

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
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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 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 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?

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

Mat Kline

Printed Name

CEO

Title

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: _____

Parent Signature: _____

Date: _____

School Subject Student Student ID Student Grade
 BEST Academy Reading
 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

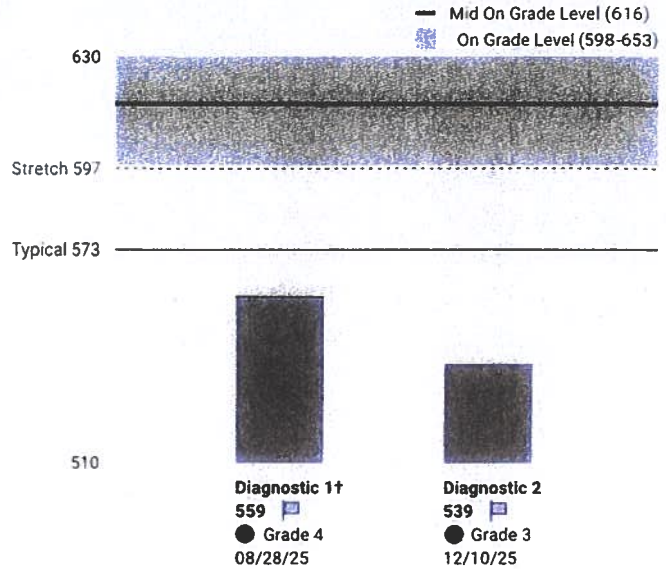


This student has made 0% progress toward Stretch Growth. For students who are below grade level on their baseline Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.

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

School Subject: BEST Academy Math
 Student ID: [Redacted]
 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

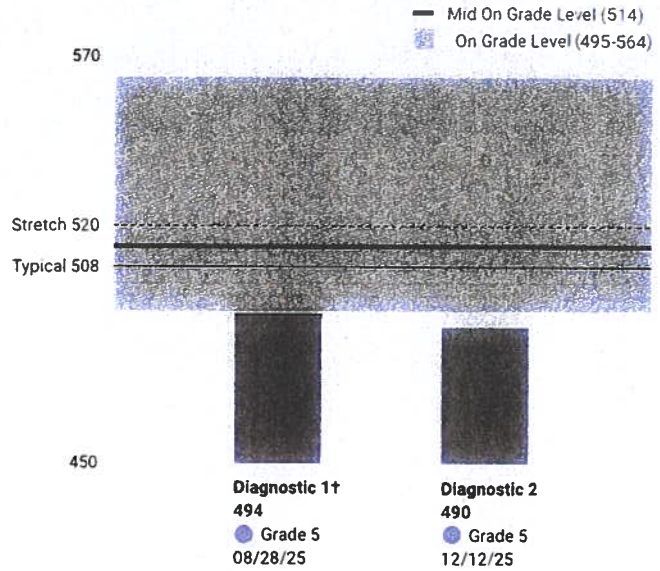


This student has made 0% progress toward Stretch Growth. For students who are below grade level on their baseline Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.

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.

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/acc8e8c166c7432582494e864cb16c.pdf>

Family Guide to Response to Intervention
<http://www.rti4success.org/resource/family-guide-response-intervention>
http://families-together-inc.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

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?

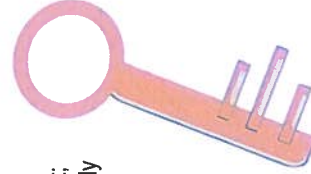
- ◆ A Multi-Tiered System of Supports is not a separate program, class or intervention but rather a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need.
- ◆ This framework 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?

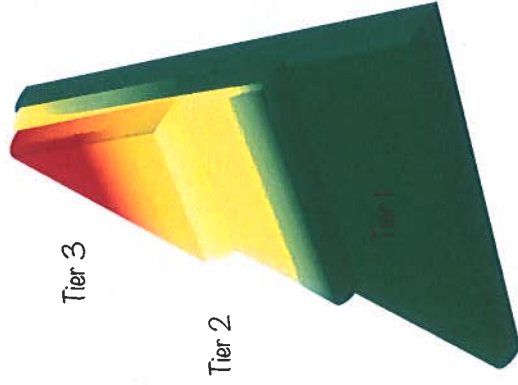
- ◆ High-quality instruction;
- ◆ Universal screening to identify students needing supplemental support;
- ◆ Multiple tiers of academic and behavioral support that are progressively more intensive;
- ◆ Evidence-based interventions matched to student need; and
- ◆ Ongoing progress monitoring of student 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

Accommodations (enter a 1 for each accommodation 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%	3 - 41 - 60%
01/15/2026	Torres				5		5	7	1	1	2		3 - 41 - 60%	3 - 41 - 60%	3 - 41 - 60%
01/15/2026	Floriano				4		6	7	1	1	1		4 - 61% - 8...	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

Accommodations (enter a 1 for each accommodation 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.

