that fails to meet the goals of the job function; generally falls short of performance goals (even though sometimes approaching goals); provides minimal support to the contributions of the organization. Requires direction, support and follow-up more frequently than others. May exhibit knowledge and or skills deficit.
Any rating of unsatisfactory must be accompanied by comments specifying deficiencies.
An unsatisfactory rating requires the supervisor to counsel the employee and provide performance expectations and timelines for improvement and reassessment.

A. PERFORMANCE STANDARDS:

For each factor below, check the rating that most closely represents your overall evaluation of the individual's performance. Comments are required and should be provided if rated Exceeds Expectations or Unsatisfactory.

1. ***ADAPTABILITY & CHANGE MANAGEMENT:*** Ability to multi-task; adapts to changes; manages challenging situations appropriately.

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

2. ***ATTENDANCE & PUNCTUALITY:*** Arrives to work on time; schedules time off in advance; reliable & dependable; unscheduled absences are minimal; demonstrates flexibility when needed.
   (Leave time taken under Family Medical Leave Act (FMLA) and/or Workman's Compensation cannot negatively impact an evaluation. If absences were due to extenuating circumstances, the supervisor should take this into consideration when evaluating attendance.)

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

3. ***COMMUNICATION:*** Asks for feedback to ensure understanding; has open, clear communication with their peers; has open, clear communication with their supervisor; empathetic and focused listener.

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

4. ***COOPERATION:*** Listens to supervisor when directives are given; openly receives constructive feedback; collaboratively works with peers.

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

5. ***GOALS AND OBJECTIVE SETTING:*** Assignment and task completion; shares progress or challenges of tasks with supervisor; holds themselves accountable for performance.

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

6. ***INITIATIVE:*** Pursues professional development; takes initiative for task beyond their basic duties; requires little to no direction in performing day-to-day responsibilities.

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

7. ***JOB KNOWLEDGE***: Demonstrates a thorough knowledge of their key responsibilities; shares their knowledge with their peers; keeps abreast of trends and changes in their area of responsibility.

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

8. ***JUDGEMENT AND DECISION MAKING:*** Displays sound judgement when making decisions; remains calm in stressful situations; provides swift solutions to routine questions; uses business knowledge to make timely and effective decisions.

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

9. ***LISTENING:*** Demonstrates active listening skills; allows others to complete their thoughts before replying; listens objectively with an open mind.

   Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
   Comments:

10. ***PROFESSIONALISM***: Maintains a professional appearance; adheres to company dress code policy; treats others with respect at all times.

    Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
    Comments:

11. ***SAFETY:*** Adheres to company safety policies and regulations; remains aware of potential safety hazards.

    Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
    Comments:

12. ***TIME MANAGEMENT:*** Prioritizes tasks in an effective manner; completes tasks timely; implements measures to reduce distractions.

    Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
    Comments:

13. ***SUBJECT MATTER EXPERTISE:*** Exhibits a highly specialized knowledge and aptitude for providing advice and counsel in the area of their expertise; Attention to detail and accuracy are maintained.

    Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
    Comments:

14. ***LOYALTY/COMMITMENT:*** Consistently exhibits a commitment to the success of YTF. Demonstrates an understanding of YTF's Vision, Mission and Values in their performance of duties.

Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
Comments:

15. ***CORE VALUES:***

Teamwork: Our team is willing to work together collaboratively and in a coordinated, collective effort with clients, partners, and each other to achieve a common goal. This is achieved by clear and efficient communication; taking responsibility when things don't go as planned; actively listening to other points of view; and being aware of how our actions can impact others.

Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
Comments:

Honesty: We, as individuals and as a team, commit to be fair and consistent and act in an ethical and professional manner. This is achieved by fulfilling commitments; providing regular feedback; taking a stand against unethical and illegal practices; transparent communication; not being afraid to respectfully speak up even when the truth hurts; and showing authenticity/sincerity.

Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
Comments:

Respect: Our team is characterized by responsible actions, honest relationships, mutual respect, and open communications. This is achieved by always treating others with courtesy, politeness, and kindness; being open to opinions and ideas; refraining from behaviors that criticize, disparage, and belittle others; being aware of our body language, tone of voice, and demeanor; treating others fairly and equally; and recognizing the strengths and talents of all people.

Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
Comments:

Inclusion: We recognize that all people deserve to feel valued and respected regardless of their background or circumstances. This is achieved by utilizing mindful communication; challenging stereotypes; and avoiding making assumptions.

Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
Comments:

Vision: We commit ourselves to leaving the past behind and embracing future possibilities. This is achieved by breathing life into mission, vision, and values of the organization; dreaming big and focusing on successes; creating an infusion of passion and inspiration; and ensuring our words and actions support the organization's long-term goals and objectives.

Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
Comments:

Empathy: Our team prioritizes empathy and values and cares about our relationships with clients, partners, stakeholders, and fellow team members. This is achieved by showing compassion and care; asking questions and listening with a goal to understand; acknowledging and validating the feelings of others; being present in the moment; approaching problems with a different perspective and accepting other interpretations; taking the initiative to help those who are struggling; and challenging our biases.

Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
Comments:

Synergy: Our team, and those we are serving, will succeed because of our commitment, dedication, resiliency, and collective effort. This is achieved by being clear in our communications and ensuring everyone knows and understands the goals, objectives, and strategies of the organization and programs administered; fostering trust and collaboration; embracing diverse people, practices, and ideas; cultivating an environment for conversations that lead to creative solutions; sharing resources and collaborative effort to break down barriers and overcome obstacles; and empowering others by utilizing individual talents and skills to the greatest extent possible.

Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory ☐ N/A ☐
Comments:

B. PERFORMANCE IMPROVEMENT:

Describe job-related performance improvements (including accountability and responsibility), which would help this individual to be more effective.

OVERALL PERFORMANCE RATING:
Please provide an overall performance rating based on the specific ratings given throughout the evaluation.

Exceeds Expectations ☐ **Meets Expectations** ☐ **Needs Improvement** ☐ **Unsatisfactory** ☐

Supervisor Comments:

Supervisor Signature: _____ **Date:** _____

Director or designee review signature: _____ **Date:** _____

Employee Comments:

I acknowledge I have received and reviewed this Performance Evaluation and that it has been reviewed with me by my direct supervisor. My signature indicates neither agreement nor disagreement with the content of the evaluation.

Employee Signature: _____ **Date:** _____

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 31. 26-3799 5/26/2026

Title and Board Action Requested
Citizen Input on Hernando County School issues on which the School Board customarily takes action (Pink Form - non-agenda items)

Executive Summary
Please see the attached form if you wish to make a presentation before the School Board for matters that pertain to other Hernando County School issues on which the School Board customarily takes actions.

My Contact
Ray Pinder
Superintendent of Schools

2023-28 Strategic Focus Area
Other

Financial Impact
There is no financial impact.

NON-AGENDA ITEM COMMENT FORM FOR SPEAKERS

Failure to complete this form or to sign below will prevent the Citizen Input form from being presented to the Board Chair.

LEGAL NAME/**PRINTED**: _____

LEGAL ADDRESS: _____

PHONE: (_____) _____

Identify topics **not** included on the agenda. Topics need to address educational concerns.

TOPIC: _____

_____

_____

Guidelines:

Limited agenda time and the need to conduct meetings in an orderly fashion require that you adhere to the following Citizen's Input guidelines:

- The speaker will adhere to a three (3) minute time limit per speaker.
- Time may not be yielded to other speakers.
- The Chairperson has the authority to limit discussion if the subject is outside of the authority of the School Board Members regarding an issue that is repetitive or is addressing a legally confidential issue.
- Materials or documents you wish to share with the School Board must be attached to this form.
- The Chairperson may deny all forms submitted after the Board Meeting is called to order.
- The HCSD Code of Civility is in effect at all times (see other side).
- The Board typically does not respond to remarks or questions made during Citizen Comments.

My signature is confirmation that I have read, understand, and agree to abide by all guidelines and HCSD Code of Civility:

Signature of speaker: _____

Chairperson's Approval of form: _____

FOR OFFICE USE ONLY:

Date Received: _____

Time Received: _____

Hernando County School Board
CODE OF CIVILITY

The education of our children depends on the ability of the community, parents and staff to share responsibilities, meaningful communication and welcomed participation. Civility reflects the ability of each person to affirm the collective worth of being respectful.

With that, all persons attending or speaking at a school board meeting shall:

- Listen carefully and respectfully
- Not use any offensive gestures, language or profanity
- Not use any threatening words or actions
- Not display any disruptive behaviors, temper or insulting/demeaning words
- Treat others as they would like to be treated
- Never bully, harass or abuse others

*Any lack of civility by any person will result in that person being directed by the Superintendent, or Chairperson, to leave the premises. Failure to follow a directive will result in law enforcement assistance.

Note: The Board typically does not respond to remarks or questions made during citizen input. While no immediate action will be taken by the Board, the Superintendent may follow up the inquiries/comments by directing staff to intervene.