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 statement, 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 requirements.

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

STUDENT CALENDAR

July 2025						
S	M	T	W	T	F	S
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October 2025						
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January 2026						
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April 2026						
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March 2026						
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June 2026						
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First day for instructional staff.....
 PreSchool.....
 First day of school for students.....
 Labor Day.....
 End of first grading period (44 days).....
 Professional Day-Students not in attendance.....
 District In-Service-Students not in attendance.....
 Veterans Day Observed
 Thanksgiving Break.....
 End of semester Early Release Days.....
 End of second grading period (42 days).....
 Winter Break.....
 Professional Day-Students not in attendance.....
 M.L.King Day.....
 President's Day.....
 End of third grading period (47 days).....
 Spring Break
 Professional Day
 Long weekend.....
 Memorial Day.....
 End of semester Early Release Days.....
 Last day of school for students-end of fourth grading period (47 days)
 Post School.....

Aug. 4 Monday
 Aug. 4-8 Monday-Friday
 Aug.11 Monday
 Sept. 1 Monday
 Oct. 10 Friday
 Oct. 13 Monday
 Oct. 31 Friday
 Nov.11 Tuesday
 Nov. 24-28 Monday-Friday
 Dec. 17-19 Wednesday-Friday
 Dec. 19 Friday
 Dec. 22- Jan. 2 Monday-Friday
 Jan. 5 Monday
 Jan. 19 Monday
 Feb. 16 Monday
 Mar. 13 Friday
 Mar. 16-20 Monday-Friday
 Mar. 23 Monday
 Apr. 3 Friday
 May 25 Monday
 May 27-29..... Wednesday-Friday
 May 29 Friday
 June 1-2 Monday-Tuesday

<u>Pre & Post School</u>	<u>Teacher Professional Days</u>	<u>Paid Teacher Holidays</u>	<u>Paid Holidays 12-Month Employees</u>	<u>Paid Holidays Less than 12 Month</u>	<u>Hurricane Make-Up Days</u>	<u>Early Release Day for Professional Development</u>
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	November 25, 2025	October 24, 2025
August 7, 2025		January 19, 2026	November 27, 2025	December 25, 2025	March 16, 2026	January 30, 2026
August 8, 2025		February 16, 2026	December 25, 2025	January 19, 2026	March 17, 2026	February 27, 2026
June 1, 2026		May 25, 2026	January 1, 2026			
June 2, 2026	<u>District Inservice</u>		January 19, 2026			
	October 31, 2025		February 16, 2026			
			April 3, 2026			
			May 25, 2026			

TEACHER CALENDAR

July 2025						
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October 2025						
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January 2026						
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April 2026						
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August 2025						
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February 2026						
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May 2026						
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March 2026						
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June 2026						
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- Dec. 19 Friday
- Dec. 22- Jan. 2 Monday-Friday
- Jan. 5 Monday
- Jan. 19 Monday
- Feb. 16 Monday
- Mar. 13 Friday
- Mar. 16-20 Monday-Friday
- Mar. 23 Monday
- Apr. 3 Friday
- May 25 Monday
- May 27-29..... Wednesday-Friday
- May 29 Friday
- June 1-2 Monday-Tuesday

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August 8, 2025		February 16, 2026	December 25, 2025	January 19, 2026	March 17, 2026	February 27, 2026
June 1, 2026		May 25, 2026	January 1, 2026	January 19, 2026		
June 2, 2026	District Inservice		January 19, 2026	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)

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 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

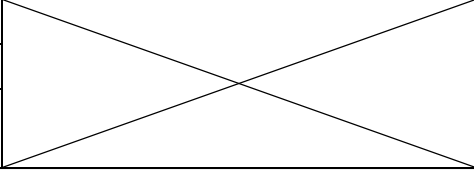

Attachment F

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.

2025-2026 Elementary School Assessment Calendar

	District Window	State Window
Florida Assessment of Student Thinking (FAST)		
VPK/ESE PreK (STAR Early Literacy)	PM1: August 27 th -September 11 th PM2: January 8 th -January 22 nd PM3: April 28 th - May 11 th	
Grades K-2 FAST ELA Reading & Math	PM1: August 4 th -September 26 th PM2: December 2 nd - 12 th PM3: April 13 th - May 1 st	PM1: August 4 th – September 26 th PM2: December 1 st -January 23 rd PM3: April 13 th -May 29 th
Grades 3-5 FAST ELA Reading	PM1: September 2 nd -12 th PM2: December 9 th -17 th PM3: May 1 st - 8 th	PM1: August 11 th - September 26 th PM2: December 1 st -January 23 rd PM3: May 1 st -May 29 th
Grades 3-5 FAST Mathematics	PM1: September 15 th -19 th PM2: January 6 th -16 th PM3: May 11 th -15 th	
SAT10		
SAT10	May 13-14 th	
i-Ready		
i-Ready- Reading & Math	AP1: August 11 th -29 th AP2: November 17 th -December 12 th AP3: April 13 th – May 29 th Grade 3 Reading – May 20-21 st	
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 31 st – April 1 st Grade 5 - April 2 nd - 3 rd	March 30 th -April 10 th
Statewide Science Assessment		
Grade 5 Statewide Science	May 12 th	May 1 st - 29 th
NNAT3		
NNAT3 (1 st grade)	February 2 nd – March 31 st	
ACCESS for ELLS		
ACCESS for ELLs Alternate ACCESS for ELLs	January 12 th - March 6 th	January 12 th - March 13 th
Florida Alternate Assessment (FAA)		
FAA Performance Task: Grades 3-5 ELA & Mathematics Grades 4 & 5 Writing, & Grade 5 Science	March 2 nd - April 17 th	
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**



**HERNANDO
SCHOOL DISTRICT**

Learn it. Love it. Live it.

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



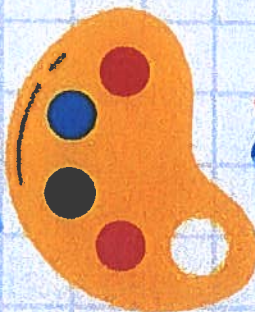
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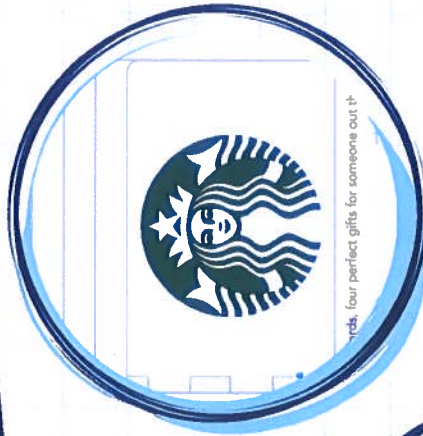
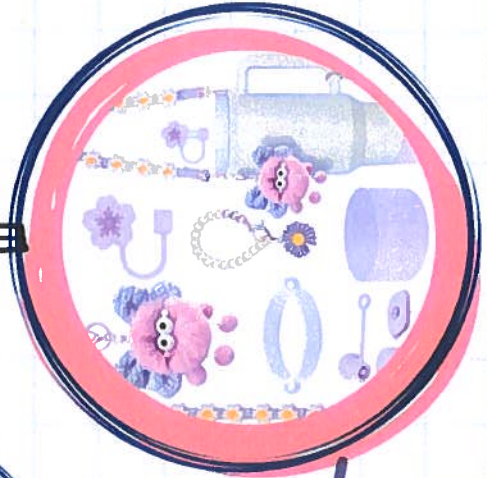
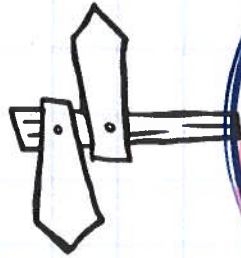
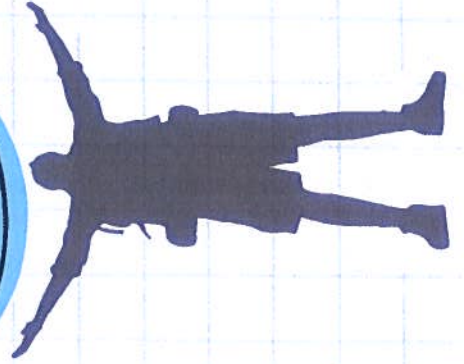


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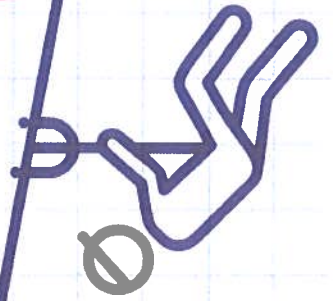


REACH FOR THOSE

CRITTER COINS



...rds, four perfect gifts for someone out th





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

[Department of State](#) / [Division of Corporations](#) / [Search Records](#) / [Search by FEI/EIN Number](#) /

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](#)

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[01/17/2024 -- ANNUAL REPORT](#)

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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
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01/18/2013 -- ANNUAL REPORT	View image in PDF format
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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



Consumer's Certificate of Exemption

Issued Pursuant to Chapter 212, Florida Statutes

DR-14
R. 01/18

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.



**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 ~~any~~ 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

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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 for the financial recovery plan.

12.9 Prior to any appointment to the Board of Directors, a member shall be fingerprinted pursuant to Section 1002.33(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)

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 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 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, 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)

Jan 23, 2026

Signature

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 performance.

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?
Clarifying 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 12:06:46 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
-

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
-

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 34448
 - 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 IEP-C-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 continuous oversight of academic and financial performance by holding regular reviews and implementing accountability 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 addressing 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 No

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

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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'

Signature

1/25/2026

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

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
-

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
-

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

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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 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 successful school. Passion for helping the students achieve 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 into 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'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
James P Morris [Jan 26, 2026 10:22:06 EST]

Signature

Jan 26, 2026

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
-

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
-

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
-

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

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 Denna Maas
- Home Address 4535 S. Atlantic Ave #4309 Ponce Inlet, FL
- Business Name and Address N/A
- Phone Number _____
- E-mail address denna@maas@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 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 and 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 Head Start MFCs 10 yrs. Board member BEST Academy + Y. Thive 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 thrive with quality, individualized + meaningful learning.

2. What is your understanding of the school's proposed educational program?

Strong emphasis on Spring Hill International all-around academics. Breaks into 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?

Regularly 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 + terms School Board and 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

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.*
- (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 Mares

Donna Mares 1/22/2026

Signature Date

DONNA MAAS

Brooksville, Florida | Early Childhood Education & Program Management

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

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

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 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 savvy 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 management.

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, 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. 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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- (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 Adessi 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

Addressi 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-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: 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

Adressi 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

Operations Management Intern

August 2009 – January 2010

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

RELEVANT 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 artcistic 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).
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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: 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).

IV. Board Member Information Form

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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 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).*
- (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)

Signature

Jan 26, 2026

Date

EVONE JACKSON

Brooksville, FL | Community Advocate & Early Childhood Education Leader

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
-

CORE COMPETENCIES

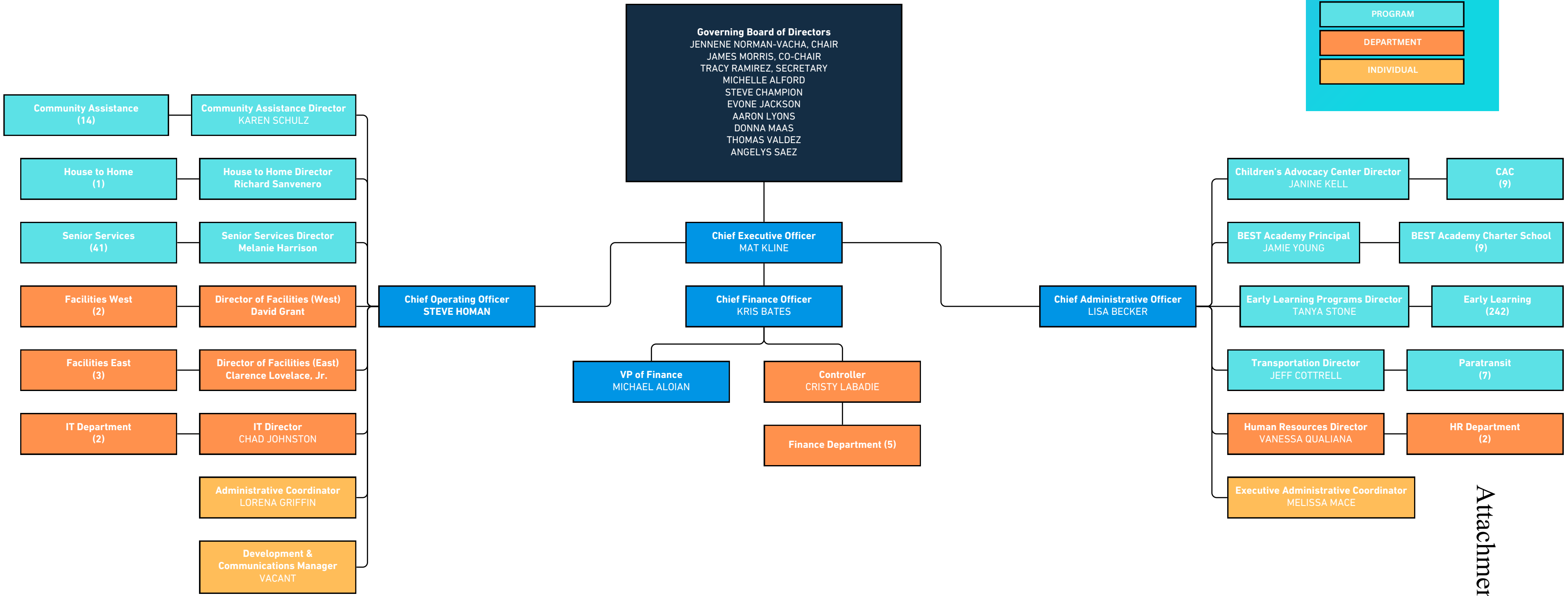
- Community Advocacy & Engagement
- Early Childhood Education
- Family Empowerment & Support
- Leadership Development
- Program Planning & Implementation
- Stakeholder Relations
- Compassionate Client Services
- Team Collaboration
- Organizational Development
- Youth Mentorship



ORGANIZATIONAL CHART

COLOR KEY

- GOVERNING BOARD MEMBERS
- EXECUTIVE
- PROGRAM
- DEPARTMENT
- INDIVIDUAL

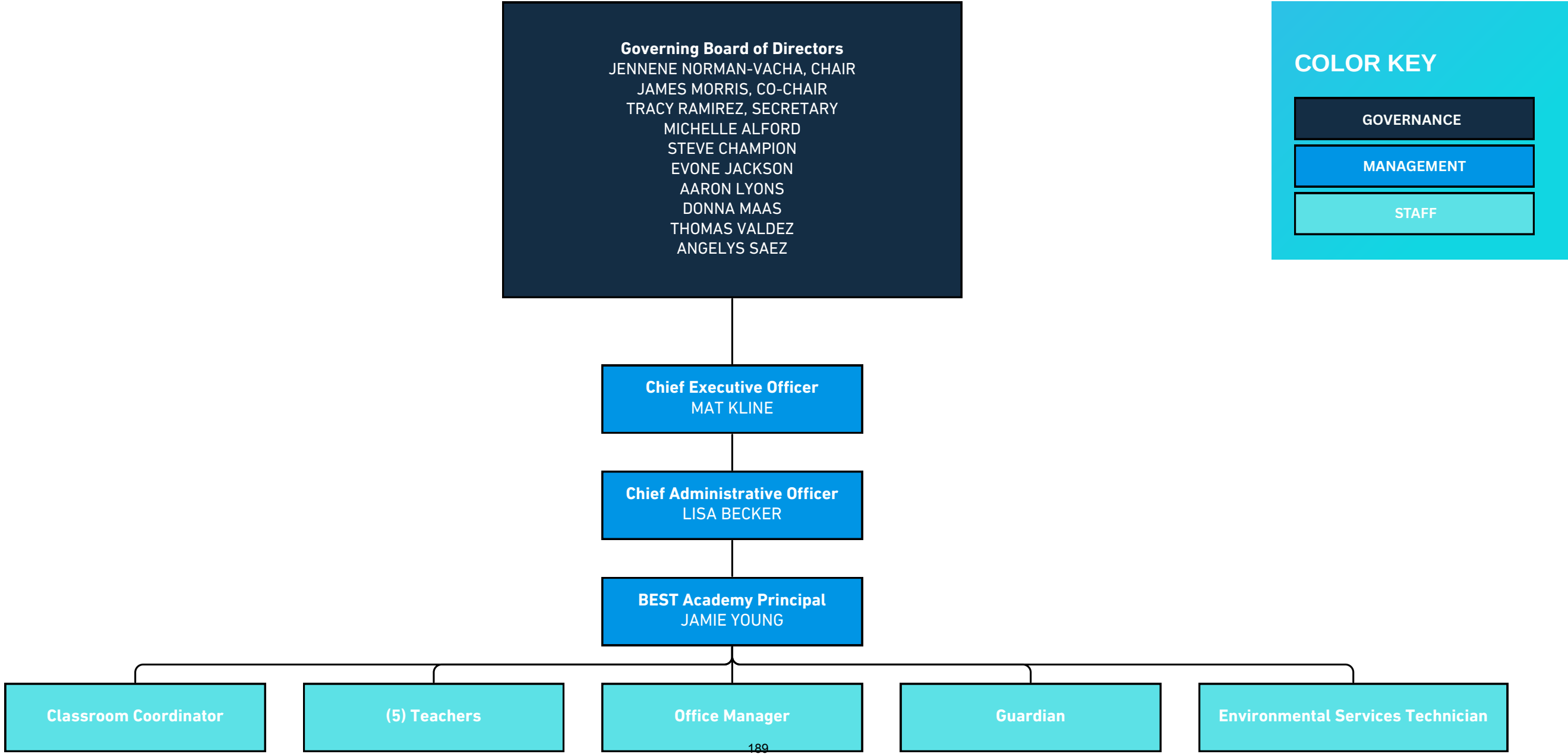


Attachment M

PRE-OPERATIONAL YEAR



ORGANIZATIONAL CHART



1ST YEAR OF OPERATION

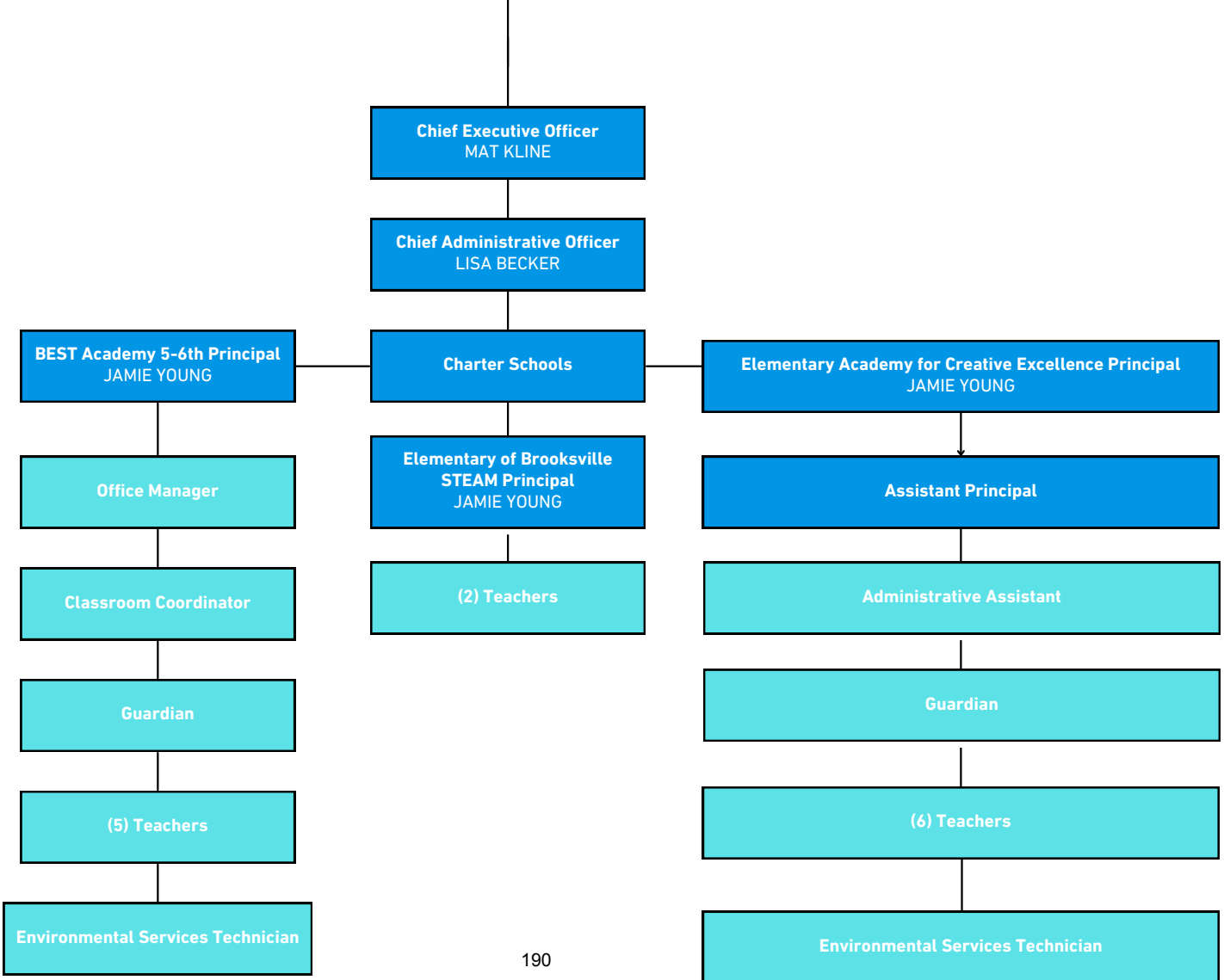


ORGANIZATIONAL CHART

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

COLOR KEY

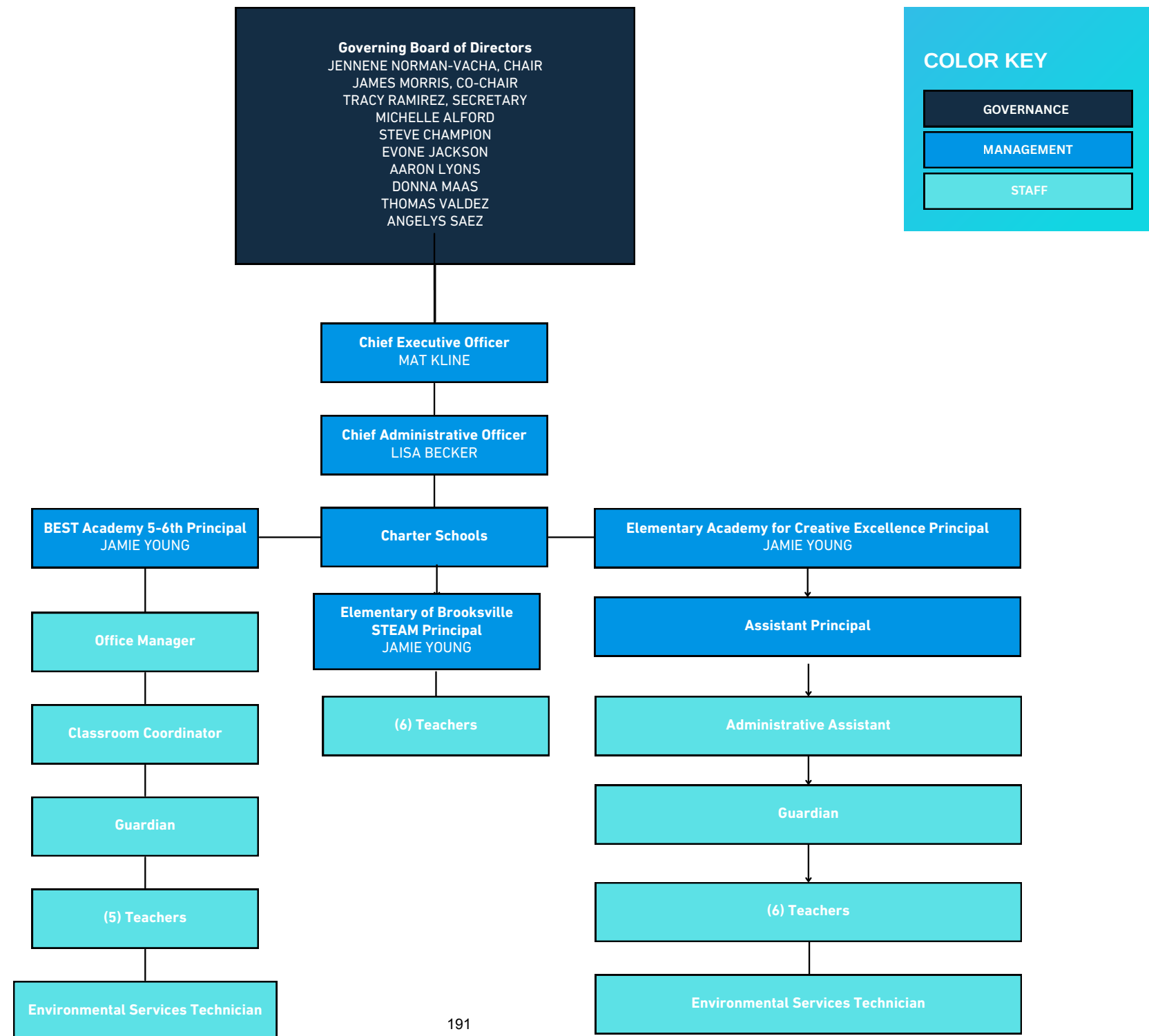
- GOVERNANCE (Dark Blue)
- MANAGEMENT (Medium Blue)
- STAFF (Light Blue)



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
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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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 Brooksville, FL 34601
 Phone: 352-796-1425 Fax: 352-796-7500

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

<input type="checkbox"/> REVIEWED	<input type="checkbox"/> REVISED	ON: 00/00/0000 BY:
W/C CODE: 8810		FLSA STATUS: Exempt

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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 Brooksville, FL 34601
 Phone: 352-796-1425 Fax: 352-796-7500

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

<input type="checkbox"/> REVIEWED	<input type="checkbox"/> 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.



*You Thrive Florida
820 Kennedy Blvd.
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



You Thrive Florida
820 Kennedy Blvd.
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

<input type="checkbox"/> REVIEWED	<input type="checkbox"/> 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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820 Kennedy Blvd.
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

<input type="checkbox"/> REVIEWED	<input type="checkbox"/> 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:	Environmental 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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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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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

<input type="checkbox"/> REVIEWED	<input type="checkbox"/> REVISED	ON: 00/00/0000 BY:
W/C CODE: 8810		FLSA STATUS: Non-Exempt



You Thrive Florida
 820 Kennedy Blvd.
 Brooksville, FL 34601 **Attachment P**
 Phone: 352-796-1425 Fax: 352-796-7500

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 Commission 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 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

<input type="checkbox"/> REVIEWED	<input type="checkbox"/> REVISED	ON: 00/00/0000	BY:
W/C CODE: 8810		FLSA STATUS: Non-Exempt	



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 820 Kennedy Blvd.
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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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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

<input type="checkbox"/> REVIEWED	<input type="checkbox"/> REVISED	ON: 00/00/0000 BY:
W/C CODE: 8810		FLSA STATUS: Exempt



You Thrive Florida
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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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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.



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Print Name: _____

Reasonable accommodation will be made for otherwise qualified individuals with a disability.

Employee Signature

Date

Supervisor Signature

Date

<input type="checkbox"/> REVIEWED	<input type="checkbox"/> 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 Inquiries 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:

<u>Length of Service Completed Of Accrual</u> <i>(40 hours per week)</i>	<u>Hourly Rate</u>	<u>Hours Accrued Annually for Regular Full-time Employees</u>
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	Hours Accrued Annually
	<u>Of Accrual</u>	<u>for Regular Full-time (40 hours per week) Employees</u>
	.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:

<u>Years of Service</u>	<u>Percent upon Separation</u>
Date of hire to end of 9th year	0%
Start of 10th year to end of 19th year	50%
Start of 20 th 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:

<u>Holiday</u>	<u>Date Observed</u>
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 placed 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, it 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 and 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 identify 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 and 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 attendee, 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

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.

- | | | |
|--|--|---|
| <input type="checkbox"/> Asthma (medication needed at school) | <input type="checkbox"/> Heart Condition | <input type="checkbox"/> Seizures/Epilepsy |
| <input type="checkbox"/> Asthma (No medication needed at school) | <input type="checkbox"/> Cystic Fibrosis | <input type="checkbox"/> Wears Contacts/Glasses |
| <input type="checkbox"/> Allergy (Epi-pen required) | <input type="checkbox"/> Cerebral Palsy | <input type="checkbox"/> Diabetes (Type 1) |
| <input type="checkbox"/> Allergy (No Epi-pen required) | <input type="checkbox"/> Hemophilia | <input type="checkbox"/> Diabetes (Type 2) |
| <input type="checkbox"/> Attention Deficit Disorder | <input type="checkbox"/> Cancer | <input type="checkbox"/> 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

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 ID # [] M/F [] DOB []
Grade [] School []

Student Name []
Student ID # [] M/F [] DOB []
Grade [] School []

Student Name []
Student ID # [] M/F [] DOB []
Grade [] School []

Student Name []
Student ID # [] M/F [] DOB []
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 []

**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 from 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 Intrasccholastic 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

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 ELEMENTARY offers 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. **MAINTENANCE:** 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 agree 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	Additional Base Funds	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 administrative 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 \$ -
		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, <u>less any 113 gifted FTE.</u>	10.00	4-8	251	\$ 1,077 \$ 10,770
		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	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:	<u>116.00</u>	÷	Scholarship UFTE:	<u>23,141.84</u>
				=	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:	<u>116.00</u>	÷	District's Total Non-Virtual UFTE:	<u>25,955.87</u>
				=	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:	<u>116.00</u>	÷	District's Total Non-Scholarship Non-Virtual UFTE:	<u>22,741.37</u>
				=	0.5101%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	<u>6,103,523</u>	x	0.4469%	\$	<u>27,277</u>
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>7,766,159</u>	x	0.4401%	\$	<u>34,179</u>
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	<u>2,306,367</u>	x	0.5101%	\$	<u>11,765</u>
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	<u>1,523,010</u>	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	<u>777.74</u>

School Academic Acceleration Option Supplement		<u>4,203,858</u>	x	0.0000%	\$	-
9. Discretionary Local Effort (WFTE share)	(c)	<u>15,007,736</u>	x	0.4374%	\$	<u>65,644</u>
10. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.4374%	\$	-
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	<u>0</u>	x	0.4401%	\$	-

12. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>CWF</u>	X	<u>Allocation factors</u>		
PK - 3	79.7760		1.0000		958.42 =	<u>76,459</u>	
4-8	44.0000		1.0000		915.09 =	<u>40,264</u>	
9-12	0.0000		1.0000		917.30 =	<u>0</u>	
Total *	<u>123.7760</u>						<u>116,723</u>

(*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

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				<u>\$ -</u>

15. Food Service Allocation	(j)					
						<u>940,966</u>

16. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)					<u>893,020</u>
17. 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) 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 specifically 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.



You Thrive Elementary Academy for Creative Excellence

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 Classroom 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	<u>\$1,222,666</u>	<u>\$1,259,346</u>	<u>\$1,297,126</u>	<u>\$1,336,040</u>	<u>\$1,376,121</u>

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
HCSA 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	<u>\$ 1,217,179</u>	<u>\$ 1,196,794</u>	<u>\$ 1,232,698</u>	<u>\$ 1,269,679</u>	<u>\$ 1,307,770</u>
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
HCSA 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

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



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:** _____